



Ontario
College of
Teachers

Ordre des enseignantes
et des enseignants
de l'Ontario



Focus on
Teaching

2025 *Focus on Teaching:* A Survey of Ontario Teachers



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The 2025 *Focus on Teaching* survey represents the third iteration of this unique member-based survey available to all Ontario Certified Teachers in good standing. First launched in 2023, with three years of member survey data, the findings from the *Focus on Teaching* survey places the Ontario College of Teachers in a position to share insightful information about its membership as it continues to build a comprehensive picture of the professional experiences of OCTs throughout Ontario.

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Message from the Registrar

The Ontario College of Teachers (the College) launched the first *Focus on Teaching* survey in 2023 as a unique opportunity to hear the voices of Ontario Certified Teachers (OCTs) and gather information about their career preparation and aspirations.

We also launched it with a commitment that survey refinements would be responsive to the needs of the profession and Ontario's publicly funded school system.

To honour that commitment, development of the 2025 survey was guided by extensive consultation with feedback from OCTs and our education system partners.

Over the course of the year, we convened:

- 12 consultation sessions that gathered interestholders from across the education system.
- 29 focus groups with OCTs who have classroom experience.
- Six data analysis workshops to help finalize survey questions that were professionally relevant.

Thank you to everyone who shared their feedback, whether formally as participants in organized sessions, or informally as part of our ongoing work as collaborative partners in education.

We are also grateful to our consulting partners, Forum Research Inc. (Forum), Amorell & Co. Inc., TCI Management Consultants, and Gray & Associates.

As a result of this collective effort, the 2025 *Focus on Teaching* survey is our most effective yet, with a thoughtful mix of new and returning questions designed to gather information about a wide range of OCT professional experiences.

Finally, I thank the 36,749 OCTs who participated in the 2025 survey. Your time is valuable, and so are your voices.

Linda Lacroix, OCT/EAO

**Registrar and Chief Executive Officer
Ontario College of Teachers**

Survey Methodology

The 2025 *Focus on Teaching* survey was developed by the College, in consultation with OCTs, education partners and system leaders across Ontario. Through focus groups, consultations, and discussions, the College refined the previous *Focus on Teaching* survey to improve communication, enhance clarity of the survey items, and ensure inclusive response categories. As in other years, the purpose of the 2025 *Focus on Teaching* survey was to gather data for the education system that will continue to:

- Help shed additional light onto teacher supply and demand in Ontario’s French and English school boards.
- Support equity, diversity, and inclusion in the profession.
- Support career progression opportunities for OCTs.
- Continue to track the professional experiences of OCTs.

The survey was available in French and English and members were invited to request accommodations if needed. The survey consisted of 31 items that inquired about training and certification, employment in the profession, aspirations and barriers related to career progression, sense of inclusion in the work environment, and demographics. Prior to beginning the survey, respondents were provided with information about the purpose of the

survey, confidentiality and data security measures, plans for data analysis and reporting, and active consent was required. The survey was voluntary, and respondents could choose to skip any question or exit the survey at any time. If a respondent exited the survey before completion, all previous responses were recorded.

Members were invited to participate in the online survey between August 18 and October 20, 2025. Forum — the external research consulting firm procured by the College to distribute the survey and analyze results — sent survey invitations to all members in good standing through email and Short Message Service (SMS) communication using contact information members had on file with the College. Survey reminders were also sent periodically through email and SMS during the 10 weeks the survey was active.

Survey Participation

In 2025, the *Focus on Teaching* survey was distributed to 229,836 members in good standing with the College. A total of 36,749 members participated in the survey, resulting in a participation rate of 16 percent. The majority of respondents selected the English survey (93%) and seven percent selected the French survey. The proportion of surveys completed in English and French aligns with information on file with the College regarding language preferences among our membership.

In 2023, the survey achieved a seven percent participation rate, followed by a 17 percent participation rate in 2024. The continued interest among our membership in contributing to this important initiative demonstrates the value they place on their profession. The College hopes members will recognize the benefits of this initiative and remain engaged in sharing their experiences.

Data Analysis and Reporting

Throughout this report, results are presented using percentages of respondents reporting on response categories for each survey item and across survey items that have been cross tabulated. Cross tabulations provide opportunities to understand how different groups of respondents answered survey questions. All cross tabulations presented in this report were performed to explore the relationship between survey items in a descriptive manner and do not represent statistically significant

relationships or correlations between item response categories and/or groups of respondents.

Data Suppression and Skip Logic

Results for the closed-ended survey items are presented using percentages for the majority of response categories, however, those with fewer than 10 responses ($n < 10$) have been suppressed to maintain anonymity of respondents. Given the voluntary nature of each survey item, and the skip logic embedded throughout the survey (some questions may or may not have appeared depending on how previous questions were answered), the number of responses will vary across items.

Multiple Response and Open-Ended Items

Throughout the survey, a variety of items provided response categories for which respondents could select multiple options. For these items, the total percentage across all responses will add to greater than 100 percent. In addition, a number of survey items offered a final "Other: please specify" option for members to provide relevant information that was not available through the preceding list of responses. To capture these "other" open-ended responses, content analysis was conducted where comments were coded, categorized, and analyzed for themes. These themes were either added to the list of available options to create new response categories or included in a similar existing response option. Similarly, the survey offered two open-ended items where respondents were asked to provide their own thoughts. These responses were also

coded, categorized, and analyzed for themes, from which new response options were created.

Rounding

Due to rounding, numbers and percentages reported throughout this report may not always add to the totals presented.

Data Preparation

Once the survey closed, Forum integrated the survey results with selected extracts of existing College registration data to:

- Increase the breadth of analyses.
- Provide opportunities for expanded analyses.
- Allow for increased application of findings.

Once complete, all data was anonymized and analyzed by Forum. Survey results were then shared with the College in aggregate form and survey item response categories that contained fewer than 10 responses ($n < 10$) were omitted from all aggregated results. The College cannot identify individual survey respondents.

Following completion of survey analyses, additional full membership information from the College's registration data was also extracted, analyzed and included in aggregate form in this report. The presentation of this information, together with the 2025 *Focus on Teaching* survey results, provides additional context about the College's membership as a whole and helps to extend the picture of OCTs

across Ontario.

Trend Data

Where available, this report also presents results from previous *Focus on Teaching* surveys (2023 and 2024). This data will provide the College and educational partners with a better understanding of membership patterns and changes over time, inform emerging opportunities for the membership, and continue to support data-informed decisions within the education profession.

Accessibility note: Throughout the report, tables are highlighted to draw attention to the analytical sections. All information within the tables remains fully understandable without highlighting.

Executive Summary

2025 Focus on Teaching: A Survey of Ontario Teachers

The 2025 *Focus on Teaching* survey is the third year in which the College collected large-scale data from members to better understand the evolving professional experiences of OCTs. Of the 229,836 members in good standing who received the survey, 36,749 responded, resulting in a 16 percent participation rate. Most respondents (93%) completed the English version, reflecting the broader language profile of College membership.

Building on survey refinements developed through consultation with educators, system leaders, and sector partners, the 2025 survey included 31 items that inquired about teacher training, equitable practice implementation, experiences in professional practice, career motivation, demographic identity, and future plans.

Entry to the Profession

Patterns of Entry and Years of Experience

The Ontario teaching workforce continues to be shaped by long-serving educators:

- 25% entered within the last 10 years,
- 30% entered between 11 and 20 years ago, and,
- 41% of respondents began teaching in Ontario more than 20 years ago.

These proportions closely mirror findings from the 2024 survey.

During the 2024-2025 school year, a larger proportion of respondents employed within the last five years, in particular, held daily occasional, supply, or long-term occasional roles, while higher percentages of those employed longer tended to hold full-time permanent positions. Comparisons between respondents employed within the last 20 years and those employed for more than 20 years show differences in their interests in changing teaching assignments and their desire to remain teaching in their current subject or grade areas.

Certification and Jurisdiction

More than three-quarters of respondents (77%) completed their initial teacher education program in Ontario. Seventeen percent trained

internationally and five percent trained elsewhere in Canada. Nearly three-quarters of respondents who trained in Canada (73%) and who trained internationally (67%) held full-time permanent teaching positions during the 2024-2025 school year. Employment patterns varied across these groups. Proportionally, a higher percentage of respondents who completed their initial teacher education program internationally reported not having as much employment as they wanted during this school year, when compared to those trained in Canada.

Preparedness for Teaching

Among respondents who began teaching between 2021 and 2025 and completed their initial teacher education program in Ontario:

- 64% indicated their initial teacher education program prepared them adequately, well, or extremely well for working in the teaching profession; and,
- 21% indicated their initial teacher education program prepared them poorly, or extremely poorly for working in the teaching profession.

Differences emerged across certification years, with a larger proportion of recently certified respondents reporting feeling well or extremely well prepared by their initial teacher education program. Regardless of reported levels of preparation for the teaching profession, more than three-quarters of respondents reported being committed to embedding equitable practices in their daily work. Among respondents who believed they were

well prepared by their initial teacher education program, larger proportions reported being prepared and supported in embedding equitable practices. Respondents who did not receive their initial training in Ontario reported being prepared and supported in embedding equitable practices in similar proportion to those who believed their initial teacher education program in Ontario adequately prepared them for the teaching profession.

New Teacher Induction Program (NTIP)

Among respondents who began teaching in the past five years:

- 33% believed NTIP supported their transition into the teaching profession in Ontario adequately, well, or extremely well;
- 14% believed they were poorly or very poorly supported; and,
- 45% did not have access to NTIP or were not aware of NTIP.

A larger proportion of respondents who reported that NTIP supported their transition well or extremely well indicated that they have been prepared and are supported in embedding equitable practices in their daily work, when compared to those who believed they were poorly supported. At the same time, regardless of their NTIP experience, more than three-quarters of respondents reported commitment to embedding equitable practices in their daily work.

Career Choice and Motivation

Teaching as a First Career

Two-thirds of respondents (66%) indicated that teaching was their first career, a result consistent with the 2023 and 2024 surveys.

Top Motivators

Respondents identified five primary motivators for continuing or rejoining the profession:

1. I love supporting the success of students (80%).
2. Teaching is a noble profession, and I take pride in working in the education sector (51%).
3. Provides me with financial security (49%).
4. Working with stimulating and supportive colleagues (48%).
5. Lifelong learning: there are always opportunities for personal growth and learning in the education sector (39%).

These top motivating factors were consistent across respondents trained in Canada and internationally.

Motivators Across Demographic Groups

Motivations varied across identity groups, revealing meaningful differences:

- More than one-quarter of respondents who did not have a disability reported that having a good work-life balance was a motivating factor for staying in or rejoining the profession (28%),

while a smaller proportion of those who identified as a person with one or more disabilities cited this factor (19%).

- Respondents who self-identified as non-binary reported being motivated by their social duty and/or their interest in providing leadership in education at larger proportions than their responding cisgender peers.
- Motivational differences also emerged across sexual orientation groups. Social duty and working with stimulating and supportive colleagues was reported by a larger proportion of respondents who described their sexual orientation as queer.
- Across racial categories, respondents who self-identified as Southeast Asian, Black, South Asian and/or Jewish reported being motivated by their pride in working in the education sector in larger proportions than those who described their racial category as white. Financial security was reported as a motivating factor by more than half of respondents who self-identified as white, East Asian, and Southeast Asian; and among smaller proportions of those who described their racial category as South Asian, Black, and/or Middle Eastern or West Asian.

Together, these patterns reflect varied professional experiences and aspirations across the teaching workforce.

Experience and Professional Practice

Position Types

Across all respondents, the two most common roles reported for the 2024–2025 school year were full-time permanent (60%) and daily occasional or supply teaching positions (14%).

Amount of Employment

Across all respondents, 69 percent reported having about as much employment as they wanted during the 2024–2025 school year, while 12 percent reported not having as much employment as they wanted and 12 percent reported having more employment than they wanted.

Employer Type

Employment experiences differed between English- and French-language school boards. Among respondents in full-time permanent positions, a larger proportion of those employed in English-language boards reported having about as much employment as they wanted during the 2024–2025 school year, while a larger proportion of those in French-language boards reported having more employment than desired.

Intentions to Leave by Position Type

Reported intentions to leave the profession varied by position type. Almost three-quarters of respondents in a principal or vice-principal position reported plans to leave within the next 10 years, with more than half indicating plans to retire within five years. While more than half of respondents in full-time permanent teaching positions

reported plans to leave within the next 10 years, one-quarter indicated no current departure plans. In contrast, larger proportions of respondents in long-term occasional teaching positions, both full-time and part-time, indicated no current plans to leave within the next decade.

Barriers to Full-Time Teaching

Among respondents who were first employed as a teacher in Ontario within the last five years and not teaching full-time, the most frequently reported barriers to securing full-time teaching positions were:

1. Impact of seniority in the job environment (55%).
2. Geographic location – available positions are located far from my place of residence (33%).
3. No full-time positions or vacancies (13%).

Among internationally educated teachers who were not teaching full-time, the most frequently reported barriers to securing full-time teaching positions were:

- Impact of seniority in the job environment (26%).
- Geographic location – available positions are located far from my place of residence (23%).
- I am told I don't have "Canadian Experience" (21%).

Demographics and Sense of Belonging

Sense of Belonging

While many respondents in the full survey sample reported that they rarely or never experienced a diminished sense of belonging during the 2024–2025 school year, further analyses using disproportionality indices highlight the different experiences reported by several equity-deserving groups.

Disproportionality for Equity-Deserving Groups

Within the results of the 2025 *Focus on Teaching* survey, disproportionality index values were determined to understand the extent to which various demographic groups reported disproportionate experiences with diminished sense of belonging due to discrimination, racism and/or microaggressions across different aspects of their work environment, relative to all survey respondents.

Disproportionate experiences of diminished sense of belonging were reported by several equity-deserving groups. Over-representation of respondents who always or often experienced a diminished sense of belonging across various work environments was particularly noted among those who considered themselves to be a person with a disability, and those who self-identified as non-binary, bisexual, gay and/or lesbian. Similarly, disproportionate experiences within various work environments were observed across several racial categories, particularly among respondents who self-identified as South Asian, Black, Middle Eastern/West Asian, Indigenous to North America (including First Nations, Métis, Inuk and Inuit), Jewish, and mixed-race respondents.

Career Metrics by Demographics

Across motivations, career pursuits, and reasons for leaving the profession, respondents' experiences varied by identity. One notable example is the reported interest in principal or vice-principal roles across demographic groups. Among respondents who held full-time permanent teaching positions, more than one-quarter who self-identified as Black reported an interest in pursuing a principal or vice-principal position over the next five years. Similarly, larger proportions of respondents who self-identified as non-binary, pansexual and/or queer indicated an interest in advancing to other school leadership positions.

Aspirations and Experiences

Future Career Pursuits

Over the next five years, respondents' top reported career pursuits included:

1. Continue to teach in current subject area and capacity (57%).
2. Move to teaching in another grade or subject area (20%).
3. Other school leader (such as department head/school-based curriculum leader) (15%).

Other aspirations included principal or vice-principal roles (11%) and secondments (11%). Trends differed by year first employed, panel, and timing for leaving the profession.

Career aspirations were closely associated with planned exits from the profession. A larger proportion of respondents interested in moving from full-time permanent to daily occasional or supply roles reported intentions to leave within the next three years (54%), compared to those interested in other teaching pathways.

The majority of respondents interested in pursuing principal or vice-principal roles also reported departure intentions, with almost 80 percent planning to leave within 10 years.

The most commonly reported barriers to pursuing alternative paths within the profession were:

1. Loss of seniority when changing district school boards (23%).

2. Too many administrative hurdles to apply for new opportunities (20%).
3. Desired positions are not frequently available or hiring (18%).

At the same time, four in 10 respondents (40%) reported that they do not wish to pursue other opportunities.

Leaving the Profession: When and Why

Leaving the Profession

Respondents estimated the following timelines for leaving the profession:

- 21% intend to leave within three years;
- 27% within four to 10 years;
- 14% after more than 10 years; and,
- 27% do not currently plan to leave within the next 10 years.

Among respondents who may permanently leave the profession within the next five years, the most reported reasons for leaving included:

1. Impact to my mental health (35%).
2. Retirement (34%).
3. Feelings of lack of safety and/or security in the school or system (24%).

Additional influences included overall lack of job satisfaction, desire for change, challenges facing instruction that resulted from the pandemic, lack of career growth opportunities, and physical health challenges.

Differences by Length of Employment in the Profession and by Panel

As years of employment in education increased among respondents, substantial increases in retirement plans were reported, ranging from six percent among those employed within the past five years to 67 percent among those employed for more than 20 years. Conversely, as years of employment increased among respondents, reported thoughts of leaving the profession due to a lack of long-term job stability decreased.

Panel-based differences revealed varied experiences related to mental health concerns across elementary, secondary, and dual panel respondents. More than one-third of those in the elementary panel reported impact to their mental health as a reason for leaving the teaching profession within the next five years, while a smaller proportion of dual panel respondents reported this. Conversely, a larger proportion of dual panel respondents reported lack of long-term job stability as a reason they may leave the profession, compared to those working in elementary or secondary panels.

Interactions with the College

Respondents also shared feedback regarding their interactions with the College, including perceptions of service quality, clarity, and communication. These insights support ongoing improvements to regulatory processes, transparency, and service delivery.

Conclusion

The 2025 *Focus on Teaching* survey highlights a profession deeply dedicated to student success, grounded in professional pride, and committed to embedding equitable practices within their daily work. At the same time, the results identify ongoing challenges affecting teacher retention, sense of belonging, career advancement within the profession, impact to mental health, employment stability, and access to early career supports.

Together, the results provide a comprehensive picture to inform system-level efforts aimed at supporting the teaching profession over the long term.

Background of Respondents

Demographics

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

The survey items inquired about ways in which members self-identify, including whether they live with a disability, their gender, sexual orientation, racial category and ethnicity. The survey results provide insight into the diversity of the teaching profession in Ontario and the lived experience of College members.

Disability

To better understand the diversity of the College's membership, respondents were asked to report if they considered themselves a person with a disability. Respondents who selected "Yes" were further prompted to select one or more disabilities they experienced among response categories and/or to specify additional disabilities through an open-ended response option, if they chose. Within the 2025 *Focus on Teaching* survey, "disability" was defined as any functional limitation that can be persistent or episodic, visible or hidden, permanent or temporary. Examples of disabilities provided in the survey included: impaired vision, hearing loss, mobility impairment, chronic pain, neurodivergence, dyslexia, speech impairment, emotional or mental health condition.

Table 1.1 demonstrates that three-quarters of respondents reported that they did not consider themselves to be a person with a disability (74%), and 19 percent reported having one or more disabilities. Among respondents reporting one or more disabilities, more than half reported having a physical disability (57%), half reported having a mental health-related disability (50%), and 40 percent reported having a cognitive disability.

Table 1.1
2025 survey year
 Disabilities among respondents

Response Options	2025 Survey (n=29,547)
No	74%
Yes	19%
Physical disability [^]	57%
Mental health-related disability ^{^ ^}	50%
Cognitive disability ^{^ ^ ^}	40%
Another disability*	1%
Prefer not to answer*	3%
I am not sure	4%

2025 respondent count: n=29,547

2025 survey item: “Based on the definition above, do you consider yourself a person with a disability?”

This survey item was a multiple response question with a list of options and an additional open-ended response option for respondents to specify one or more additional disabilities, if they chose.

Note: the 2023 and 2024 *Focus on Teaching* surveys presented different response categories for types of disabilities (i.e., visible disability, non-visible disability, and both visible apparent and non-visible disabilities). In 2025, specific disabilities were included as response categories to obtain a better understanding of the types of disabilities experienced by respondents.

[^] Examples of physical disabilities offered with this item response category included: pain-related; sight; hearing; chronic health condition. Respondents reported other physical disabilities including mobility; speech impairment such as voice, stuttering, verbal communication issues; chronic illnesses such as diabetes, arthritis, multiple sclerosis; neurological disorders such as epilepsy, traumatic brain injury, migraine.

^{^ ^} Examples of mental health-related disabilities offered with this item response category included: anxiety, mood disorders, depression.

^{^ ^ ^} Examples of cognitive disabilities offered with this item response category included: neurodivergent, such as autism spectrum disorder (ASD); attention deficit hyperactivity disorder (ADHD); obsessive compulsive disorder (OCD). Respondents reported other cognitive disabilities including learning disabilities such as dyslexia, dyscalculia, dysgraphia, and processing issues.

*2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

Gender Identity

To better understand the gender composition of the College's membership, respondents were asked to select their gender(s) among response categories and/or to specify another gender with which they identified. As seen in Table 1.2 74 percent of respondents described themselves as cisgender woman and 20 percent self-identified as a cisgender man. Additional genders with which respondents identified include:

non-binary (1%), Two-Spirit (0.1%), transgender man (0.07%), transgender woman (0.06%), and 0.04 percent of respondents reported that they identified with another gender.

Gender representations reported in the 2025 *Focus on Teaching* survey are consistent with those reported by respondents in the 2023 and 2024 surveys.

Table 1.2
By survey year
Gender identities among respondents

Response Options	2025 Survey (n=29,362)	2024 Survey (n=34,147)	2023 Survey (n=8,095)
Woman – Cisgender woman [cis means gender identity (woman) aligns to sex assigned at birth (female)]	74%	74%	71%
Man – Cisgender man [cis means gender identity (man) aligns to sex assigned at birth (male)]	20%	20%	23%
Non-Binary [do not identify as singularly male or female]	1%	0.4%	0.7%
Two-Spirit [Two-Spirit is used by some Indigenous peoples to describe their gender, sexual and spiritual identity]	0.1%	0.1%	0.2%
Man – Transgender man [listed as female at birth but identify as male]	0.07%	0.06%	--
Woman – Transgender woman [listed as male at birth but identify as female]	0.06%	0.1%	--
Genderfluid [gender identity and/or expression changes over time]	N/I	0.3%	N/I

Response Options	2025 Survey (n=29,362)	2024 Survey (n=34,147)	2023 Survey (n=8,095)
Questioning	N/I	0.2%	N/I
Intersex [a person whose chromosomal, hormonal, or anatomical sex characteristics fall outside of the conventional classifications of male or female]	N/I	0.05%	N/I
Another gender	0.04%	0.1%	2%
I don't know*	0.2%	N/I	N/I
Prefer not to answer	5%	5%	3%

2025 respondent count: n=29,362

2025 survey item: "Which of the choices below best describes your gender? Please select all that apply."

N/I denotes that this response category was not included in the respective year of the *Focus on Teaching* survey.

For all three years, this survey item was a multiple response question with a list of options and an additional open-ended response option for respondents to specify their gender identities, if they chose.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents.

Sexual Orientation

To better understand the sexual diversity of the College's membership, respondents were asked to select their sexual orientation(s) among response categories and/or to specify another sexual orientation through an open-ended response option, if they chose. Table 1.3 shows that 85 percent of respondents described their sexual orientation as heterosexual and three percent self-identified as bisexual. Other sexual orientations with which

respondents identified include: gay (1%), lesbian (1%), asexual (0.4%), pansexual (0.3%), queer (0.3%), Two-Spirit (0.1%), and/or demisexual (0.04%).

Sexual orientations reported among respondents in the 2025 Focus on Teaching survey are consistent with those reported by respondents in the 2024 Focus on Teaching survey. For both years, the majority of respondents self-identified as heterosexual (85%).

Table 1.3
By survey year
Sexual orientations among respondents

Response Options	2025 Survey (n=29,207)	2024 Survey (n=33,957)
Heterosexual [attracted to the opposite sex]	85%	85%
Bisexual [attracted to people of multiple sexes / genders]	3%	3%
Gay [attracted to people of one's own sex, used especially of a man]	1%	1%
Lesbian [attracted to people of one's own sex, used especially of a woman]	1%	1%
Asexual*	0.4%	0.2%
Pansexual*	0.3%	0.2%
Queer*	0.3%	0.2%
Two-Spirit [Two-Spirit is used by some Indigenous peoples to describe their gender, sexual and spiritual identity]	0.1%	0.1%
Demisexual*	0.04%	0.04%
Another sexual orientation	0.08%	0.1%
Questioning	N/I	0.4%

Response Options	2025 Survey (n=29,207)	2024 Survey (n=33,957)
2SLGBTQ+	N/I	N/I
I don't know*	0.2%	0.2%
Prefer not to answer	9%	8%

2025 respondent count: n=29,207

2025 survey item: "Please select the response(s) that best describes your sexual orientation?"

N/I denotes that this response category was not included in the respective year of the *Focus on Teaching* survey.

For both years, this survey item was a multiple response question with a list of options and an additional open-ended response option for respondents to specify their sexual orientation, if they chose.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

Racial Categories

Race is a social construct or 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. To learn more about the diversity of the College's membership and experiences in the teaching profession, respondents were asked to select one or more racial categories with which they identified and/or to specify additional racial categories through an open-ended response option, if they chose.

Seventy-five percent of respondents described their racial category as white. Additional racial categories with which respondents self-identified included: South Asian (6%), Black (5%), East Asian (3%), Middle Eastern or West Asian (2%), Indigenous to North America (2%), Southeast Asian (1%), Latin American (1%), Jewish (1%), Caribbean (0.3%), North African (0.2%), Mediterranean

(0.2%), mixed race (0.5%), and 0.4% of respondents reported an additional racial category with which they identified (Table 1.4).

Racial categories selected in this survey item, within the 2025 *Focus on Teaching* survey, were relatively consistent with racial categories indicated by respondents in the 2024 and 2023 survey items, with the exception of respondents who described their racial category as white. When compared to the racial survey item results within the 2024 and 2025 surveys, a larger proportion of respondents who completed the 2023 racial survey item self-identified as white (77% and 75% vs. 91%, respectively).

Table 1.4
By survey year
 Racial categories among respondents

Response Options	2025 Survey (n=29,223)	2024 Survey (n=33,944)	2023 Survey (n=6,601)
White	75%	77%	91%
South Asian	6%	6%	8%
Black	5%	4%	7%
East Asian	3%	3%	4%
Middle Eastern or West Asian	2%	2%	3%
Indigenous to North America	2%	2%	3%
Southeast Asian	1%	1%	2%
Latin American	1%	1%	1%
Jewish*	1%	1%	N/I
Mixed Race*	0.5%	0.5%	N/I
Caribbean*	0.3%	N/I	N/I
North African*	0.2%	0.2%	N/I
Mediterranean*	0.2%	0.1%	N/I
Central Asian	N/I	0.1%	--
Additional identity not described here	0.4%	0.3%	7%
Prefer not to answer	6%	6%	5%

2025 respondent count: n=29,223

2025 survey item: "Which race category(ies) best describe you? Please select all that apply."

N/I denotes that this response category was not included in the respective year of the *Focus on Teaching* survey.

For all three years, this survey item was a multiple response question with a list of options and an additional open-ended response option for respondents to specify their racial identities, if they chose.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

Indigenous to North America

Respondents who self-identified as Indigenous to North America were also asked to select the Indigenous community(ies) with which they identified. As seen in Table 1.4.1, two percent of all respondents described their racial category as Indigenous to North America, and of these respondents, two-thirds self-identified as First Nations (68%) and one-third self-identified as Métis (32%) (Table 1.4.1).

Similar to 2025 survey results, approximately two-thirds of respondents who self-identified as Indigenous to North America in 2024 described themselves as being First Nations (65%).

Table 1.4.1
By survey year
 Respondents who identified as Indigenous to North America

Response Options	2025 Survey (n=493)	2024 Survey (n=591)
First Nations	68%	65%
Métis	32%	35%
Inuk, Inuit	<1%	<1%
Another identity	N/I	N/I

2025 respondent count: n=493

2025 survey item: "Which race category(ies) best describe you? Please select all that apply." For respondents who selected Indigenous to North America in Table 1.4.

N/I denotes that this response category was not included in the respective year of the *Focus on Teaching* survey.

For all three years, this survey item was a multiple response question with a list of options and an additional open-ended response option for respondents to specify their racial identities, if they chose.

-- denotes <10 respondents.

Entry to the Profession

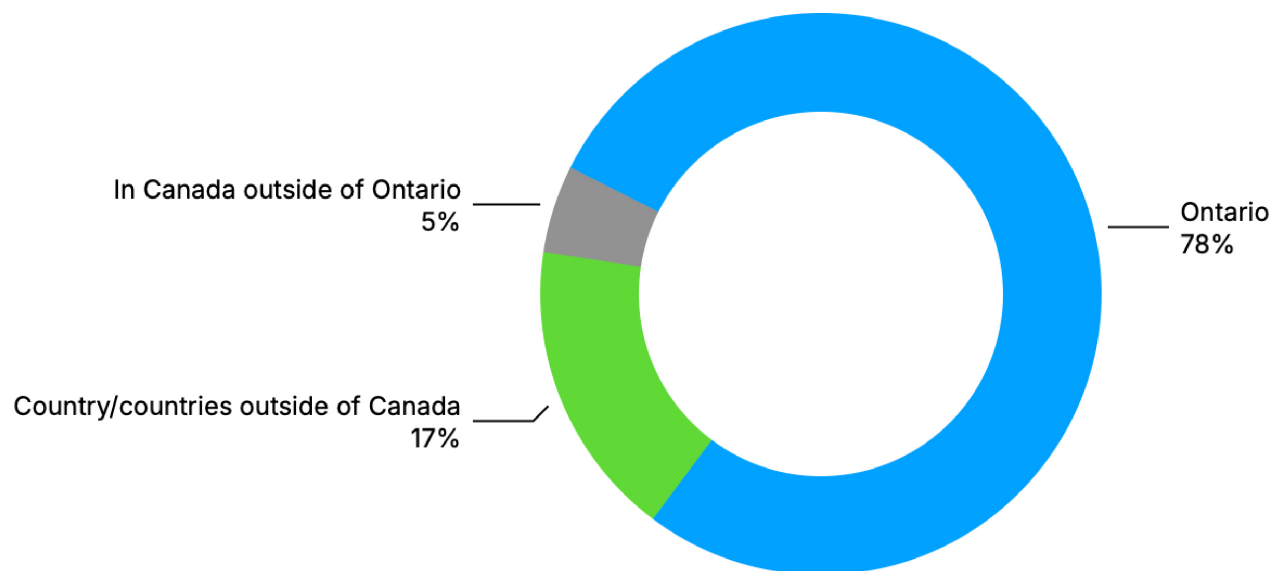
Jurisdiction of Initial Teacher Education Program

Table 2.1 demonstrates that 78 percent of respondents reported completing their initial teacher education program in Ontario, while 17 percent completed

their program in a country other than Canada, and five percent indicated that they completed their initial teacher education program in Canada, outside of Ontario.

Table 2.1
2025 survey year

By jurisdiction in which respondents indicated they completed their initial teacher education program



Respondent count: n=32,811

2025 survey item: "Where did you complete your teacher education program?"

Predominant Employer During the 2024–2025 School Year

Table 2.1.1 shows that among respondents who were working in French-language school boards during the 2024–2025 school year, 84 percent of respondents reported that they completed their initial teacher education program in Ontario, while nine percent completed their program in a country other than Canada, and eight percent completed their initial teacher education program in Canada, outside of Ontario.

Among respondents who were working in English-language school boards during the 2024–2025 school year, 80 percent reported that they completed their initial teacher education program in Ontario, while 16 percent completed their program in a country other than Canada, and program in Canada, outside of Ontario.

Table 2.1.1
Respondents' predominant employer(s) during the 2024–2025 school year – French-language school boards and English-language school boards

By jurisdiction in which respondents indicated they completed their initial teacher education program

Response Options	French-Language School Boards (n= 1,709)	English-Language School Boards (n= 23,432)
Ontario	84%	80%
Country/countries outside of Canada	9%	16%
In Canada outside of Ontario	8%	5%

Respondent count: n=32,811

2025 survey item: "Where did you complete your teacher education program?"

Preparation for the Teaching Profession

Preparation for Working in the Teaching Profession

The College does not offer teacher education programs. Our mandate is to accredit initial and ongoing teacher education programs offered in Ontario and review existing programs to ensure accreditation requirements are maintained. Ontario's initial teacher education programs are offered by faculties of education across the province.

As seen in Table 2.2, among respondents who started teaching in Ontario within the last five years (between 2021 and 2025), 64 percent believe their initial teacher education program in Ontario prepared them adequately, well, or extremely well for working in the teaching profession. Twenty-one percent indicated that their program prepared them for the teaching profession poorly or extremely poorly, and 14 percent did not receive their initial training in Ontario.

These findings are similar to those in the 2024 *Focus on Teaching* survey, where 67 percent of respondents who began teaching over the past 15 years believed their initial teacher education program prepared them adequately, somewhat well, or extremely well for the teaching profession; 20 percent felt the program prepared them for the profession somewhat poorly or extremely poorly; and 12 percent did not receive their initial training in Ontario.

Table 2.2
By survey year

By extent to which respondents believe that their initial teacher education programs prepared them for working in the teaching profession

Response Options	2025 Survey (n=4,552)	2024 Survey (n=13,951)
	Began Teaching in the Past 5 Years (2021-2025)	Began Teaching in the Past 15 Years (2010-2024)
Extremely well	11%	9%
Well	21%	30%*
Adequately	32%	28%*
Poorly	16%	14%*
Extremely Poorly	5%	6%
Not sure	1%	1%
Did not receive initial training in Ontario	14%	12%
Prefer not to answer	1%	1%

2025 respondent count: n=4,552 - includes respondents who indicated that they first started teaching within the last five years (between 2021-2025).

2025 survey item: "How well do you believe that your initial teacher education program in Ontario prepared you for working in the teaching profession?"

* The 2024 *Focus on Teaching* survey response categories were "somewhat well," "just adequate," and "somewhat poorly," rather than "well," "adequately," and "poorly."

By Extent to Which Respondents Believed Their Initial teacher education program Prepared Them for Working in the Teaching Profession – Among Those First Certified to Teach in Ontario Within the Last Five Years

As seen in Table 2.2.1, among respondents who were first certified to teach in Ontario between 2021 and 2025, the proportion of those who believed their initial teacher education program prepared them well or very well for working in the teaching

profession increased from 27 percent in 2021 to 39 percent in 2025. Conversely, the proportion of respondents who believed their initial teacher education program prepared them poorly or extremely poorly decreased from 24 percent in 2021 to 14 percent in 2025.

Over the five-year certification time frame, the proportion of respondents indicating that they did not receive their initial training in Ontario increased from 10 percent in 2021 to 18 percent in 2025.

Table 2.2.1**Year respondents were first certified to teach in Ontario**

By extent to which respondents believed their initial teacher education program prepared them for working in the teaching profession - among those first certified to teach in Ontario within the last five years

Response Options	2021 (n=475)	2022 (n=739)	2023 (n=718)	2024 (n=793)	2025 (n=598)
Extremely well	7%	9%	9%	12%	15%
Well	20%	18%	22%	21%	24%
Adequately	39%	34%	31%	29%	29%
Poorly	18%	22%	19%	16%	11%
Extremely poorly	6%	7%	5%	4%	3%
I am not sure	--	--	--	2%	--
Not applicable – I did not receive my initial training in Ontario	10%	11%	14%	17%	18%
I prefer not to answer	--	--	--	--	--

Respondent count: n=3,323

Survey item: "How well do you believe that your initial teacher education program in Ontario prepared you for working in the teaching profession?" [Asked of respondents who reported being first employed as a teacher in Ontario within the last five years]

-- denotes <10 respondents

Reasons Respondents May Permanently Leave the Profession in the Next Five Years

By the Extent to Which Respondents Believed their Initial Teacher Education Program Prepared Them for Working in the Teaching Profession – Among Respondents Who Entered The Teaching Profession Within The Last Five Years

Table 2.2.2 demonstrates that among respondents who entered the teaching profession within the last five years and indicated they may permanently leave the teaching profession within the next five years due to lack of job satisfaction, half reported that they believe their initial teacher education program prepared them adequately, well, or extremely well for working in the profession (50%), and 40 percent believed their program prepared them poorly or extremely poorly.

Approximately one-third of respondents thinking about leaving profession because of the impact to their mental health and/or feelings of lack of safety and/or security in the school or system reported that they believed they were poorly or very poorly prepared for the profession (34% and 36%, respectively), while a smaller proportion reported believing their program prepared them well or very well (18% and 19%, respectively).

One-quarter of respondents who reported they may permanently leave the profession due to lack of career growth opportunities and/or lack of long-term job stability indicated that their initial teacher education program prepared them well or extremely well for the profession (28% for both), while a similar percentage believed they were poorly or extremely poorly prepared (26% and 25%, respectively).

Table 2.2.2**Reasons respondents may permanently leave the profession in the next five years**

By the extent to which respondents believed that their initial teacher education program prepared them for working in the teaching profession – among those first employed as a teacher in Ontario within the last five years

Impact to my mental health (n=1,287)

Response Options	%
Extremely well	5%
Well	13%
Adequately	36%
Poorly	25%
Extremely poorly	9%
I am not sure	--
I did not receive my initial training in Ontario	11%
I prefer not to answer	1%

Feelings of lack of safety and/or security in the school or system (n=874)

Response Options	%
Extremely well	5%
Well	14%
Adequately	35%
Poorly	26%
Extremely poorly	10%
I am not sure	--
I did not receive my initial training in Ontario	11%
I prefer not to answer	--

Overall lack of job satisfaction (n=638)

Response Options	%
Extremely well	5%
Well	11%
Adequately	34%
Poorly	27%
Extremely poorly	13%
I am not sure	--
I did not receive my initial training in Ontario	11%
I prefer not to answer	--

Desire for change: do something different (n=497)

Response Options	%
Extremely well	6%
Well	17%
Adequately	39%
Poorly	18%
Extremely poorly	6%
I am not sure	--
I did not receive my initial training in Ontario	14%
I prefer not to answer	--

Challenges facing instruction that resulted from the pandemic (n=418)

Response Options	%
Extremely well	--
Well	10%
Adequately	41%
Poorly	33%
Extremely poorly	10%
I am not sure	--
I did not receive my initial training in Ontario	6%
I prefer not to answer	--

Lack of career growth opportunities (n=574)

Response Options	%
Extremely well	9%
Well	19%
Adequately	31%
Poorly	18%
Extremely poorly	8%
I am not sure	--
I did not receive my initial training in Ontario	15%
I prefer not to answer	--

Physical health challenges (n=236)

Response Options	%
Extremely well	8%
Well	19%
Adequately	28%
Poorly	23%
Extremely poorly	8%
I am not sure	--
I did not receive my initial training in Ontario	13%
I prefer not to answer	--

Feelings of discrimination (n=365)

Response Options	%
Extremely well	13%
Well	21%
Adequately	25%
Poorly	15%
Extremely poorly	8%
I am not sure	--
I did not receive my initial training in Ontario	18%
I prefer not to answer	--

Change in family situation

Response Options	%
Extremely well	--
Well	--
Adequately	--
Poorly	--
Extremely poorly	--
I am not sure	--
I did not receive my initial training in Ontario	--
I prefer not to answer	--

Lack of long-term stability in job (n=924)

Response Options	%
Extremely well	9%
Well	19%
Adequately	33%
Poorly	19%
Extremely poorly	6%
I am not sure	1%
I did not receive my initial training in Ontario	13%
I prefer not to answer	--

Uncomfortable teaching with advanced technology (n=120)

Response Options	%
Extremely well	--
Well	15%
Adequately	38%
Poorly	35%
Extremely poorly	13%
I am not sure	--
I did not receive my initial training in Ontario	--
I prefer not to answer	--

Not applicable – I do not plan to leave the profession in the next five (5) years
(n=1,689)

Response Options	%
Extremely well	14%
Well	24%
Adequately	30%
Poorly	13%
Extremely poorly	3%
I am not sure	--
I did not receive my initial training in Ontario	15%
I prefer not to answer	1%

Survey item: "How well do you believe that your initial teacher education program in Ontario prepared you for working in the teaching profession?" [Asked of respondents who reported being first employed as a teacher in Ontario within the last five years]

-- denotes <10 respondents

New Teacher Induction Program (NTIP)

Support for Transition into the Teaching Profession

The New Teacher Induction Program (NTIP) is a government-mandated program for new Ontario teachers. It is administered by district school boards and provincial school authorities. Publicly funded school boards are to provide NTIP to OCTs newly hired, for the first time, into permanent teaching positions. Boards are also encouraged to provide NTIP to new 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.

Among respondents who began teaching in Ontario (between 2021 and 2025), one-third (33%) believed that NTIP supported them adequately, well, or extremely well in their transition to the teaching profession. Fifteen percent indicated that the program supported their transition poorly or extremely poorly. Almost half of respondents had not participated in NTIP either due to lack of access (34%) or lack of awareness (11%) (Table 2.3).

These findings differ slightly from those in the 2024 *Focus on Teaching* survey. A relatively larger proportion of respondents (46%) who began teaching over the past 15 years believed NTIP supported them adequately, somewhat well, or extremely well in their transition to the teaching profession, and a slightly larger proportion of respondents (20%) felt the program supported their transition somewhat poorly or extremely poorly. A slightly smaller proportion (28%) did not have access to NTIP.

Table 2.3
2025 survey year

By extent to which respondents believe that the New Teacher Induction Program supported their transition into the teaching profession in Ontario

2025 Survey (n=4,523)

Response Options	Began Teaching in the Past 5 Years (2021-2025)
Extremely well	5%
Well*	11%
Adequately	17%
Poorly*	10%
Extremely Poorly	4%
Not sure	4%
Not applicable – I have not had access to NTIP	34%
Not applicable – I am not aware of NTIP **	11%
Prefer not to answer	2%

2025 respondent count: n=4,513

2025 survey item: "How well do you believe the New Teacher Induction Program (NTIP) supported you in your transition into the teaching profession in Ontario?"

* The 2024 *Focus on Teaching* survey response categories were "somewhat well" and "somewhat poorly," rather than "well" and "poorly."

** The 2024 *Focus on Teaching* survey item included the response category "Not applicable – I have not had access to NTIP." It did not include the response category "Not applicable – I am not aware of NTIP."

Entry into Teaching

Year First Certified to Teach in Ontario

Among respondents who were first certified to teach in Ontario within the last five years, half were certified in 2024 or 2025 (51%) and half were certified between 2021 and 2023.

Table 2.4

Year first certified to teach in Ontario

Among respondents of the 2025 survey

Year First Certified to Teach in Ontario	Count	%
2021	n=599	12%
2022	n=936	18%
2023	n=954	19%
2024	n=1,171	23%
2025	n=1,403	28%

Respondent count: n=5,063

First Employed as a Teacher in Ontario

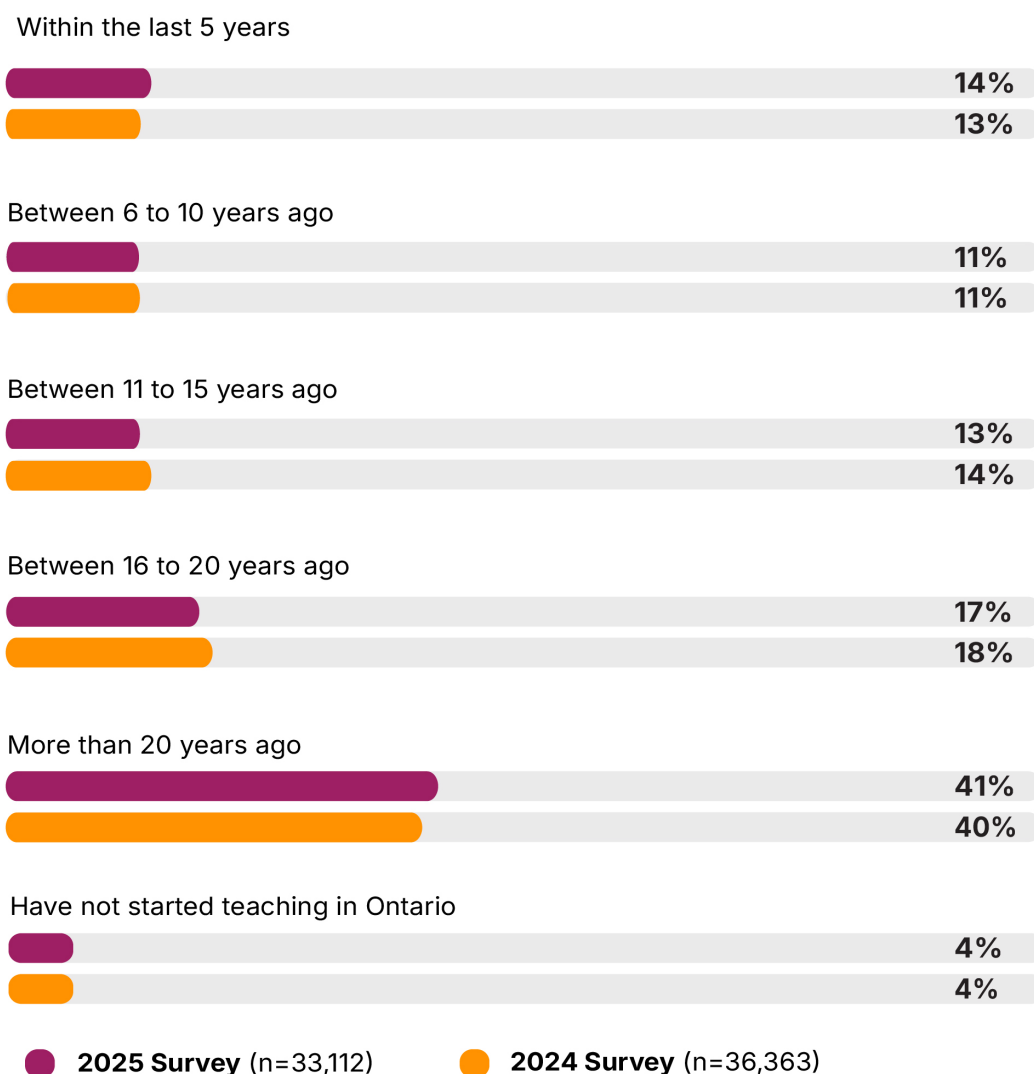
Forty-one percent of respondents first started teaching in Ontario more than 20 years ago, approximately one-third (30%) began teaching between 11 and 20 years ago, and one-quarter of respondents (25%) entered the profession within the last 10 years (Table 2.5).

These findings are consistent with those in the 2024 Focus on Teaching survey, where 40 percent began teaching more than 20 years ago, 32 percent started between 11 and 20 years ago, and one-quarter (24%) entered the profession within the past 10 years.

Table 2.5

By year of certification

By year ranges for which respondents were first employed as a teacher in Ontario



2025 respondent count: n=33,112

2025 survey item: "When were you first employed as a teacher in Ontario, regardless of the type of employment?"

Certification Year Ranges and First Employed as a Teacher in Ontario

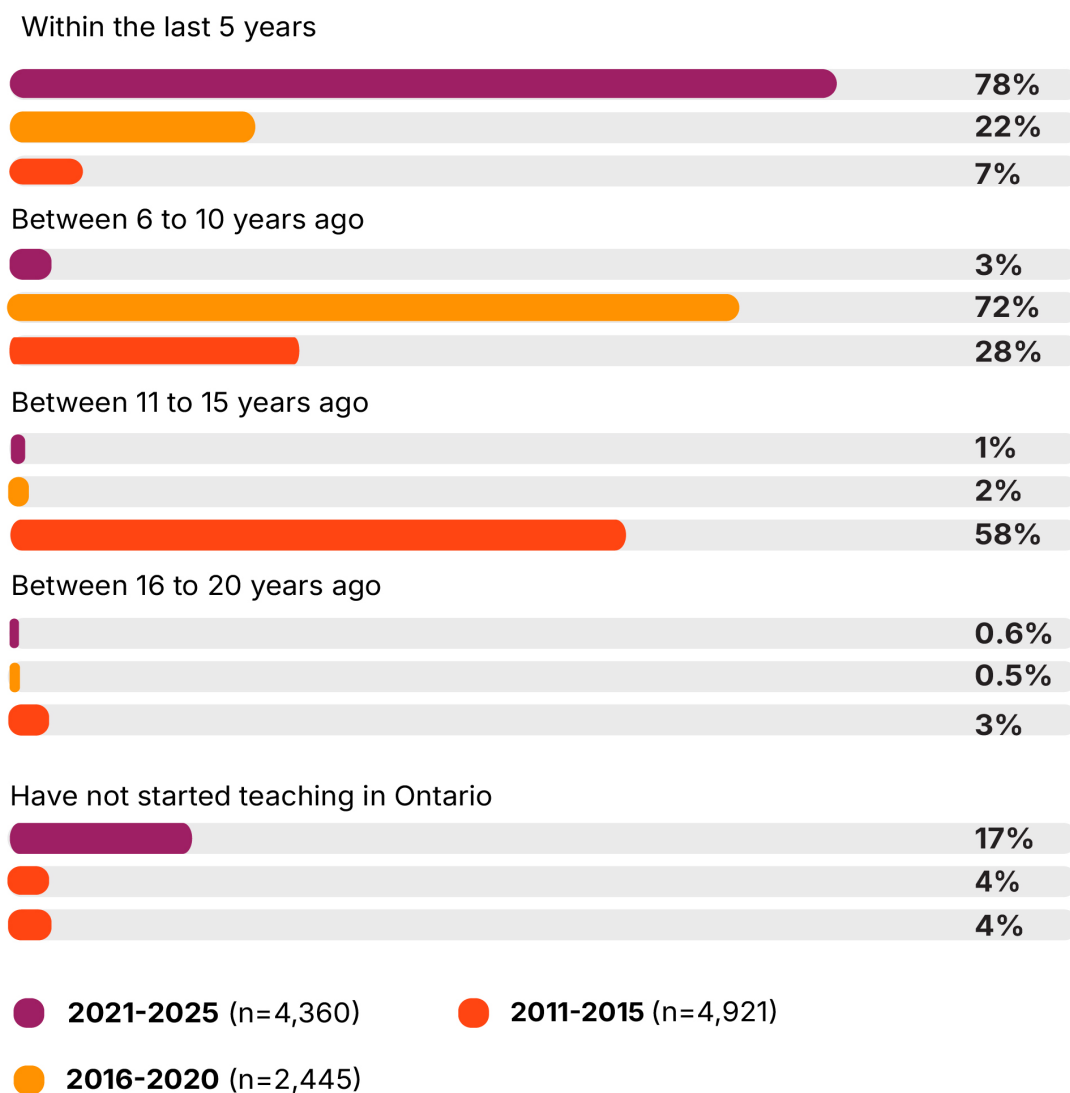
As seen in Table 2.5.1, 78 percent of respondents who became certified in the last five years (2021-2025) reported that they also began teaching in Ontario within the last five years. The majority

of those who were certified between 2016 and 2020 (94%) began teaching within the last 10 years, and the majority of respondents who became OCTs between 2011 and 2015 (93%) began teaching within the last 15 years.

Table 2.5.1

By certification year ranges

By year ranges for which respondents were first employed as a teacher in Ontario



Respondent count: n=12,830

2025 survey item: "When were you first employed as a teacher in Ontario, regardless of the type of employment?"

Career Choice and Motivation

Teaching as a First Career

Two-thirds (66%) reported that a job as a certified teacher was their first career, while 32 percent indicated that it was not their first career (Table 3.1).

66% of respondents reported that teaching was their first career.

These findings are similar to those of the 2024 and 2023 *Focus on Teaching* surveys, where 67 percent and 72 percent of respondents, respectively, indicated that teaching was their first career.

Table 3.1

By survey year

By percentage of respondents whose first career was teaching

Response Options	2025 Survey (n=33,118)	2024 Survey (n=36,581)	2023 Survey (n=15,679)
Yes	66%	67%	72%
No	32%	31%	28%
Not sure	1%	1%	N/I
Prefer not to answer	1%	1%	--

2025 respondent count: n=33,118

2025 survey item: "Would you say that a job as a certified teacher was your first career?"

-- denotes <10 responses.

N/I denotes that this response category was not included in the *Focus on Teaching* survey.

Motivation to Continue in the Teaching Profession

Table 3.2 demonstrates that survey respondents reported the following top five factors that motivate them to continue in, or rejoin, the teaching profession:

1. Supporting the success of students (80%).
2. Teaching is a noble profession – pride in working in the education sector (51%).
3. Financial security (49%).
4. Working with stimulating and supportive colleagues (48%).
5. Lifelong learning: opportunities for personal growth and learning (39%).

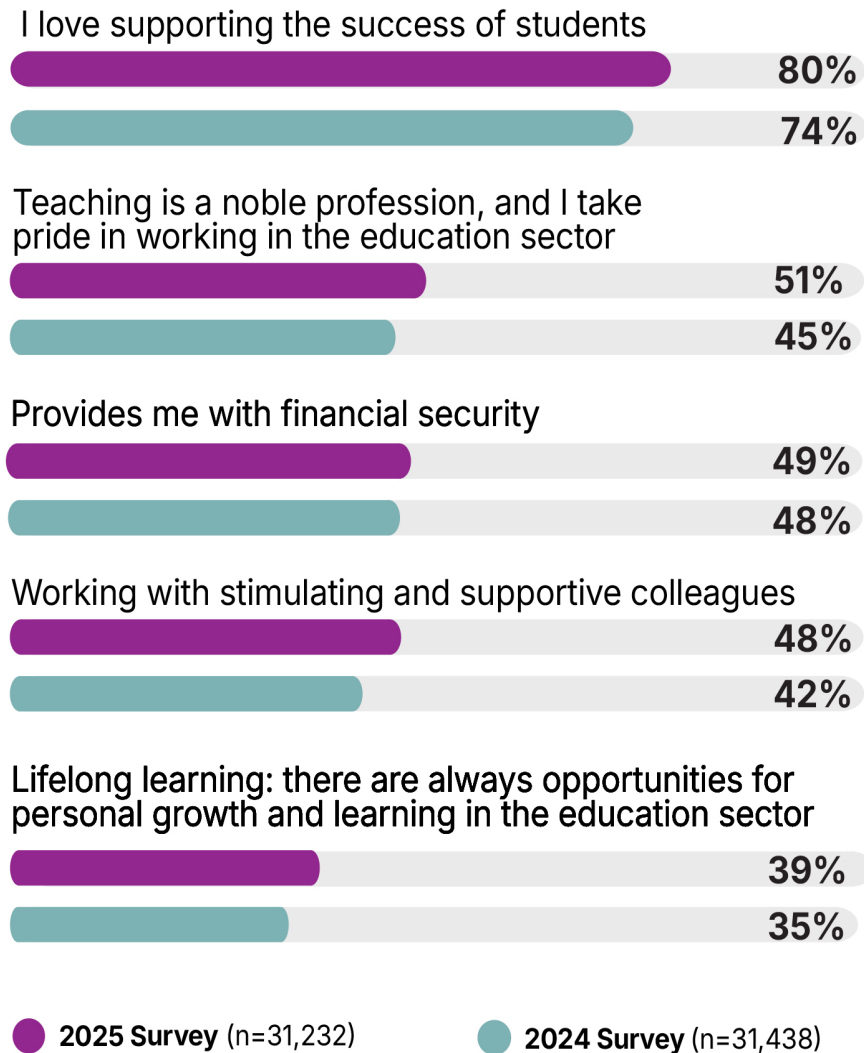
These factors were also considered to be the top five motivators for continuing in, or rejoining, the teaching profession among respondents in the 2024 *Focus on Teaching* survey.

80% of respondents are motivated to continue teaching because of their love for supporting the success of students.

Table 3.2

By survey year

By factors motivating respondents to continue in, or rejoin, the teaching profession



2025 respondent count: n=31,232

2025 survey item: "As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or if not currently engaged in the profession, what would motivate you to rejoin? Please select all that apply." [Multiple response item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

Jurisdiction of Initial Teacher Education Program

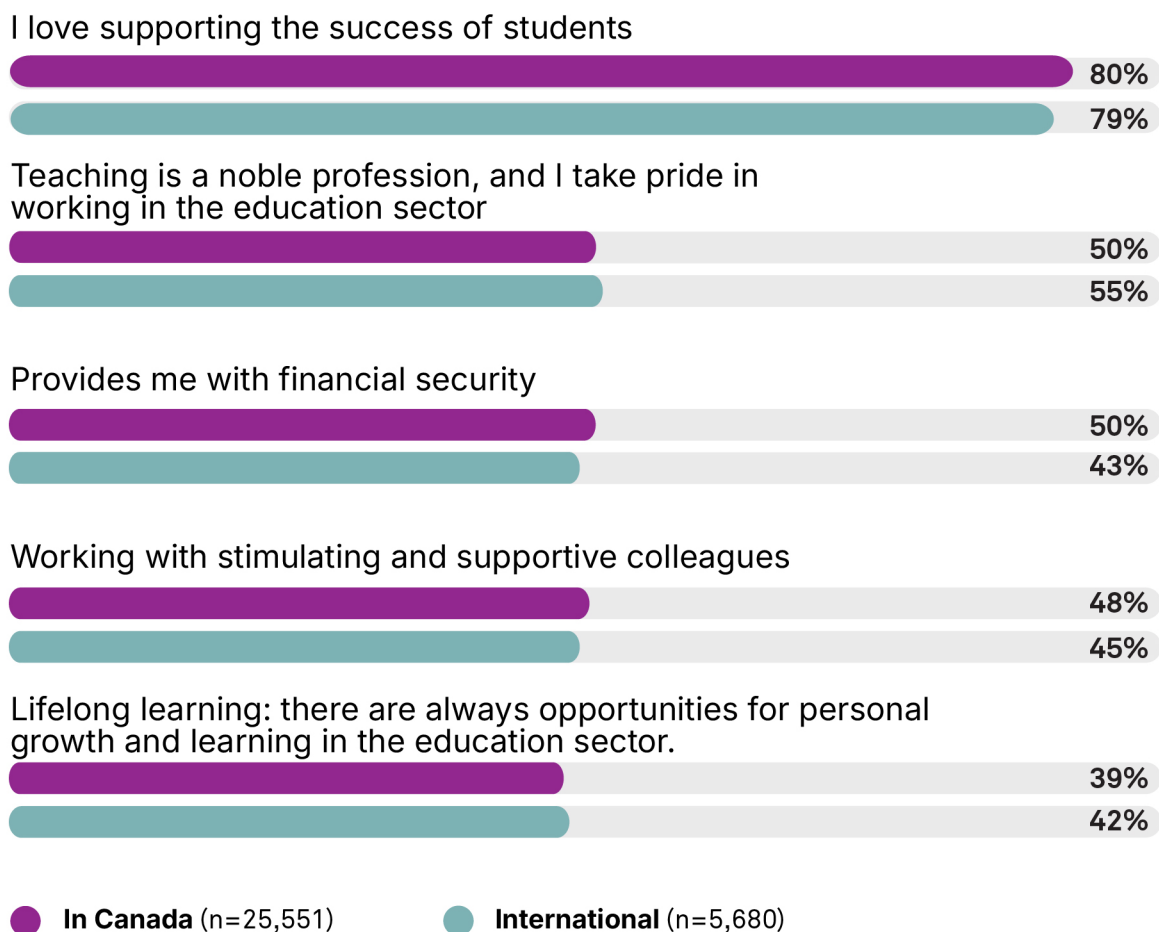
As seen in Table 3.2.1, the top five motivating factors for continuing, or rejoining, the teaching profession among respondents who completed their initial teacher education program in Canada were similar to those who completed their education internationally. Respondents in both groups reported being motivated by:

1. Supporting the success of students.
2. Teaching is a noble profession – pride in working in the education sector.
3. Financial security.
4. Working with stimulating and supportive colleagues.
5. Lifelong learning: opportunities for personal growth and learning.

Table 3.2.1

Jurisdiction of initial teacher education program

By factors motivating respondents to continue in, or rejoin, the teaching profession



Respondent count: n=31,231

2025 survey item: "As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or if not currently engaged in the profession, what would motivate you to rejoin? Please select all that apply." [Multiple response item]

Certification Type

Teacher certification in Ontario is regulated by the College. Currently, there are three types of certifications available:

- Certificate of Qualification and Registration (CQR),
- Transitional Certificate of Qualification and Registration (TCQR), and,
- Multi-Session Transitional Certificate of Qualification and Registration (MTCQR).

Information about requirements for teacher certification and certificate types is available on the College website.

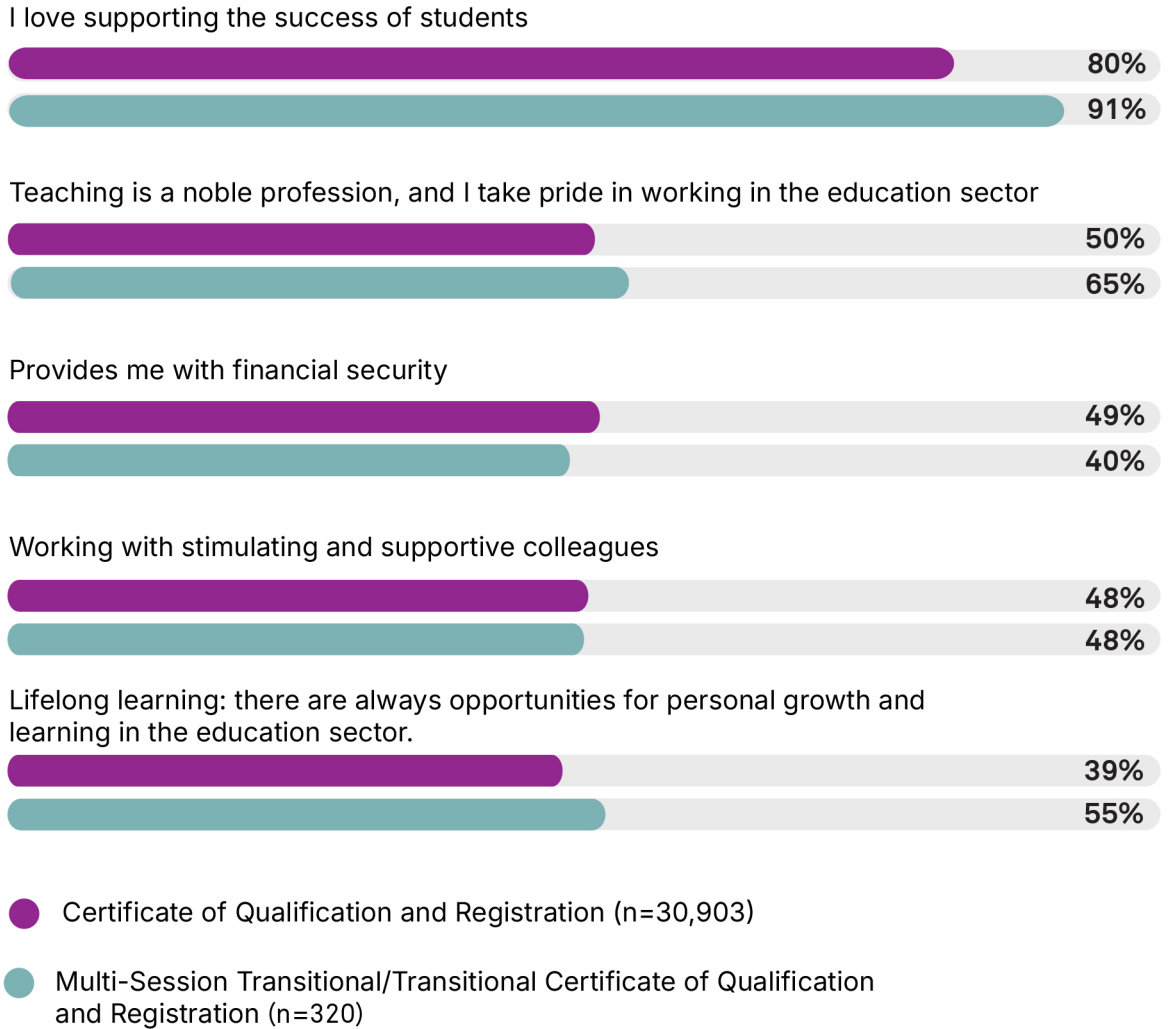
Table 3.2.2 demonstrates that the top five motivating factors for continuing in, or rejoining, the teaching profession among respondents holding a transitional teaching certificate (TCQR or MTCQR) differ slightly from those holding a CQR.

For both groups, supporting the success of students, taking pride in working in the education sector, working with stimulating and supportive colleagues, and lifelong opportunities for personal growth and learning were among the top five reported motivations.

However, 49 percent of respondents who held a CQR reported financial security as an important motivator to continue in, or rejoin, the teaching profession while 44 percent of respondents holding an TCQR or MTCQR were motivated by the work-life balance attained in the education profession.

Table 3.2.2
Certification type

By factors motivating respondents to continue in, or rejoin, the teaching profession



Respondent count: n=31,223

2025 survey item: "As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or if not currently engaged in the profession, what would motivate you to rejoin? Please select all that apply." [Multiple response item]

School Board Region

This section is organized in accordance with the Ministry of Education’s regional offices for district school boards.

Similar to the full survey sample, supporting the success of students was reported as the top motivator for continuing in, or rejoining, the

teaching profession among respondents in each of the five school board regions (ranging from 80%-83%). This top motivating factor was followed by financial security, working with stimulating and supportive colleagues, pride in working in the education sector, and lifelong opportunities for personal growth and learning (Table 3.2.3).

Table 3.2.3

School board region

By factors motivating respondents to continue in, or rejoin, the teaching profession

Response Options	Central (n=5,270)	East (n=4,866)	North (n=1,513)	Toronto (n=3,715)	West (n=4,841)
I love supporting the success of students	81%	83%	82%	83%	80%
Teaching is a noble profession, and I take pride in working in the education sector	48%	50%	46%	53%	47%
Provides me with financial security	54%	57%	57%	51%	60%
Working with stimulating and supportive colleagues	48%	51%	48%	49%	49%
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	37%	38%	34%	38%	38%
The education profession provides a good work-life balance	26%	23%	23%	26%	23%

Response Options	Central (n=5,270)	East (n=4,866)	North (n=1,513)	Toronto (n=3,715)	West (n=4,841)
I feel entrenched in my teaching career and the seniority I've gained thus far	31%	33%	33%	34%	31%
I consider it my social duty, giving back to society	22%	23%	18%	29%	19%
I'm interested in providing leadership in education	17%	19%	20%	20%	17%
Lack of comparable opportunities in other professions / work situations	12%	13%	15%	10%	14%
Career advancement opportunities	9%	8%	11%	10%	7%
Being a Francophone role model and promoting the sustainability of French in Ontario	3%	11%	17%	9%	5%
To serve as a role model by teaching and preserving Indigenous language(s)	2%	2%	4%	2%	1%
Serving as a role model / providing representation for marginalized or under-represented groups*	0.3%	0.2%	--	1%	0.3%

Response Options	Central (n=5,270)	East (n=4,866)	North (n=1,513)	Toronto (n=3,715)	West (n=4,841)
Mentoring and supporting less-experienced teachers / colleagues*	--	--	--		--
Opportunities to coach sports or lead extracurricular activities*	--	--	--		0.2%
Other	1%	1%	1%	1%	1%
Not sure	1%	1%	1%	1%	1%
Not applicable	1%	1%	1%	2%	1%

Respondent count: n=20,205

2025 survey item: "As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or if not currently engaged in the profession, what would motivate you to rejoin? Please select all that apply." [Multiple response item]

-- denotes <10 respondents.

Position(s) Held in the 2024–2025 School Year

Tables 3.2.4.1 and 3.2.4.2 demonstrate that the percentage of respondents who selected career advancement opportunities as a motivating factor to remain in, or rejoin, the profession decreased as their reported years of employment increased, ranging from 26 percent among those teaching five years or less to three percent among respondents who had been teaching for more than 20 years. This finding was consistent across all tenures reported by respondents who identified as holding full-time permanent, part-time long-term occasional, daily occasional or supply teaching positions. A similar finding was observed among respondents who identified as holding full-time long-term occasional teaching positions, with the one exception being a slight increase for respondents who identified that they had been teaching 11–15 years (10%) and 16–20 years (11%).

Conversely, as years of employment increased among respondents in full-time permanent and full-time long-term occasional teaching positions, the motivation to remain in the profession due to the financial security offered in a teaching career also increased, ranging from 38 percent among those teaching five years or less to 57 percent among those with 20 or more years of employment.

Among respondents in full-time permanent teaching positions, the motivation to remain in the profession because of their seniority gained so far increased as the years of employment increased, ranging from 11 percent among those employed five years or less to 39 percent among those employed for more than 20 years.

Conversely, as the years of employment increased among respondents in full-time permanent positions, the motivation to remain in the profession to continue giving back to society decreased, ranging from 30 percent among those employed five years or less to 20 percent among those employed for more than 20 years.

Additionally, among respondents in daily occasional or supply teaching positions, a larger proportion who began teaching in the past five years reported being motivated to remain in the profession because of opportunities for lifelong learning (49%) and an interest in providing leadership in education (22%), when compared to respondents who had been employed for more than 20 years (34% and 10%, respectively).

Table 3.2.4.1
Position(s) held in the 2024–2025 school year and year ranges of entry into teaching

By motivations for continuing in, or rejoining, the profession

When First Employed as a Teacher in Ontario

Position Held in the Education System in the 2024-2025 School Year

Full-time permanent (n=18,431)

Response Options	Last 5 Years (n=1,417)	6–10 Years Ago (n=2,210)	11–15 Years Ago (n=2,909)	16–20 Years Ago (n=4,112)	More Than 20 Years Ago (n=7,783)
I love supporting the success of students	85%	85%	83%	82%	80%
Teaching is a noble profession, and I take pride in working in the education sector	55%	52%	49%	47%	49%
Provides me with financial security	43%	56%	58%	60%	57%
Working with stimulating and supportive colleagues	48%	50%	50%	50%	48%
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	43%	41%	37%	37%	36%
The education profession provides a good work-life balance	29%	26%	27%	26%	22%

Response Options	Last 5 Years (n=1,417)	6–10 Years Ago (n=2,210)	11–15 Years Ago (n=2,909)	16–20 Years Ago (n=4,112)	More Than 20 Years Ago (n=7,783)
I feel entrenched in my teaching career and the seniority I've gained thus far	11%	23%	32%	38%	39%
I consider it my social duty, giving back to society	30%	25%	23%	22%	20%
I'm interested in providing leadership in education	21%	18%	18%	17%	15%
Lack of comparable opportunities in other professions / work situations	12%	15%	16%	15%	10%
Career advancement opportunities	17%	13%	11%	9%	4%
Being a Francophone role model and promoting the sustainability of French in Ontario	13%	10%	9%	6%	5%
To serve as a role model by teaching and preserving Indigenous language(s)	4%	2%	2%	2%	2%
Serving as a role model / providing representation for marginalized or under-represented groups*	1%	--	--	0.3%	0.3%

Response Options	Last 5 Years (n=1,417)	6–10 Years Ago (n=2,210)	11–15 Years Ago (n=2,909)	16–20 Years Ago (n=4,112)	More Than 20 Years Ago (n=7,783)
Mentoring and supporting less-experienced teachers / colleagues*	--	--	--	--	--
Opportunities to coach sports or lead extracurricular activities*	--	--	--	--	0.2%
Other	1%	1%	1%	1%	1%
Not sure	1%	1%	1%	1%	1%
Not applicable	2%	1%	1%	1%	2%

Full-time long-term occasional (n=1,749)

Response Options	Last 5 Years (n=942)	6–10 Years Ago (n=329)	11–15 Years Ago (n=184)	16–20 Years Ago (n=95)	More Than 20 Years Ago (n=199)
I love supporting the success of students	87%	89%	87%	78%	86%
Teaching is a noble profession, and I take pride in working in the education sector	58%	57%	54%	47%	53%
Provides me with financial security	38%	39%	35%	46%	48%
Working with stimulating and supportive colleagues	53%	53%	48%	54%	59%

Response Options	Last 5 Years (n=942)	6–10 Years Ago (n=329)	11–15 Years Ago (n=184)	16–20 Years Ago (n=95)	More Than 20 Years Ago (n=199)
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	49%	47%	39%	42%	47%
The education profession provides a good work-life balance	32%	26%	24%	32%	30%
I feel entrenched in my teaching career and the seniority I've gained thus far	6%	12%	14%	--	10%
I consider it my social duty, giving back to society	30%	30%	28%	26%	25%
I'm interested in providing leadership in education	19%	18%	10%	--	15%
Lack of comparable opportunities in other professions / work situations	11%	12%	18%	22%	15%
Career advancement opportunities	21%	19%	10%	11%	9%
Being a Francophone role model and promoting the sustainability of French in Ontario	10%	8%	7%	--	6%

Response Options	Last 5 Years (n=942)	6–10 Years Ago (n=329)	11–15 Years Ago (n=184)	16–20 Years Ago (n=95)	More Than 20 Years Ago (n=199)
To serve as a role model by teaching and preserving Indigenous language(s)	4%	--	--	--	--
Serving as a role model / providing representation for marginalized or under-represented groups*	1%	--	--	--	--
Mentoring and supporting less-experienced teachers / colleagues*	--	--	--	--	--
Opportunities to coach sports or lead extracurricular activities*	--	--	--	--	--
Other	--	--	--	--	--
Not sure	1%	--	--	--	--
Not applicable	2%	--	--	--	--

Survey item: "What type(s) of position(s) did you hold in the education system between September 1, 2024, and August 31, 2025? Please select all that apply. [Multiple select item]"

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents.

Table 3.2.4.2

Position(s) held in the 2024-2025 school year and year ranges of entry into teaching

By motivations for continuing in, or rejoining, the profession

When First Employed as a Teacher in Ontario

Position Held in the Education System in the 2024-2025 School Year

Part-time long-term occasional (n=888)

Response Options	Last 5 Years (n=415)	6-10 Years Ago (n=151)	11-15 Years Ago (n=83)	16-20 Years ago (n=63)	More than 20 Years ago (n=176)
I love supporting the success of students	90%	88%	81%	83%	91%
Teaching is a noble profession, and I take pride in working in the education sector	59%	56%	51%	49%	63%
Provides me with financial security	39%	34%	25%	37%	38%
Working with stimulating and supportive colleagues	54%	45%	47%	54%	58%
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	52%	44%	34%	33%	43%
The education profession provides a good work-life balance	34%	29%	23%	33%	31%

Response Options	Last 5 Years (n=415)	6–10 Years Ago (n=151)	11–15 Years Ago (n=83)	16–20 Years ago (n=63)	More than 20 Years ago (n=176)
I feel entrenched in my teaching career and the seniority I've gained thus far	8%	14%	12%	--	11%
I consider it my social duty, giving back to society	35%	38%	17%	30%	29%
I'm interested in providing leadership in education	24%	19%	18%	16%	16%
Lack of comparable opportunities in other professions / work situations	14%	15%	22%	17%	8%
Career advancement opportunities	26%	14%	--	--	--
Being a Francophone role model and promoting the sustainability of French in Ontario	6%	9%	--	--	7%
To serve as a role model by teaching and preserving Indigenous language(s)	5%	--	--	--	--
Serving as a role model / providing representation for marginalized or under-represented groups*	--	--	--	--	--

Response Options	Last 5 Years (n=415)	6-10 Years Ago (n=151)	11-15 Years Ago (n=83)	16-20 Years ago (n=63)	More than 20 Years ago (n=176)
Mentoring and supporting less-experienced teachers / colleagues*	--	--	--	--	--
Opportunities to coach sports or lead extracurricular activities*	--	--	--	--	--
Other	--	--	--	--	--
Not sure	--	--	--	--	--
Not applicable	--	--	--	--	--

Daily occasional or supply (n=4,153)

Response Options	Last 5 Years (n=1,658)	6-10 Years Ago (n=503)	11-15 Years Ago (n=390)	16-20 Years Ago (n=314)	More Than 20 Years Ago (n=1,288)
I love supporting the success of students	87%	85%	80%	79%	77%
Teaching is a noble profession, and I take pride in working in the education sector	60%	54%	55%	53%	53%
Provides me with financial security	35%	32%	33%	39%	40%
Working with stimulating and supportive colleagues	46%	47%	44%	47%	44%

Response Options	Last 5 Years (n=1,658)	6-10 Years Ago (n=503)	11-15 Years Ago (n=390)	16-20 Years Ago (n=314)	More Than 20 Years Ago (n=1,288)
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	49%	43%	35%	37%	34%
The education profession provides a good work-life balance	37%	30%	34%	36%	31%
I feel entrenched in my teaching career and the seniority I've gained thus far	6%	10%	11%	16%	10%
I consider it my social duty, giving back to society	33%	28%	27%	22%	25%
I'm interested in providing leadership in education	22%	18%	14%	8%	10%
Lack of comparable opportunities in other professions / work situations	10%	14%	17%	16%	8%
Career advancement opportunities	24%	18%	11%	11%	3%
Being a Francophone role model and promoting the sustainability of French in Ontario	7%	5%	4%	4%	5%

Response Options	Last 5 Years (n=1,658)	6-10 Years Ago (n=503)	11-15 Years Ago (n=390)	16-20 Years Ago (n=314)	More Than 20 Years Ago (n=1,288)
To serve as a role model by teaching and preserving Indigenous language(s)	5%	3%	3%	--	--
Serving as a role model / providing representation for marginalized or under-represented groups*	--	--	--	--	--
Mentoring and supporting less-experienced teachers / colleagues*	--	--	--	--	--
Opportunities to coach sports or lead extracurricular activities*	--	--	--	--	--
Other	2%	3%	--	--	1%
Not sure	2%	--	3%	--	2%
Not applicable	2%	--	--	--	3%

Survey item: "What type(s) of position(s) did you hold in the education system between September 1, 2024, and August 31, 2025? Please select all that apply. [Multiple select item]"

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents.

Among Principals and Vice-Principals

The top five reported motivating factors for continuing, or rejoining, the teaching profession by respondents holding a principal or vice-principal position in the 2024–2025 school year were similar to those selected by all survey respondents, with one exception. As seen in Table 3.2.5, while supporting the success of students was considered to be the top reported

motivating factor (82%), the second most reported motivation among principals and vice-principals was their interest in providing leadership in education (57%). These motivations were followed by working with stimulating and supportive colleagues (55%), financial security (54%), and pride in working in the education sector (52%).

Table 3.2.5

Respondents in a principal or vice-principal position

Factors motivating respondents to continue in, or rejoin, the teaching profession

Response Options	In a Principal or Vice-Principal Position (n=1,329)
I love supporting the success of students	82%
Teaching is a noble profession, and I take pride in working in the education sector	52%
Provides me with financial security	54%
Working with stimulating and supportive colleagues	55%
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	46%
The education profession provides a good work-life balance	16%
I feel entrenched in my teaching career and the seniority I've gained thus far	27%
I consider it my social duty, giving back to society	28%
I'm interested in providing leadership in education	57%
Lack of comparable opportunities in other professions / work situations	9%
Career advancement opportunities	16%
Being a Francophone role model and promoting the sustainability of French in Ontario	6%
To serve as a role model by teaching and preserving Indigenous language(s)	3%

Response Options	In a Principal or Vice-Principal Position (n=1,329)
Serving as a role model / providing representation for marginalized or under-represented groups*	--
Mentoring and supporting less-experienced teachers / colleagues*	--
Opportunities to coach sports or lead extracurricular activities*	--
Other	1%
Not sure	1%
Not applicable	1%

Respondent count: n=1,329

2025 survey item: "As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or if not currently engaged in the profession, what would motivate you to rejoin? Please select all that apply." [Multiple response item]

-- denotes <10 respondents.

Employed Outside of Canada

Table 3.2.6 demonstrates that the majority of responding OCTs who were employed outside of Canada during the 2024-2025 school year (81%) reported that supporting the success of students was a key motivating factor for continuing in, or rejoining, the teaching profession. More than half reported that

their pride in working in the education sector, working with stimulating and supportive colleagues, and lifelong opportunities for personal growth and learning also contributed to their desire to continue teaching. In addition, 35 percent reported financial security as a key motivating factor.

Table 3.2.6
Respondents employed outside of Canada

Factors motivating respondents to continue in, or rejoin, the teaching profession

Response Options	Employed Outside Canada (n=354)
I love supporting the success of students	81%
Teaching is a noble profession, and I take pride in working in the education sector	58%
Provides me with financial security	35%
Working with stimulating & supportive colleagues	51%
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	51%
The education profession provides a good work-life balance	33%
I feel entrenched in my teaching career and the seniority I've gained thus far	15%
I consider it my social duty, giving back to society	30%
I'm interested in providing leadership in education	33%
Lack of comparable opportunities in other professions / work situations	11%
Career advancement opportunities	29%
Being a Francophone role model and promoting the sustainability of French in Ontario	5%
To serve as a role model by teaching and preserving Indigenous language(s)	5%

Response Options	Employed Outside Canada (n=354)
Serving as a role model / providing representation for marginalized or under-represented groups*	--
Mentoring and supporting less-experienced teachers / colleagues*	--
Opportunities to coach sports or lead extracurricular activities*	--
Other	--
Not sure	3%
Not applicable	--

Respondent count: n=354

2025 survey item: "As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or if not currently engaged in the profession, what would motivate you to rejoin? Please select all that apply." [Multiple response item]

-- denotes <10 respondents.

Among Disability Categories

Supporting the success of students was reported as a motivating factor for continuing in, or rejoining, the teaching profession by the majority of respondents who self-identified as having one or more disabilities and among those who do not have a disability (ranging from 81%-83%). Other frequently reported motivating factors included pride in working in the education sector, financial security, working with stimulating and supportive colleagues, and opportunities for lifelong learning (Table 3.2.7).

Other motivating factors for remaining in, or rejoining, the teaching profession were reported by similar proportions of respondents who indicated having one or more disabilities and those who did not have a disability, with the exception of the belief that the education profession provides a good work-life balance. More than one-quarter of respondents who did not have a disability reported that they were motivated to stay in, or rejoin, the teaching profession because it provides a good work-life balance (28%), while a smaller proportion of respondents who indicated that they had one or more disabilities reported this motivation (19%).

Table 3.2.7

Disability

By factors motivating respondents to continue in, or rejoin, the teaching profession

Response Options	Disability Categories	%
I love supporting the success of students	No disability (n=21,819)	81%
	Yes (n=5,626)	81%
	Yes - Physical (n=3,017)	81%
	Yes - Mental health-related (n=2,814)	80%
	Yes - Cognitive (n=2,218)	83%
	Yes - Another disability* (n=31)	81%
	Yes - Prefer not to answer (n=172)	81%
	I am not sure (n=1,043)	79%
	Prefer not to answer (n=980)	74%

Response Options	Disability Categories	%
Teaching is a noble profession, and I take pride in working in the education sector	No disability (n=21,819)	52%
	Yes (n=5,626)	49%
	Yes - Physical (n=3,017)	48%
	Yes - Mental health-related (n=2,814)	47%
	Yes - Cognitive (n=2,218)	49%
	Yes - Neurological disorders* (n=87)	59%
	Yes - Chronic illnesses* (n=86)	58%
	Yes - Hearing impairment* (n=39)	64%
	Yes - Learning disabilities* (n=38)	45%
	Yes - Vision impairment* (n=14)	79%
	Yes - Another disability* (n=31)	35%
	Yes - Prefer not to answer (n=172)	55%
	I am not sure (n=1,043)	49%
	Prefer not to answer (n=980)	46%
Provides me with financial security	No disability (n=21,819)	49%
	Yes (n=5,626)	52%
	Yes - Physical (n=3,017)	53%
	Yes - Mental health-related (n=2,814)	56%
	Yes - Cognitive (n=2,218)	53%
	Yes - Neurological disorders* (n=87)	59%
	Yes - Chronic illnesses* (n=86)	42%
	Yes - Hearing impairment* (n=39)	41%
	Yes - Learning disabilities* (n=38)	58%
	Yes - Vision impairment* (n=14)	--
	Yes - Another disability* (n=31)	35%
	Yes - Prefer not to answer (n=172)	47%
	I am not sure (n=1,043)	48%
	Prefer not to answer (n=980)	39%

Response Options	Disability Categories	%
Working with stimulating and supportive colleagues	No disability (n=21,819)	49%
	Yes (n=5,626)	46%
	Yes - Physical (n=3,017)	46%
	Yes - Mental health-related (n=2,814)	46%
	Yes - Cognitive (n=2,218)	46%
	Yes - Neurological disorders* (n=87)	47%
	Yes - Chronic illnesses* (n=86)	44%
	Yes - Hearing impairment* (n=39)	36%
	Yes - Learning disabilities* (n=38)	63%
	Yes - Vision impairment* (n=14)	--
	Yes - Another disability* (n=31)	52%
	Yes - Prefer not to answer (n=172)	48%
	I am not sure (n=1,043)	48%
	Prefer not to answer (n=980)	40%
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	No disability (n=21,819)	40%
	Yes (n=5,626)	40%
	Yes - Physical (n=3,017)	40%
	Yes - Mental health-related (n=2,814)	39%
	Yes - Cognitive (n=2,218)	42%
	Yes - Neurological disorders* (n=87)	56%
	Yes - Chronic illnesses* (n=86)	43%
	Yes - Hearing impairment* (n=39)	46%
	Yes - Learning disabilities* (n=38)	50%
	Yes - Vision impairment* (n=14)	--
	Yes - Another disability* (n=31)	48%
	Yes - Prefer not to answer (n=172)	32%
	I am not sure (n=1,043)	41%
	Prefer not to answer (n=980)	37%

Response Options	Disability Categories	%
The education profession provides a good work-life balance	No disability (n=21,819)	28%
	Yes (n=5,626)	19%
	Yes - Physical (n=3,017)	20%
	Yes - Mental health-related (n=2,814)	17%
	Yes - Cognitive (n=2,218)	19%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	19%
	I am not sure (n=1,043)	22%
	Prefer not to answer (n=980)	19%
	I feel entrenched in my teaching career and the seniority I've gained thus far	No disability (n=21,819)
Yes (n=5,626)		28%
Yes - Physical (n=3,017)		28%
Yes - Mental health-related (n=2,814)		30%
Yes - Cognitive (n=2,218)		28%
Yes - Another disability* (n=31)		--
Yes - Prefer not to answer (n=172)		24%
I am not sure (n=1,043)		24%
Prefer not to answer (n=980)		21%
I consider it my social duty, giving back to society		No disability (n=21,819)
	Yes (n=5,626)	26%
	Yes - Physical (n=3,017)	26%
	Yes - Mental health-related (n=2,814)	27%
	Yes - Cognitive (n=2,218)	31%
	Yes - Another disability* (n=31)	35%
	Yes - Prefer not to answer (n=172)	30%
	I am not sure (n=1,043)	27%
	Prefer not to answer (n=980)	24%

Response Options	Disability Categories	%
I'm interested in providing leadership in education	No disability (n=21,819)	20%
	Yes (n=5,626)	20%
	Yes - Physical (n=3,017)	20%
	Yes - Mental health-related (n=2,814)	19%
	Yes - Cognitive (n=2,218)	22%
	Yes - Another disability* (n=31)	32%
	Yes - Prefer not to answer (n=172)	19%
	I am not sure (n=1,043)	20%
	Prefer not to answer (n=980)	17%
Lack of comparable opportunities in other professions / work situations	No disability (n=21,819)	11%
	Yes (n=5,626)	15%
	Yes - Physical (n=3,017)	14%
	Yes - Mental health-related (n=2,814)	17%
	Yes - Cognitive (n=2,218)	18%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	11%
	I am not sure (n=1,043)	14%
	Prefer not to answer (n=980)	9%
Career advancement opportunities	No disability (n=21,819)	11%
	Yes (n=5,626)	10%
	Yes - Physical (n=3,017)	9%
	Yes - Mental health-related (n=2,814)	10%
	Yes - Cognitive (n=2,218)	10%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	12%
	I am not sure (n=1,043)	11%
	Prefer not to answer (n=980)	12%

Response Options	Disability Categories	%
Being a Francophone role model and promoting the sustainability of French in Ontario	No disability (n=21,819)	7%
	Yes (n=5,626)	7%
	Yes - Physical (n=3,017)	7%
	Yes - Mental health-related (n=2,814)	7%
	Yes - Cognitive (n=2,218)	7%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	--
	I am not sure (n=1,043)	7%
	Prefer not to answer (n=980)	5%
To serve as a role model by teaching and preserving Indigenous language(s)	No disability (n=21,819)	3%
	Yes (n=5,626)	3%
	Yes - Physical (n=3,017)	3%
	Yes - Mental health-related (n=2,814)	2%
	Yes - Cognitive (n=2,218)	3%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	--
	I am not sure (n=1,043)	2%
	Prefer not to answer (n=980)	2%
Serving as a role model / providing representation for marginalized or under-represented groups*	No disability (n=21,819)	0%
	Yes (n=5,626)	1%
	Yes - Physical (n=3,017)	1%
	Yes - Mental health-related (n=2,814)	1%
	Yes - Cognitive (n=2,218)	1%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	--
	I am not sure (n=1,043)	--
	Prefer not to answer (n=980)	--

Response Options	Disability Categories	%
Mentoring and supporting less-experienced teachers / colleagues*	No disability (n=21,819)	0%
	Yes (n=5,626)	0%
	Yes - Physical (n=3,017)	--
	Yes - Mental health-related (n=2,814)	--
	Yes - Cognitive (n=2,218)	--
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	--
	I am not sure (n=1,043)	--
	Prefer not to answer (n=980)	--
Opportunities to coach sports or lead extracurricular activities*	No disability (n=21,819)	0%
	Yes (n=5,626)	--
	Yes - Physical (n=3,017)	--
	Yes - Mental health-related (n=2,814)	--
	Yes - Cognitive (n=2,218)	--
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	--
	I am not sure (n=1,043)	--
	Prefer not to answer (n=980)	--
Other	No disability (n=21,819)	1%
	Yes (n=5,626)	2%
	Yes - Physical (n=3,017)	2%
	Yes - Mental health-related (n=2,814)	2%
	Yes - Cognitive (n=2,218)	3%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	--
	I am not sure (n=1,043)	2%
	Prefer not to answer (n=980)	2%

Response Options	Disability Categories	%
Not sure	No disability (n=21,819)	1%
	Yes (n=5,626)	1%
	Yes - Physical (n=3,017)	1%
	Yes - Mental health-related (n=2,814)	1%
	Yes - Cognitive (n=2,218)	1%
	Yes - Neurological disorders* (n=87)	--
	Yes - Chronic illnesses* (n=86)	--
	Yes - Hearing impairment* (n=39)	--
	Yes - Learning disabilities* (n=38)	--
	Yes - Vision impairment* (n=14)	--
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	--
	I am not sure (n=1,043)	3%
	Prefer not to answer (n=980)	3%
Not applicable	No disability (n=21,819)	2%
	Yes (n=5,626)	2%
	Yes - Physical (n=3,017)	2%
	Yes - Mental health-related (n=2,814)	1%
	Yes - Cognitive (n=2,218)	1%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=172)	--
	I am not sure (n=1,043)	2%
	Prefer not to answer (n=980)	5%

2025 survey item: "As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or if not currently engaged in the profession, what would motivate you to rejoin?"

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

The response category 'speech impairment*' is not presented in this table because <10 respondents who reported this disability completed this survey item.

-- denotes <10 respondents.

Among Gender Identities

Table 3.2.8 demonstrates that, similar to the full survey sample, supporting the success of students was the most reported motivator for continuing in, or rejoining, the teaching profession across all gender identities indicated by respondents (ranging from 68%–100%). This top motivating factor was followed by pride in working in the education sector, financial security, working with stimulating and supportive colleagues, and opportunities for lifelong learning.

When compared to respondents who described themselves as cisgender woman or cisgender man, a larger proportion of respondents who self-identified as non-binary reported that giving back to society (social duty) (22% and 33% vs. 41%, respectively) and providing leadership in education (19% and 24% vs. 30%, respectively) were motivating factors to continue in, or rejoin, the teaching profession.

Similarly, a larger proportion of respondents who self-identified as transgender woman reported that working with stimulating and supportive colleagues motivated them to remain in, or rejoin, the profession (71%) when compared to those who self-identify as non-binary (53%), cisgender women (49%) or cisgender man (46%).

Almost three-quarters of respondents who described themselves as a transgender man indicated that opportunities for lifelong learning motivated them to remain in, or rejoin, the teaching profession (72%). Forty-four percent of respondents who self-identify as non-binary, 41 percent who identify as a cisgender woman, and 37 percent who identify as a cisgender man reported this as a motivating factor.

Table 3.2.8
Gender identity

By factors motivating respondents to continue in, or rejoin, the teaching profession

Response Options	Gender	%
I love supporting the success of students	Cisgender Woman (n=21,630)	81%
	Cisgender Man (n=5,967)	79%
	Non-Binary (n=149)	86%
	Transgender Woman (n=14)	100%
	Transgender Man (n=18)	78%
	Two-Spirit (n=25)	68%
	Prefer not to answer (n=1,425)	74%
	Don't know* (n=46)	76%
Teaching is a noble profession, and I take pride in working in the education sector	Cisgender Woman (n=21,630)	49%
	Cisgender Man (n=5,967)	59%
	Non-Binary (n=149)	51%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	52%
	Prefer not to answer (n=1,425)	37%
	Don't know* (n=46)	52%
Provides me with financial security	Cisgender Woman (n=21,630)	50%
	Cisgender Man (n=5,967)	49%
	Non-Binary (n=149)	56%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	56%
	Two-Spirit (n=25)	52%
	Prefer not to answer (n=1,425)	37%
	Don't know* (n=46)	52%

Response Options	Gender	%
Working with stimulating and supportive colleagues	Cisgender Woman (n=21,630)	49%
	Cisgender Man (n=5,967)	46%
	Non-Binary (n=149)	53%
	Transgender Woman (n=14)	71%
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	37%
	Don't know* (n=46)	28%
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	Cisgender Woman (n=21,630)	41%
	Cisgender Man (n=5,967)	37%
	Non-Binary (n=149)	44%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	72%
	Two-Spirit (n=25)	40%
	Prefer not to answer (n=1,425)	32%
	Don't know* (n=46)	30%
The education profession provides a good work-life balance	Cisgender Woman (n=21,630)	23%
	Cisgender Man (n=5,967)	36%
	Non-Binary (n=149)	23%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	24%
	Don't know* (n=46)	33%

Response Options	Gender	%
I feel entrenched in my teaching career and the seniority I've gained thus far	Cisgender Woman (n=21,630)	26%
	Cisgender Man (n=5,967)	26%
	Non-Binary (n=149)	29%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	20%
	Don't know* (n=46)	22%
I consider it my social duty, giving back to society	Cisgender Woman (n=21,630)	22%
	Cisgender Man (n=5,967)	33%
	Non-Binary (n=149)	41%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	25%
	Don't know* (n=46)	26%
I'm interested in providing leadership in education	Cisgender Woman (n=21,630)	19%
	Cisgender Man (n=5,967)	24%
	Non-Binary (n=149)	30%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	18%
	Don't know* (n=46)	

Response Options	Gender	%
Lack of comparable opportunities in other professions / work situations	Cisgender Woman (n=21,630)	11%
	Cisgender Man (n=5,967)	12%
	Non-Binary (n=149)	15%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	10%
	Don't know* (n=46)	--
Career advancement opportunities	Cisgender Woman (n=21,630)	11%
	Cisgender Man (n=5,967)	12%
	Non-Binary (n=149)	13%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	12%
	Don't know* (n=46)	--
Being a Francophone role model and promoting the sustainability of French in Ontario	Cisgender Woman (n=21,630)	7%
	Cisgender Man (n=5,967)	6%
	Non-Binary (n=149)	10%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	7%
	Don't know* (n=46)	--

Response Options	Gender	%
To serve as a role model by teaching and preserving Indigenous language(s)	Cisgender Woman (n=21,630)	2%
	Cisgender Man (n=5,967)	3%
	Non-Binary (n=149)	--
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	4%
	Don't know* (n=46)	--
Serving as a role model / providing representation for marginalized or under-represented groups*	Cisgender Woman (n=21,630)	0.3%
	Cisgender Man (n=5,967)	0.4%
	Non-Binary (n=149)	7%
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	--
	Don't know* (n=46)	--
Mentoring and supporting less-experienced teachers / colleagues*	Cisgender Woman (n=21,630)	0.1%
	Cisgender Man (n=5,967)	--
	Non-Binary (n=149)	--
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	--
	Don't know* (n=46)	--

Response Options	Gender	%
Opportunities to coach sports or lead extracurricular activities*	Cisgender Woman (n=21,630)	0.1%
	Cisgender Man (n=5,967)	0.4%
	Non-Binary (n=149)	--
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	--
	Don't know* (n=46)	--
Other	Cisgender Woman (n=21,630)	1%
	Cisgender Man (n=5,967)	2%
	Non-Binary (n=149)	--
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	1%
	Don't know* (n=46)	--
I am not sure	Cisgender Woman (n=21,630)	1%
	Cisgender Man (n=5,967)	2%
	Non-Binary (n=149)	--
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	3%
	Don't know* (n=46)	--

Response Options	Gender	%
Not applicable	Cisgender Woman (n=21,630)	2%
	Cisgender Man (n=5,967)	2%
	Non-Binary (n=149)	--
	Transgender Woman (n=14)	--
	Transgender Man (n=18)	--
	Two-Spirit (n=25)	--
	Prefer not to answer (n=1,425)	4%
	Don't know* (n=46)	--

2025 survey item: "As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or if not currently engaged in the profession, what would motivate you to rejoin?"

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

The response category 'another gender' is not presented in this table because <10 respondents who self-identified as 'another gender' completed this item.

-- denotes <10 respondents.

Among Sexual Orientation Categories

Supporting the success of students was reported as a motivating factor for continuing in, or rejoining, the teaching profession by more than 80 percent of respondents who self-identified as heterosexual, bisexual, gay, lesbian, asexual, pansexual, and/or queer (ranging from 81%–89%); and by 73 percent of respondents who described their sexual orientation as Two-Spirit. Other motivating factors that were frequently reported include pride in working in the education sector, financial security, working with stimulating and supportive colleagues, and opportunities for lifelong learning (Table 3.2.9).

A large proportion of respondents who self-identified as Two-Spirit reported that pride in working in the education sector was a motivating factor to continue in, or rejoin, the teaching profession (70%), when compared to respondents who self-identified with other sexual orientations (ranging from 48%–56%). Similarly, a larger proportion of respondents who described their sexual orientation as queer reported that working with stimulating and supportive colleagues (60%) and giving back to society (social duty) (49%) motivated them to remain in, or rejoin, the profession, when compared to those who self-identified with other sexual orientations (ranging from 43%–54% and 24%–37%, respectively).

Across all sexual orientations of which respondents selected, a smaller proportion of those who described themselves as asexual indicated that they were motivated to continue, or rejoin, the teaching profession because it provides a good work-life balance (14%). Similarly, a smaller proportion of respondents who self-identified as heterosexual reported that the lack of comparable opportunities in other professions/work situations motivated them to remain in, or rejoin, the teaching profession (11%).

Table 3.2.9
Sexual orientation

By factors motivating respondents to continue in, or rejoin, the teaching profession

Response Options	Sexual Orientations	%
I love supporting the success of students	Heterosexual (n=24,633)	81%
	Bisexual (n=929)	85%
	Gay (n=399)	80%
	Lesbian (n=269)	84%
	Asexual* (n=99)	84%
	Pansexual* (n=89)	89%
	Queer* (n=78)	82%
	Two-Spirit (n=30)	73%
	Another sexual orientation (n=22)	91%
	Prefer not to answer (n=2,586)	76%
	Do not know* (n=49)	69%
Teaching is a noble profession, and I take pride in working in the education sector	Heterosexual (n=24,633)	52%
	Bisexual (n=929)	53%
	Gay (n=399)	56%
	Lesbian (n=269)	51%
	Asexual* (n=99)	48%
	Pansexual* (n=89)	52%
	Queer* (n=78)	45%
	Two-Spirit (n=30)	70%
	Another sexual orientation (n=22)	50%
	Prefer not to answer (n=2,586)	45%
	Do not know* (n=49)	57%

Response Options	Sexual Orientations	%
Provides me with financial security	Heterosexual (n=24,633)	50%
	Bisexual (n=929)	54%
	Gay (n=399)	61%
	Lesbian (n=269)	54%
	Asexual* (n=99)	60%
	Pansexual* (n=89)	60%
	Queer* (n=78)	59%
	Two-Spirit (n=30)	50%
	Another sexual orientation (n=22)	64%
	Prefer not to answer (n=2,586)	41%
	Do not know* (n=49)	55%
Working with stimulating and supportive colleagues	Heterosexual (n=24,633)	49%
	Bisexual (n=929)	52%
	Gay (n=399)	48%
	Lesbian (n=269)	49%
	Asexual* (n=99)	49%
	Pansexual* (n=89)	54%
	Queer* (n=78)	60%
	Two-Spirit (n=30)	43%
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	41%
	Do not know* (n=49)	43%

Response Options	Sexual Orientations	%
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	Heterosexual (n=24,633)	40%
	Bisexual (n=929)	47%
	Gay (n=399)	41%
	Lesbian (n=269)	47%
	Asexual* (n=99)	45%
	Pansexual* (n=89)	49%
	Queer* (n=78)	47%
	Two-Spirit (n=30)	43%
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	35%
	Do not know* (n=49)	37%
The education profession provides a good work-life balance	Heterosexual (n=24,633)	26%
	Bisexual (n=929)	24%
	Gay (n=399)	24%
	Lesbian (n=269)	18%
	Asexual* (n=99)	14%
	Pansexual* (n=89)	27%
	Queer* (n=78)	19%
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	24%
	Do not know* (n=49)	33%

Response Options	Sexual Orientations	%
I feel entrenched in my teaching career and the seniority I've gained thus far	Heterosexual (n=24,633)	26%
	Bisexual (n=929)	22%
	Gay (n=399)	25%
	Lesbian (n=269)	25%
	Asexual* (n=99)	22%
	Pansexual* (n=89)	29%
	Queer* (n=78)	31%
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	21%
	Do not know* (n=49)	27%
I consider it my social duty, giving back to society	Heterosexual (n=24,633)	24%
	Bisexual (n=929)	33%
	Gay (n=399)	37%
	Lesbian (n=269)	26%
	Asexual* (n=99)	36%
	Pansexual* (n=89)	34%
	Queer* (n=78)	49%
	Two-Spirit (n=30)	37%
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	25%
	Do not know* (n=49)	29%

Response Options	Sexual Orientations	%
I'm interested in providing leadership in education	Heterosexual (n=24,633)	20%
	Bisexual (n=929)	24%
	Gay (n=399)	25%
	Lesbian (n=269)	28%
	Asexual* (n=99)	22%
	Pansexual* (n=89)	35%
	Queer* (n=78)	28%
	Two-Spirit (n=30)	33%
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	18%
	Do not know* (n=49)	24%
Lack of comparable opportunities in other professions / work situations	Heterosexual (n=24,633)	11%
	Bisexual (n=929)	17%
	Gay (n=399)	17%
	Lesbian (n=269)	17%
	Asexual* (n=99)	24%
	Pansexual* (n=89)	22%
	Queer* (n=78)	19%
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	11%
	Do not know* (n=49)	24%

Response Options	Sexual Orientations	%
Career advancement opportunities	Heterosexual (n=24,633)	11%
	Bisexual (n=929)	11%
	Gay (n=399)	14%
	Lesbian (n=269)	10%
	Asexual* (n=99)	11%
	Pansexual* (n=89)	17%
	Queer* (n=78)	
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	12%
	Do not know* (n=49)	--
Being a Francophone role model and promoting the sustainability of French in Ontario	Heterosexual (n=24,633)	7%
	Bisexual (n=929)	9%
	Gay (n=399)	8%
	Lesbian (n=269)	7%
	Asexual* (n=99)	--
	Pansexual* (n=89)	--
	Queer* (n=78)	--
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	6%
	Do not know* (n=49)	--

Response Options	Sexual Orientations	%
To serve as a role model by teaching and preserving Indigenous language(s)	Heterosexual (n=24,633)	2%
	Bisexual (n=929)	2%
	Gay (n=399)	4%
	Lesbian (n=269)	--
	Asexual* (n=99)	--
	Pansexual* (n=89)	--
	Queer* (n=78)	--
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	4%
	Do not know* (n=49)	--
Serving as a role model / providing representation for marginalized or under-represented groups*	Heterosexual (n=24,633)	0.2%
	Bisexual (n=929)	1%
	Gay (n=399)	--
	Lesbian (n=269)	--
	Asexual* (n=99)	--
	Pansexual* (n=89)	--
	Queer* (n=78)	--
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	--
	Do not know* (n=49)	--

Response Options	Sexual Orientations	%
Mentoring and supporting less-experienced teachers / colleagues*	Heterosexual (n=24,633)	0.2%
	Bisexual (n=929)	--
	Gay (n=399)	--
	Lesbian (n=269)	--
	Asexual* (n=99)	--
	Pansexual* (n=89)	--
	Queer* (n=78)	--
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	--
	Do not know* (n=49)	--
Opportunities to coach sports or lead extracurricular activities*	Heterosexual (n=24,633)	0.1%
	Bisexual (n=929)	--
	Gay (n=399)	--
	Lesbian (n=269)	--
	Asexual* (n=99)	--
	Pansexual* (n=89)	--
	Queer* (n=78)	--
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	--
	Do not know* (n=49)	--

Response Options	Sexual Orientations	%
Other	Heterosexual (n=24,633)	1%
	Bisexual (n=929)	2%
	Gay (n=399)	--
	Lesbian (n=269)	--
	Asexual* (n=99)	--
	Pansexual* (n=89)	--
	Queer* (n=78)	--
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	2%
	Do not know* (n=49)	--
Not sure	Heterosexual (n=24,633)	1%
	Bisexual (n=929)	1%
	Gay (n=399)	3%
	Lesbian (n=269)	--
	Asexual* (n=99)	--
	Pansexual* (n=89)	--
	Queer* (n=78)	--
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	3%
	Do not know* (n=49)	--

Response Options	Sexual Orientations	%
Not applicable	Heterosexual (n=24,633)	2%
	Bisexual (n=929)	2%
	Gay (n=399)	--
	Lesbian (n=269)	--
	Asexual* (n=99)	--
	Pansexual* (n=89)	--
	Queer* (n=78)	--
	Two-Spirit (n=30)	--
	Another sexual orientation (n=22)	--
	Prefer not to answer (n=2,586)	4%
	Do not know* (n=49)	--

2025 survey item: "As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or if not currently engaged in the profession, what would motivate you to rejoin?"

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

The response category demisexual is not presented in this table because <10 respondents who self-identified with this sexual orientation completed this item.

-- denotes <10 respondents.

Among Racial Categories

As seen in Table 3.2.10, across all racial categories with which respondents identified, more than 80 percent reported that supporting the success of students was a motivating factor for continuing in, or rejoining, the teaching profession (ranging from 81%–89%). This top motivating factor was followed by their pride in working in the education sector, financial security, working with stimulating and supportive colleagues, and opportunities for lifelong learning that the teaching profession offers.

Relatively smaller proportions of respondents who described themselves as Indigenous to North America and/or white reported that their pride in working in the education sector was a motivating factor to continue in, or rejoin, the teaching profession (47% and 49%, respectively), when compared to respondents who self-identified with different racial categories (ranging from 56%–62%). Similarly, across all racial categories, relatively smaller proportions of respondents who self-identified as white and/or Jewish indicated that they were motivated to remain in, or rejoin, the teaching profession because of the career advancement opportunities available (8% and 9%, respectively).

While larger proportions of respondents who described their racial category as Southeast Asian (42%) and/or South Asian (41%) reported that giving back to society (social duty) motivated them to continue in, or rejoin, the teaching profession, a smaller proportion of those who self-identified as white (21%) reported this as a motivating factor. In addition, providing leadership in education was reported as a motivating factor among one-third of respondents who self-identified as Black (32%), and among a relatively smaller proportion of those who described their racial category as white (18%).

Across all racial categories with which respondents self-identified, a larger proportion of those who described themselves as Black indicated that being a Francophone role model and promoting the sustainability of French in Ontario motivated them to continue in, or rejoin, the teaching profession (20%). Similarly, a relatively larger proportion of those who self-identified as Indigenous to North America reported that they were motivated to remain in, or rejoin, the profession to continue serving as a role model by teaching and preserving Indigenous language(s) (19%).

Table 3.2.10
Racial categories

By factors motivating respondents to continue in, or rejoin, the teaching profession

Response Options	Racial Categories	%
I love supporting the success of students	White (n=21,924)	81%
	South Asian (n=1,770)	81%
	Black (n=1,549)	86%
	East Asian (n=935)	84%
	Middle Eastern or West Asian (n=628)	83%
	Indigenous to North America (n=555)	81%
	Southeast Asian (n=399)	86%
	Latin American (n=310)	83%
	Jewish* (n=253)	89%
	Mixed Race* (n=125)	88%
	Additional identity (n=123)	81%
	Prefer not to answer (n=1,790)	73%
Teaching is a noble profession, and I take pride in working in the education sector	White (n=21,924)	49%
	South Asian (n=1,770)	62%
	Black (n=1,549)	62%
	East Asian (n=935)	58%
	Middle Eastern or West Asian (n=628)	58%
	Indigenous to North America (n=555)	47%
	Southeast Asian (n=399)	67%
	Latin American (n=310)	56%
	Jewish* (n=253)	62%
	Mixed Race* (n=125)	50%
	Additional identity (n=123)	53%
	Prefer not to answer (n=1,790)	45%

Response Options	Racial Categories	%
Provides me with financial security	White (n=21,924)	52%
	South Asian (n=1,770)	37%
	Black (n=1,549)	36%
	East Asian (n=935)	55%
	Middle Eastern or West Asian (n=628)	37%
	Indigenous to North America (n=555)	46%
	Southeast Asian (n=399)	53%
	Latin American (n=310)	45%
	Jewish* (n=253)	49%
	Mixed Race* (n=125)	44%
	Additional identity (n=123)	46%
	Prefer not to answer (n=1,790)	40%
Working with stimulating and supportive colleagues	White (n=21,924)	49%
	South Asian (n=1,770)	44%
	Black (n=1,549)	45%
	East Asian (n=935)	57%
	Middle Eastern or West Asian (n=628)	46%
	Indigenous to North America (n=555)	41%
	Southeast Asian (n=399)	52%
	Latin American (n=310)	47%
	Jewish* (n=253)	57%
	Mixed Race* (n=125)	56%
	Additional identity (n=123)	43%
	Prefer not to answer (n=1,790)	38%

Response Options	Racial Categories	%
Lifelong learning: there are always opportunities for personal growth and learning in the education sector	White (n=21,924)	39%
	South Asian (n=1,770)	50%
	Black (n=1,549)	44%
	East Asian (n=935)	44%
	Middle Eastern or West Asian (n=628)	37%
	Indigenous to North America (n=555)	42%
	Southeast Asian (n=399)	51%
	Latin American (n=310)	38%
	Jewish* (n=253)	39%
	Mixed Race* (n=125)	42%
	Additional identity (n=123)	40%
	Prefer not to answer (n=1,790)	33%
The education profession provides a good work-life balance	White (n=21,924)	24%
	South Asian (n=1,770)	37%
	Black (n=1,549)	35%
	East Asian (n=935)	32%
	Middle Eastern or West Asian (n=628)	29%
	Indigenous to North America (n=555)	23%
	Southeast Asian (n=399)	34%
	Latin American (n=310)	29%
	Jewish* (n=253)	26%
	Mixed Race* (n=125)	23%
	Additional identity (n=123)	22%
	Prefer not to answer (n=1,790)	23%

Response Options	Racial Categories	%
I feel entrenched in my teaching career and the seniority I've gained thus far	White (n=21,924)	27%
	South Asian (n=1,770)	17%
	Black (n=1,549)	18%
	East Asian (n=935)	25%
	Middle Eastern or West Asian (n=628)	20%
	Indigenous to North America (n=555)	25%
	Southeast Asian (n=399)	22%
	Latin American (n=310)	18%
	Jewish* (n=253)	28%
	Mixed Race* (n=125)	22%
	Additional identity (n=123)	19%
	Prefer not to answer (n=1,790)	22%
I consider it my social duty, giving back to society	White (n=21,924)	21%
	South Asian (n=1,770)	41%
	Black (n=1,549)	37%
	East Asian (n=935)	35%
	Middle Eastern or West Asian (n=628)	37%
	Indigenous to North America (n=555)	26%
	Southeast Asian (n=399)	42%
	Latin American (n=310)	30%
	Jewish* (n=253)	30%
	Mixed Race* (n=125)	38%
	Additional identity (n=123)	33%
	Prefer not to answer (n=1,790)	25%

Response Options	Racial Categories	%
I'm interested in providing leadership in education	White (n=21,924)	18%
	South Asian (n=1,770)	26%
	Black (n=1,549)	32%
	East Asian (n=935)	20%
	Middle Eastern or West Asian (n=628)	25%
	Indigenous to North America (n=555)	23%
	Southeast Asian (n=399)	23%
	Latin American (n=310)	22%
	Jewish* (n=253)	24%
	Mixed Race* (n=125)	22%
	Additional identity (n=123)	24%
	Prefer not to answer (n=1,790)	17%
Lack of comparable opportunities in other professions / work situations	White (n=21,924)	12%
	South Asian (n=1,770)	8%
	Black (n=1,549)	8%
	East Asian (n=935)	11%
	Middle Eastern or West Asian (n=628)	10%
	Indigenous to North America (n=555)	9%
	Southeast Asian (n=399)	14%
	Latin American (n=310)	12%
	Jewish* (n=253)	9%
	Mixed Race* (n=125)	11%
	Additional identity (n=123)	16%
	Prefer not to answer (n=1,790)	10%

Response Options	Racial Categories	%
Career advancement opportunities	White (n=21,924)	8%
	South Asian (n=1,770)	25%
	Black (n=1,549)	23%
	East Asian (n=935)	17%
	Middle Eastern or West Asian (n=628)	19%
	Indigenous to North America (n=555)	12%
	Southeast Asian (n=399)	26%
	Latin American (n=310)	15%
	Jewish* (n=253)	9%
	Mixed Race* (n=125)	14%
	Additional identity (n=123)	11%
	Prefer not to answer (n=1,790)	10%
Being a Francophone role model and promoting the sustainability of French in Ontario	White (n=21,924)	6%
	South Asian (n=1,770)	2%
	Black (n=1,549)	20%
	East Asian (n=935)	4%
	Middle Eastern or West Asian (n=628)	12%
	Indigenous to North America (n=555)	10%
	Southeast Asian (n=399)	4%
	Latin American (n=310)	8%
	Jewish* (n=253)	--
	Mixed Race* (n=125)	--
	Additional identity (n=123)	--
	Prefer not to answer (n=1,790)	5%

Response Options	Racial Categories	%
To serve as a role model by teaching and preserving Indigenous language(s)	White (n=21,924)	1%
	South Asian (n=1,770)	6%
	Black (n=1,549)	7%
	East Asian (n=935)	3%
	Middle Eastern or West Asian (n=628)	4%
	Indigenous to North America (n=555)	19%
	Southeast Asian (n=399)	6%
	Latin American (n=310)	--
	Jewish* (n=253)	--
	Mixed Race* (n=125)	--
	Additional identity (n=123)	--
	Prefer not to answer (n=1,790)	3%
Serving as a role model / providing representation for marginalized or under-represented groups*	White (n=21,924)	0.3%
	South Asian (n=1,770)	--
	Black (n=1,549)	1%
	East Asian (n=935)	--
	Middle Eastern or West Asian (n=628)	--
	Indigenous to North America (n=555)	--
	Southeast Asian (n=399)	--
	Latin American (n=310)	--
	Jewish* (n=253)	--
	Mixed Race* (n=125)	--
	Additional identity (n=123)	--
	Prefer not to answer (n=1,790)	--

Response Options	Racial Categories	%
Mentoring and supporting less-experienced teachers / colleagues*	White (n=21,924)	0.2%
	South Asian (n=1,770)	--
	Black (n=1,549)	--
	East Asian (n=935)	--
	Middle Eastern or West Asian (n=628)	--
	Indigenous to North America (n=555)	--
	Southeast Asian (n=399)	--
	Latin American (n=310)	--
	Jewish* (n=253)	--
	Mixed Race* (n=125)	--
	Additional identity (n=123)	--
	Prefer not to answer (n=1,790)	--
Opportunities to coach sports or lead extracurricular activities*	White (n=21,924)	0.2%
	South Asian (n=1,770)	--
	Black (n=1,549)	--
	East Asian (n=935)	--
	Middle Eastern or West Asian (n=628)	--
	Indigenous to North America (n=555)	--
	Southeast Asian (n=399)	--
	Latin American (n=310)	--
	Jewish* (n=253)	--
	Mixed Race* (n=125)	--
	Additional identity (n=123)	--
	Prefer not to answer (n=1,790)	--

Response Options	Racial Categories	%
Other	White (n=21,924)	1%
	South Asian (n=1,770)	1%
	Black (n=1,549)	--
	East Asian (n=935)	2%
	Middle Eastern or West Asian (n=628)	2%
	Indigenous to North America (n=555)	2%
	Southeast Asian (n=399)	--
	Latin American (n=310)	--
	Jewish* (n=253)	--
	Mixed Race* (n=125)	--
	Additional identity (n=123)	--
	Prefer not to answer (n=1,790)	2%
	Not sure	White (n=21,924)
South Asian (n=1,770)		2%
Black (n=1,549)		1%
East Asian (n=935)		1%
Middle Eastern or West Asian (n=628)		2%
Indigenous to North America (n=555)		--
Southeast Asian (n=399)		--
Latin American (n=310)		--
Jewish* (n=253)		--
Mixed Race* (n=125)		--
Additional identity (n=123)		--
Prefer not to answer (n=1,790)		3%

Response Options	Racial Categories	%
Not applicable	White (n=21,924)	2%
	South Asian (n=1,770)	2%
	Black (n=1,549)	2%
	East Asian (n=935)	1%
	Middle Eastern or West Asian (n=628)	2%
	Indigenous to North America (n=555)	3%
	Southeast Asian (n=399)	--
	Latin American (n=310)	--
	Jewish* (n=253)	--
	Mixed Race* (n=125)	--
	Additional identity (n=123)	--
	Prefer not to answer (n=1,790)	5%

2025 survey item: "As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or if not currently engaged in the profession, what would motivate you to rejoin?"

The 10 most frequently reported racial categories are presented in this table.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents.

Employment

Type of Position(s) Held in the Education System

Between September 1, 2024 and August 31, 2025, the most frequently reported positions held in the education system among respondents included: full-time permanent teaching position (60%), daily occasional or supply teaching position

(14%), full-time long-term occasional teaching position (6%), retired and doing any type of work in education (6%), and principal or vice-principal (4%) (Table 4.1).

Table 4.1

2025 survey year

By type of position(s) held by respondents in the education system between September 2024 and August 2025

Response Options	2025 Survey (n=35,449)
Full-time permanent teaching position	60%
Daily occasional or supply teaching position	14%
Full-time long-term occasional teaching position	6%
Retired and doing any type of work in education (including teaching occasionally whether daily or under long-term contract)	6%
Principal / Vice-Principal position	4%
Part-time permanent teaching position	3%
Part-time long-term occasional teaching position	3%
On leave from a job in education	3%
Not working in education	3%
Other role in the field of education that does not require me to be an OCT	2%
Other role in the field of education that requires me to be an OCT	2%
Retired, and not working in education	2%

Response Options	2025 Survey (n=35,449)
Other limited term contract teaching position	1%
Self-employed in education	1%
Not applicable	1%

Respondent count: n=35,449

Survey item: "What type(s) of position(s) did you hold in the education system between September 1, 2024, and August 31, 2025? Please select all that apply."

Note: The 2024 *Focus on Teaching* survey presented the response categories across two separate items: one question captured employment status (e.g., full-time, part-time, retired), while another captured position type (e.g., permanent, long-term occasional, daily occasional/supply).

In contrast, the 2023 survey asked respondents to identify their position.

Jurisdiction of Initial teacher education program

As seen in Table 4.1.1, almost three-quarters of respondents who completed their initial teacher education program in Canada (73%), and two-thirds of respondents who completed their program internationally (67%), indicated that they held a full-time permanent teaching position between September 2024 and August 2025. During this school year, 20 percent of respondents who were educated internationally and 16 percent among those educated in Canada held a daily occasional or supply teaching position.

Table 4.1.1
Jurisdiction of initial teacher education program
 By types of positions held by respondents

Response Options	In Canada (n=24,315)	International (n=5,284)
Full-time permanent teaching position	73%	67%
Daily occasional or supply teaching position	16%	20%
Full-time long-term occasional teaching position	7%	8%
Principal / Vice-Principal position	5%	5%
Part-time permanent teaching position	4%	4%
Part-time long-term occasional teaching position	4%	3%

Respondent count: n=29,599

2025 survey item: "What type(s) of position(s) did you hold in the education system between September 1, 2024 and August 31, 2025? Please select all that apply."

When First Employed as a Teacher in Ontario

A smaller proportion of respondents who were first employed as a teacher in Ontario in the last five years held a full-time permanent teaching position (33%), when compared to respondents who were employed between six to 20 years ago (ranging from 66%–78%), and those employed more than 20 years ago (60%) (Table 4.1.2). Thirty-nine percent of respondents who were employed as a teacher in the last five years held a daily occasional or supply teaching position and 22 percent held a full-time long-term occasional teaching position. These proportions were higher than among those employed for longer periods, which ranged from 6 percent to 15 percent for daily occasional or supply positions and from two percent

to 10 percent for full-time long-term occasional positions.

Among respondents who were first employed as a teacher in Ontario in the last five years, 10 percent held a part-time long-term occasional teaching position, which was a larger proportion than among those who had been employed for more than 10 years (ranging from 1%–2%). In addition, 13 percent of respondents who were employed more than 20 years ago reported that they were retired and doing any type of work in education, which was a larger proportion than among those who were employed as a teacher in Ontario for less than 20 years (ranging from 0.5%–1%).

Table 4.1.2

When respondents were first employed as a teacher in Ontario

By type of position(s) held by respondents in the education system between September 2024 and August 2025

Response Options	Within The Last 5 Years (n=4,597)	Between 6–10 Years Ago (n=3,609)	Between 11–15 Years Ago (n=4,310)	Between 16–20 Years Ago (n=5,586)	More Than 20 Years Ago (n=13,659)
Full-time permanent teaching position	33%	66%	73%	78%	60%
Daily occasional or supply teaching position	39%	15%	10%	6%	10%

Response Options	Within The Last 5 Years (n=4,597)	Between 6–10 Years Ago (n=3,609)	Between 11–15 Years Ago (n=4,310)	Between 16–20 Years Ago (n=5,586)	More Than 20 Years Ago (n=13,659)
Full-time long-term occasional teaching position	22%	10%	5%	2%	2%
Retired and doing any type of work in education (including teaching occasionally whether daily or under long-term contract)	1%	--	0.5%	1%	13%
Principal / Vice-Principal position	0.4%	1%	2%	4%	7%
Part-time permanent teaching position	5%	4%	4%	3%	2%
Part-time long-term occasional teaching position	10%	5%	2%	1%	1%
On leave from a job in education	2%	5%	5%	3%	2%
Not working in education	2%	2%	2%	2%	1%
Other role in the field of education that does not require me to be an OCT	3%	2%	2%	2%	1%

Response Options	Within The Last 5 Years (n=4,597)	Between 6–10 Years Ago (n=3,609)	Between 11–15 Years Ago (n=4,310)	Between 16–20 Years Ago (n=5,586)	More Than 20 Years Ago (n=13,659)
Other role in the field of education that requires me to be an OCT	2%	2%	2%	2%	3%
Retired, and not working in education	0.3%	--	0.2%	1%	4%
Other limited term contract teaching position	3%	1%	1%	1%	1%
Self-employed in education	1%	1%	1%	1%	1%
Not applicable	1%	0.4%	--	0.2%	0.4%

Survey item: "What type(s) of position(s) did you hold in the education system between September 1, 2024, and August 31, 2025? Please select all that apply."

-- denotes <10 respondents.

Employer Outside of Canada During the 2024–2025 School Year

Table 4.1.3 demonstrates that almost half of respondents whose predominant employer during the 2024–2025 school year was outside of Canada reported that they held a full-time permanent teaching position (47%). Eleven percent of respondents were in another role in the field of education that required

them to be an OCT or were in another role that did not require membership as an OCT. Eight percent of respondents whose employer was outside of Canada reported being self-employed in education and seven percent held another limited term contract teaching position during the 2024–2025 school year.

Table 4.1.3
Among respondents whose predominant employer during the 2024–2025 school year was outside of Canada

By type of position(s) held by respondents in the education system between September 2024 and August 2025

Response Options	Predominant Employer was Outside of Canada (n=369)
Full-time permanent teaching position	47%
Daily occasional or supply teaching position	5%
Full-time long-term occasional teaching position	--
Retired and doing any type of work in education (including teaching occasionally whether daily or under long-term contract)	--
Principal / Vice-Principal position	5%
Part-time permanent teaching position	--
Part-time long-term occasional teaching position	--
On leave from a job in education	3%
Not working in education	5%
Other role in the field of education that does not require me to be an OCT	11%
Other role in the field of education that requires me to be an OCT	11%
Retired, and not working in education	--

Response Options	Predominant Employer was Outside of Canada (n=369)
Other limited term contract teaching position	7%
Self-employed in education	8%
Not applicable	9%

Respondent count: n=369

Survey item: "What type(s) of position(s) did you hold in the education system between September 1, 2024, and August 31, 2025? Please select all that apply."

-- denotes <10 respondents.

Application to Ontario School Boards, First Nation Schools or School Authorities

As seen in Table 4.2, 85 percent of respondents reported that they had not applied to any district school boards, First Nations schools or school authorities in Ontario in the last two years.

Table 4.2
2025 survey year

Did respondents apply to any (other) district school boards, First Nations schools or school authorities in Ontario in the last two years?

Response Options	2025 Survey (n=30,881)
No, I have not applied to any Ontario district school boards, First Nations schools or school authorities.	85%
Yes, I have applied to a district school board in Ontario, First Nation schools or school authorities other than the one at which I am currently employed.	15%

2025 respondent count: n=30,881

2025 survey item: "Excluding the school or district school board at which you are currently employed, have you applied to any (other) district school boards, First Nations schools and/or school authorities in Ontario in the last two years?"

Position Held in the Education System – Principal and/or Vice-principal Position

Similar to the full survey sample, 86 percent of respondents who held the position of principal and/or vice-principal between September 2024 and August 2025 reported that they had not applied to any district school boards, First Nations schools or school authorities in Ontario in the last two years (Table 4.2.1).

Table 4.2.1
Type of position held in the education system between September 2024 and August 2025 – principal and/or vice-principal position

By whether respondents applied to any (other) district school boards, First Nations schools or school authorities in Ontario in the last two years

Response Options	Respondents Who Held the Position of Principal and/or Vice-principal (n=1,317)
No , I have not applied to any district school boards, First Nations schools or school authorities.	86%
Yes , I have applied to a district school boards, First Nations schools or school authorities.	14%

Respondent count: n=1,317

Survey item: "Excluding the school or district school board at which you are currently employed, have you applied to any (other) district school boards, First Nations schools and/or school authorities in Ontario in the last two years?"

Teaching Qualifications

Table 4.3 demonstrates that 55 percent of respondents who reported that they held qualifications to teach in French-language district school boards in Ontario did not report reasons for working in an English-language district school board because they were working in a French-language district school board.

Eighteen percent of respondents reported that they were working in an English-language district school board because it was the first full-time position they obtained, and 11 percent indicated that they preferred to teach in the English language.

Table 4.3
2025 survey year

Reasons respondents who reported being qualified to teach in a French-language district school board were working in an English-language district school board

Response Options	2025 Survey (n=3,302)
First full-time position obtained	18%
I prefer to teach in the English language	11%
Geographic location – available positions are located closer to my place of residence	8%
Opportunities have not been available for me in a French-language district school board	8%
In general, I believe there are more teaching positions available across the sixty (60) English-language district school boards	8%
I feel uncertain of my ability to go directly to a French-language district school board	5%
In general, I believe there are more options for professional growth available across the sixty (60) English-language district school boards	5%
I moved from a French-language to an English-language district school board to take a specific opportunity that was of interest to me	4%
Other	5%
Not applicable – I currently work in a French-language district school board	55%

2025 respondent count: n=3,302

2025 survey item: "If you are qualified to teach in a French-language district school board, and are currently working in an English-language district school board, please select the reasons for your choice. Please select all that apply." [Multiple response item]

Note: This survey item was asked of respondents who reported that they held qualifications to teach in any of Ontario's twelve French-language district school boards.

Note: Nine percent of respondents who reported that they held qualifications to teach in French-language district school boards in Ontario did not respond to this survey item.

Type of Position Held in the Education System between September 2024 and August 2025 – Principal and/or Vice-Principal Position

As seen in Table 4.3.1, 68 percent of respondents who held qualifications to teach in French-language district school boards in Ontario and were in the position of principal and/or vice-principal did not report reasons for working in an English-language district school board because they were working in a French-language district school board. This proportion is larger than that of the full survey sample (55%).

Sixteen percent of respondents who held qualifications to teach in French-language district school boards in Ontario and were in the position of principal and/or vice-principal indicated that they were working in an English-language district school board because it was the first full-time position they obtained. Ten percent reported that they preferred to teach in the English-language and/or that available positions were located closer to their place of residence.

Table 4.3.1
Among respondents who held the position of principal and/or vice-principal in the education system between September 2024 and August 2025

By reasons respondents who held qualifications to teach in a French-language district school board were working in an English-language district school board

Response Options	Respondents Who Held the Position of Principal and/or Vice-Principal (n=126)
First full-time position obtained	16%
I prefer to teach in the English language	10%
Geographic location – available positions are located closer to my place of residence	10%
Opportunities have not been available for me in a French-language district school board	--
In general, I believe there are more teaching positions available across the sixty (60) English-language district school boards	--
I feel uncertain of my ability to go directly to a French-language district school board	--

Response Options	Respondents Who Held the Position of Principal and/or Vice-Principal (n=126)
In general, I believe there are more options for professional growth available across the sixty (60) English-language district school boards	--
I moved from a French-language to an English-language district school board to take a specific opportunity that was of interest to me	--
Other	--
Not applicable – I currently work in a French-language district school board	68%

Respondent count: n=3,302

Survey item: "If you are qualified to teach in a French-language district school board, and are currently working in an English-language district school board, please select the reasons for your choice. Please select all that apply." [Multiple response item]

Note: This survey item was asked of respondents who reported that they held qualifications to teach in any of Ontario's twelve French-language district school boards.

-- denotes <10 respondents

Amount of Employment

Amount of Employment in the Teaching Profession

More than two-thirds of respondents reported having about as much work as they wanted in the teaching profession during the 2024–2025 school year (69%), while 12 percent indicated that they did not have as much work as they wanted. Twelve percent of respondents reported having more work than they wanted in the teaching profession during the 2024–2025 school year (Table 4.4).

The proportion of respondents who reported having about as much work as they wanted in the teaching profession in the 2025 *Focus on Teaching* survey (69%) is relatively consistent with the 2023 and 2024 survey results (66% and 63%, respectively). In the 2025 *Focus on Teaching* survey, a smaller proportion of respondents reported that they did not have as much work as they wanted during the school year (12%), when compared to respondents in 2023 (31%) and 2024 (28%).

Table 4.4

By survey year

By respondents' thoughts about how much employment they had during the school year

Response Options	2025 Survey+ During the 2024–2025 School Year (n=34,295)
Not as much as I wanted	12%
About as much as I wanted	69%
More than I wanted	12%
Not applicable – did not work in the teaching profession	8%

2025 survey respondent count: n=34,295

2025 survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

+ In the 2025 Focus on Teaching survey, this item was asked of all respondents.

Jurisdiction Indicated by Respondent

As seen in Table 4.4.1, a larger proportion of respondents who reported completing their initial teacher education program in Ontario indicated that they had about as much work as they wanted in the teaching profession during the 2024–2025 school year

(71%), when compared to respondents who completed their teacher education program outside of Canada (62%), and compared to those who completed their teacher education program in Canada, outside of Ontario (64%).

Table 4.4.1
Jurisdiction in which respondents indicated completing their initial teacher education program
2025 survey year

By respondents' thoughts about how much employment they had during the 2024–2025 school year

Response Options	In Ontario (n=24,894)	In Canada, Outside Of Ontario (n=1,729)	In Another Country Other Than Canada (n=5,586)
Not as much as I wanted	10%	13%	18%
About as much as I wanted	71%	64%	62%
More than I wanted	12%	16%	10%
Not applicable – I did not work in the teaching profession	7%	7%	11%

Respondent count: n=32,209

Survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

Type of Position(s) Held in the Education System

By Amount of Employment in the Teaching Profession During the 2024–2025 School Year

Table 4.4.2 demonstrates that 45 percent of respondents who held part-time long-term occasional positions, 44 percent of those who were self-employed in education and 40 percent of those in roles that did not require them to be an OCT reported that they did not have as much employment as they wanted. More than one-third of respondents who held daily occasional or supply positions (36%) and/or were in limited term contract teaching positions (36%) reported that they did not have as much employment as they wanted. A smaller proportion of respondents who held full-time permanent teaching positions (3%) and/or held a principal or vice-principal position (6%) reported that they did not have as much employment as they wanted during the 2024–2025 school year.

The majority of respondents who held full-time permanent teaching positions (84%) reported that they had as much employment as they wanted. More than two-thirds of those who held a principal or vice-principal position (70%) and/or were in part-time permanent teaching positions (68%) reported that they had as much employment as they wanted. A smaller proportion of respondents who were self-employed in education (44%) and/or held part-time long-term occasional teaching positions (48%) reported having as much employment as they wanted.

Almost one-quarter of respondents

who were in a principal or vice-principal position reported that they had more employment than they wanted during the 2024–2025 school year (24%).

Table 4.4.2**Type of position(s) held in the education system between September 2024 and August 2025**

By how much employment respondents thought they had during the 2024–2025 school year

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted
Full-time permanent teaching position (n=20,086)	3%	84%	13%
Daily occasional or supply teaching position (n=4,663)	36%	55%	9%
Full-time long-term occasional teaching position (n=1,954)	30%	62%	8%
Retired and doing any type of work in education (including teaching occasionally whether daily or under long-term contract) (n=1,862)	25%	61%	15%
Principal/Vice-Principal position (n=1,294)	6%	70%	24%
Part-time permanent teaching position (n=1,031)	24%	68%	8%
Part-time long-term occasional teaching position (n=1,039)	45%	48%	6%
Other role in the field of education that does not require me to be an OCT (n=517)	40%	54%	7%
Other role in the field of education that requires me to be an OCT (n=639)	22%	62%	15%
Other limited term contract teaching position (n=376)	36%	55%	9%
Self-employed in education (n=317)	44%	44%	12%

Survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

Predominant Employer During the 2024–2025 School Year and Respondents' Thoughts About the amount of Employment They had During the 2024–2025 School Year

Table 4.4.3 demonstrates that among respondents who held full-time permanent teaching positions, a larger proportion of those who were employed in French-language school boards reported that they had more employment than they wanted (49%), when compared to those who were employed in English-language school boards (10%). A larger proportion of those who were employed in English-language school boards reported that they had about as much employment as they wanted (87%), when compared to those who were employed in French-language school boards (49%)

Among respondents who held full-time long-term occasional teaching positions, a larger proportion of those who were employed in English-language school boards reported that they did not have as much employment as they wanted (31%), when compared to those who were employed in French-language school boards (17%).

The amount of employment reported by respondents who held daily occasional or supply teaching positions was relatively similar among those employed in English-language school boards and those employed in French-language school boards. Approximately half of respondents in both groups reported having about as much employment as they wanted (56% and 50%, respectively), and more than one-third reported that they did not have as much employment as they wanted (35% and 41%, respectively).

Table 4.4.3**Type of position held in the education system between September 2024 and August 2025**

By predominant employer during the 2024–2025 school year – among English-language school boards and French-language school boards and respondents' thoughts about the amount of employment they had during the 2024-2025 school year

English-Language School Boards

Response Options	Not As Much As I Wanted	About As Much as I Wanted	More Than I Wanted	I Did Not Work In the Teaching Profession
Full-time permanent teaching position (n=17,480)	2%	87%	10%	1%
Daily occasional or supply teaching position (n=3,357)	35%	56%	9%	1%
Full-time long-term occasional teaching position (n=1,568)	31%	62%	7%	--
Retired and doing any type of work in education (including teaching occasionally whether daily or under long-term contract) (n=1,300)	25%	61%	13%	1%
Principal / Vice-Principal position (n=1,170)	5%	65%	19%	10%
Part-time permanent teaching position (n=812)	24%	69%	7%	--
Part-time long-term occasional teaching position (n=792)	47%	48%	6%	--
On leave from a job in education (n=556)	8%	57%	8%	26%
Not working in education (n=31)	55%	--	--	45%
Other role in the field of education that does not require me to be an OCT (n=172)	31%	43%	--	26%
Other role in the field of education that requires me to be an OCT (n=299)	11%	58%	17%	13%

Response Options	Not As Much As I Wanted	About As Much as I Wanted	More Than I Wanted	I Did Not Work In the Teaching Profession
Retired, and not working in education (n=95)	16%	67%	--	17%
Other limited term contract teaching position (n=156)	35%	55%	10%	--
Self-employed in education (n=56)	21%	55%	23%	--
Not applicable (n=22)	55%	--	--	45%

French-Language School Boards

Response Options	Not As Much as I Wanted	About As Much as I Wanted	More Than I Wanted	I Did Not Work In the Teaching Profession
Full-time permanent teaching position (n=17,480)	2%	49%	49%	1%
Daily occasional or supply teaching position (n=3,357)	41%	50%	9%	--
Full-time long-term occasional teaching position (n=1,568)	17%	62%	21%	--
Retired and doing any type of work in education (including teaching occasionally whether daily or under long-term contract) (n=1,300)	25%	53%	23%	--
Principal / Vice-Principal position (n=1,170)	--	27%	54%	18%
Part-time permanent teaching position (n=812)	--	100%	--	--
Part-time long-term occasional teaching position (n=792)	--	100%	--	--
On leave from a job in education (n=556)	--	--	100%	--

Response Options	Not As Much as I Wanted	About As Much as I Wanted	More Than I Wanted	I Did Not Work In the Teaching Profession
Not working in education (n=31)	--	--	--	--
Other role in the field of education that does not require me to be an OCT (n=172)	--	--	--	--
Other role in the field of education that requires me to be an OCT (n=299)	--	48%	52%	--
Retired, and not working in education (n=95)	--	--	--	--
Other limited term contract teaching position (n=156)	--	100%	--	--
Self-employed in education (n=56)	--	--	--	--
Not applicable (n=22)	--	--	--	--

2025 survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

-- denotes <10 respondents

Jurisdiction in Which Respondents Completed Their Initial teacher education program and Respondents' Thoughts About the Amount of Employment They Had During the 2024–2025 School Year

Table 4.4.4 demonstrates that among respondents who held positions in the field of education that did not require them to be an OCT, a larger proportion who completed their initial teacher education program outside of Canada reported that they did not have as much employment as they wanted (52%), when compared to those who completed their initial teacher education program in Canada (17%). Similar findings are noted among respondents who reported being self-employed in education (61% and 30%, respectively), those who held other positions in the field of education that required them to be an OCT (39% and 13%, respectively), those who held other limited term contract teaching positions (49% and 32%, respectively), and among respondents who were not working in education (28% and 14%, respectively).

Among respondents who reported that they were on leave from a job in education, a larger proportion who completed their initial teacher education program in Canada reported having about as much employment in the teaching profession as they wanted (46%), when compared to those who completed their initial teacher education program outside of Canada (30%).

The amount of employment reported by respondents in the remaining positions presented in Table 4.4.4 was relatively similar among those who completed their initial teacher education program in Canada and those who completed their program outside of Canada.

Findings Across Position(s) Held in the Education System

As seen in Table 4.4.4, among respondents who completed their initial teacher education program in Canada, not having as much employment as was wanted was reported most frequently among those who were in part-time long-term occasional teaching positions (44%), in daily occasional or supply teaching positions (34%), and among those who held other limited term contract teaching positions (32%).

Among respondents who completed their initial teacher education program outside of Canada, not having as much employment as was wanted was reported most frequently among those who were self-employed in education (61%), in roles in the field of education that did not require them to be an OCT (52%), and among those who held part-time long-term occasional teaching positions (50%).

Among respondents who completed their initial teacher education program in Canada and among those who completed their program outside of Canada, having about as much employment as was wanted was reported most frequently among those who were in full-time permanent teaching positions (83% and 81%, respectively), in part-time permanent teaching positions (68% and 64%, respectively), and among those in full-time long-term occasional teaching positions (63% and 60%, respectively).

Among respondents who completed their initial teacher education program in Canada and among those who completed their program outside of Canada, having more employment than they wanted was reported most frequently among those who were in a principal or vice-principal position (21% and 20%, respectively).

Table 4.4.4
Type of position held in the education system between September 2024 and August 2025

By jurisdiction in which respondents completed their initial teacher education program and respondents' thoughts about the amount of employment they had in the 2024–2025 school year

Amount of employment in the 2024–2025 school year – In Canada

Response Options	Not as Much as I Wanted (n=465)	About as Much as I Wanted (n=2,529)	More Than I Wanted (n=343)	I Did Not Work In the Teaching Profession (n=189)
Full-time permanent teaching position (n=16,956)	2%	83%	13%	1%
Daily occasional or supply teaching position (n=3,713)	34%	55%	9%	2%
Full-time long-term occasional teaching position (n=1,569)	29%	63%	8%	--
Retired and doing any type of work in education (including teaching occasionally whether daily or under long-term contract) (n=1,752)	23%	59%	14%	4%

Response Options	Not as Much as I Wanted (n=465)	About as Much as I Wanted (n=2,529)	More Than I Wanted (n=343)	I Did Not Work In the Teaching Profession (n=189)
Principal / Vice-Principal position (n=1,193)	5%	64%	21%	10%
Part-time permanent teaching position (n=895)	23%	68%	8%	1%
Part-time long-term occasional teaching position (n=829)	44%	50%	6%	--
On leave from a job in education (n=820)	9%	46%	7%	38%
Not working in education (n=575)	14%	2%	--	84%
Other role in the field of education that does not require me to be an OCT (n=610)	17%	39%	4%	40%
Other role in the field of education that requires me to be an OCT (n=625)	13%	56%	13%	18%
Retired, and not working in education (n=521)	8%	16%	--	76%
Other limited term contract teaching position (n=254)	32%	58%	9%	--
Self-employed in education (n=263)	30%	44%	13%	12%
Not applicable (n=200)	19%	10%	--	72%

Amount of employment in the 2024-2025 school year – Outside of Canada

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted	I Did Not Work In the Teaching Profession
Full-time permanent teaching position (n=16,956)	5%	81%	13%	1%
Daily occasional or supply teaching position (n=3,713)	39%	52%	7%	2%

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted	I Did Not Work In the Teaching Profession
Full-time long-term occasional teaching position (n=1,569)	33%	60%	7%	--
Retired and doing any type of work in education (including teaching occasionally whether daily or under long-term contract) (n=1,752)	26%	60%	14%	--
Principal / Vice-Principal position (n=1,193)	9%	58%	20%	13%
Part-time permanent teaching position (n=895)	28%	64%	8%	--
Part-time long-term occasional teaching position (n=829)	50%	43%	7%	--
On leave from a job in education (n=820)	14%	30%	10%	46%
Not working in education (n=575)	28%	--	--	72%
Other role in the field of education that does not require me to be an OCT (n=610)	52%	19%	--	29%
Other role in the field of education that requires me to be an OCT (n=625)	39%	32%	11%	18%
Retired, and not working in education (n=521)	--	--	--	100%
Other limited term contract teaching position (n=254)	49%	51%	--	--
Self-employed in education (n=263)	61%	23%	--	16%
Not applicable (n=200)	29%	6%	--	66%

2025 survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

-- denotes <10 respondents

When First Employed as a Teacher in Ontario and Type of Position(s) Held in the Education System

By Thoughts About How Much Employment They Had During the 2024-2025 School Year

As seen across Tables 4.4.5.1, 4.4.5.2 and 4.4.5.3, regardless of when respondents in full-time permanent teaching positions were first employed in the profession, the majority reported having about as much employment as they wanted during the 2024-2025 school year (ranging from 79%–85%). Similarly, regardless of when respondents in full-time long-term occasional teaching positions entered the profession, approximately six in 10 reported having about as much employment as they wanted (ranging from 58%–64%).

Among respondents who were in daily occasional or supply teaching positions, a larger proportion of those first employed within the last five years (43%) and those employed between six to 10 years ago (48%) reported not having as much employment as they would have wanted during the 2024–2025 school year, when compared to those employed later (ranging from 23%–35%). Similarly, half of respondents in part-time long-term occasional teaching positions who were employed within the past 10 years indicated that they did not have as much employment as they would have wanted (51%). Smaller proportions of those who entered the profession more than 10 years ago reported this (ranging from 42%–32%).

Forty-three percent of respondents in part-time permanent teaching positions who were first employed within the last five years reported that they did not have as much employment as they wanted, while smaller proportions of those who entered the profession later reported this (ranging from 10%–34%).

Table 4.4.5.1

Respondents who were first employed as a teacher in Ontario between 2016 and 2025 and type of position held in the education system between September 2024 and August 2025

By thoughts about how much employment they had during the 2024-2025 school year

Within the last 5 years (2021–2025)

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted
Full-time permanent teaching position (n=5,363)	8%	79%	13%
Daily occasional or supply teaching position (n=946)	43%	51%	6%
Full-time long-term occasional teaching position (n=546)	29%	64%	7%
Part-time permanent teaching position (n=285)	43%	51%	6%
Part-time long-term occasional teaching position (n=242)	51%	44%	5%

Between 6–10 years ago (2016–2020)

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted
Full-time permanent teaching position (n=5,363)	3%	84%	13%
Daily occasional or supply teaching position (n=946)	46%	48%	6%
Full-time long-term occasional teaching position (n=546)	32%	63%	5%
Part-time permanent teaching position (n=285)	34%	66%	--
Part-time long-term occasional teaching position (n=242)	51%	49%	--

Table 4.4.5.2

Respondents who were first employed as a teacher in Ontario between 2006 and 2015 and their type of position held in the education system between September 2024 and August 2025

By thoughts about how much employment they had during the 2024-2025 school year

Between 11–15 years ago (2011–2015)

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted
Full-time permanent teaching position (n=7,239)	2%	85%	13%
Daily occasional or supply teaching position (n=753)	35%	57%	8%
Full-time long-term occasional teaching position (n=291)	33%	58%	9%
Part-time permanent teaching position (n=331)	25%	67%	8%
Part-time long-term occasional teaching position (n=153)	42%	58%	--

Between 16 to 20 years ago (2006-2010)

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted
Full-time permanent teaching position (n=7,239)	2%	85%	13%
Daily occasional or supply teaching position (n=753)	31%	57%	12%
Full-time long-term occasional teaching position (n=291)	27%	62%	11%
Part-time permanent teaching position (n=331)	10%	81%	9%
Part-time long-term occasional teaching position (n=153)	42%	58%	--

Survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

-- denotes <10 respondents

Table 4.4.5.3**Respondents who were first employed as a teacher in Ontario more than 20 years ago and their thoughts about how much employment they had during the 2024–2025 school year**

By type of position held in the education system between September 2024 and August 2025

More than 20 years ago

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted
Full-time permanent teaching position (n=7,852)	2%	84%	14%
Daily occasional or supply teaching position (n=1,336)	23%	63%	14%
Full-time long-term occasional teaching position (n=218)	27%	59%	14%
Part-time permanent teaching position (n=292)	12%	77%	11%
Part-time long-term occasional teaching position (n=188)	32%	56%	12%

Survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

Disability

As seen in Table 4.4.6, similar to the full survey sample, more than two-thirds of respondents who indicated they did not have a disability, and two-thirds of those who self-identified as having one or more disabilities reported having about as much employment as they

wanted in the teaching profession during the 2024–2025 school year (70% and 68%, respectively). Similar results were found among respondents who reported having physical disabilities, mental health-related disabilities, and/or cognitive disabilities.

Table 4.4.6
Disability

By respondents' thoughts about how much employment they had during the 2024–2025 school year

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted	I Did Not Work In the Teaching Profession
No (n=21,518)	11%	70%	11%	7%
Yes (n=5,550)	13%	68%	12%	7%
Physical disability (n=3,127)	12%	68%	12%	7%
Mental health-related disability (n=2,781)	12%	68%	14%	7%
Cognitive disability (n=2,225)	14%	67%	12%	6%
Another disability* (n=18)	--	100%	--	--
Prefer not to answer* (n=184)	14%	63%	11%	13%
I am not sure (n=1,023)	14%	66%	12%	8%
Prefer not to answer (n=961)	14%	66%	10%	10%

Survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

* 2025 survey item response category reflecting a theme created from open-ended answers provided by respondents.

-- denotes <10 respondents.

Gender

Similar to the full survey sample, more than two-thirds of respondents who self-identified as a cisgender woman or a cisgender man reported having about as much work as they wanted in the teaching profession during the 2024-2025 school year (70% and 71%,

respectively). All respondents who described themselves as Two-Spirit and/or a transgender man reported having about as much work as they wanted in the teaching profession (Table 4.4.7).

Table 4.4.7

Gender

By respondents' thoughts about how much employment they had during the 2024-2025 school year

Amount of Employment During the 2024-2025 School Year

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted	I Did Not Work In the Teaching Profession
Woman – Cisgender woman (n=21,294)	11%	70%	12%	7%
Man – Cisgender man (n=5,920)	12%	71%	10%	6%
Non-Binary (n=157)	16%	67%	10%	8%
Two-Spirit (n=19)	--	100%	--	--
Man – Transgender man (n=10)	--	100%	--	--
I don't know* (n=32)	--	100%	--	--
Prefer not to answer (n=1,403)	15%	64%	12%	9%

Survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

* 2025 survey item response category reflecting a theme created from open-ended answers provided by respondents.

The response categories "transgender woman" and "another gender" are not presented in this table because <10 respondents who self-identified with these gender categories completed this survey item.

-- denotes <10 respondents.

Sexual Orientation

As seen in Table 4.4.8, more than two-thirds of respondents who described themselves as heterosexual, bisexual, gay, lesbian, asexual, and/or pansexual reported having about as much work as they wanted in the teaching profession during the 2024-2025 school year (ranging from 66%–71%). All respondents who described themselves as queer, Two-Spirit, and/or identified with another sexual orientation reported having about as much work as they wanted in the teaching profession.

A larger proportion of respondents who self-identified as asexual reported that they did not have as much work as they wanted in the teaching profession during the 2024-2025 school year (23%), when compared to respondents who reported one or more different sexual orientations (ranging from 11%–18%).

Table 4.4.8
Sexual orientation

By respondents' thoughts about how much employment they had during the 2024–2025 school year

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted	I Did Not Work In the Teaching Profession
Heterosexual (n=24,291)	11%	70%	12%	7%
Bisexual (n=923)	18%	66%	10%	7%
Gay (n=405)	12%	68%	11%	9%
Lesbian (n=278)	12%	71%	8%	8%
Asexual* (n=96)	23%	67%	--	10%
Pansexual* (n=87)	17%	69%	14%	--
Queer* (n=57)	--	100%	--	--
Two-Spirit (n=18)	--	100%	--	--
Another sexual orientation (n=15)	--	100%	--	--
I don't know* (n=45)	22%	78%	--	--
Prefer not to answer (n=2,537)	16%	64%	11%	9%

Survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

* 2025 survey item response category reflecting a theme created from open-ended answers provided by respondents.

The response category demisexual is not presented in this table because <10 respondents who self-identified with this sexual orientation category completed this survey item.

-- denotes <10 respondents.

Racial Category

Table 4.4.9 demonstrates that almost three-quarters of respondents who self-identified as North African, Mediterranean, Jewish, and/or white reported having about as much work as they wanted in the teaching profession during the 2024–2025 school year (ranging from 73%-74%). More than two-thirds of respondents who described themselves as Caribbean, East Asian, and/or another racial category reported having about as much work as they wanted in the teaching profession (ranging from 67%-69%). In comparison, a smaller proportion of respondents who described themselves as South Asian (54%) and/or Black (54%) reported having about as much work as they wanted in the teaching profession during the 2024–2025 school year.

Across all racial categories with which respondents self-identified, a larger proportion of those who self-identified as North African and South Asian reported that they did not have as much work as they wanted in the teaching profession during the 2024–2025 school year (26% and 27%, respectively). Conversely, a smaller proportion of those who described themselves as Jewish, white, and/or Indigenous to North America reported that they did not have as much work as they wanted in the teaching profession during the 2024–2025 school year (ranging from 9%-10%).

Table 4.4.9**Racial category**

By respondents' thoughts about how much employment they had during the 2024/2025 school year

Response Options	Not as Much as I Wanted	About as Much as I Wanted	More Than I Wanted	I Did Not Work In the Teaching Profession
White (n=21,602)	9%	73%	12%	6%
South Asian (n=1,735)	27%	54%	8%	12%
Black (n=1,535)	17%	54%	16%	13%
East Asian (n=931)	16%	68%	8%	8%
Middle Eastern or West Asian (n=618)	19%	61%	12%	7%
Indigenous to North America (n=558)	10%	65%	16%	9%
Southeast Asian (n=411)	17%	62%	10%	11%
Latin American (n=317)	14%	62%	17%	7%
Jewish* (n=258)	9%	73%	8%	10%
Mixed Race* (n=135)	19%	63%	9%	10%
Caribbean* (n=72)	14%	69%	17%	--
North African* (n=46)	26%	74%	--	--
Mediterranean* (n=43)	--	74%	26%	--
Additional identity not described (n=119)	18%	67%	15%	--
Prefer not to answer (n=1,759)	14%	67%	12%	7%

Survey item: "During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?"

* 2025 survey item response category reflecting a theme created from open-ended answers provided by respondents.

-- denotes <10 respondents.

Barriers to Teaching Full-Time

Barriers Respondents Believe They are Facing if They are Not Currently Teaching Full-Time In Ontario Among Respondents Who Were Internationally Educated Or Were First Employed as a Teacher in Ontario Within the Last Five Years

Table 4.5 demonstrates that among respondents who are not currently teaching full-time in Ontario and who were first employed as teachers within the last five years or were internationally educated, and reported having less or more employment than they wanted or were not working in the teaching profession during the 2024–2025 school year, the top three reported barriers to teaching full-time in Ontario include:

1. Impact of seniority in the job environment (37%).
2. Geographic location – available positions are located far from place of residence (27%).
3. I am told I don't have "Canadian experience" (14%).

Twenty-one percent of respondents noted that they are not interested in working full-time.

Table 4.5
2025 survey

Barriers respondents believe they are facing if they are not currently teaching full-time in Ontario

Response Options	2025 Survey (n=3,018)
Impact of seniority in the job environment	37%
Geographic location – available positions are located far from my place of residence	27%
I am told I don't have "Canadian experience"	14%
Family obligations	10%
No full-time positions or vacancies*	10%
Lack of information about working in northern schools or on reserves	6%
Discrimination or unfair hiring practices*	5%
Burnout or stress-related issues*	1%
Other	7%
Not applicable – I'm not interested in teaching full-time	21%

2025 respondent count: n=3,018

2025 survey item: "If you are not currently teaching full-time in Ontario, which of the following barriers do you believe that you are facing? Please select all that apply." [Multiple response item]

This survey item was asked of respondents who reported that:

- they were employed as a teacher in Ontario within the last five years, or if
- their jurisdiction of initial teacher education program was outside of Canada (i.e., Internationally Educated Teachers), and if
- during the 2024-2025 school year, they: did not have as much employment as they wanted, or they had more employment than they wanted, or they did not work in the teaching profession.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

Jurisdiction of Initial Teacher Education Program – Respondents who were Educated Outside of Canada

By Barriers Respondents Believe They are Facing if They are Not Currently Teaching Full-Time in Ontario

As seen in Table 4.5.1.1 among respondents who completed their initial teacher education program outside of Canada, are not currently teaching full-time in Ontario, and reported having less or more employment than they wanted or were not working in the teaching profession during the 2024–2025 school year, the top three most reported barriers to teaching full-time in Ontario include:

1. Impact of seniority in the job environment (26%).
2. Geographic location – available positions are located far from place of residence (23%).
3. Being told they don't have "Canadian experience" (21%).

Among this group, one-quarter indicated that they are not interested in working full-time.

Table 4.5.1.1**Among respondents who were educated outside of Canada**

By barriers respondents believe they are facing if they are not currently teaching full-time in Ontario

Response Options	Respondents Educated Outside of Canada (n=1,888)
Impact of seniority in the job environment	26%
Geographic location – available positions are located far from my place of residence	23%
I am told I don't have "Canadian experience"	21%
Family obligations	11%
No full-time positions or vacancies*	8%
Lack of information about working in northern schools or on reserves	7%
Discrimination or unfair hiring practices*	5%
Burnout or stress-related issues*	1%
Other	8%
Not applicable – I'm not interested in teaching full-time	25%

2025 respondent count: n=1,888

2025 survey item: "If you are not currently teaching full-time in Ontario, which of the following barriers do you believe that you are facing? Please select all that apply." [Multiple response item]

This survey item was asked of respondents who reported that:

- they were employed as a teacher in Ontario within the last five years, or if
- their jurisdiction of initial teacher education program was outside of Canada (i.e., Internationally Educated Teachers), and if
- during the 2024-2025 school year, they: did not have as much employment as they wanted, or they had more employment than they wanted, or they did not work in the teaching profession.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

When First Employed as a Teacher in Ontario – Respondents who were Employed Within the Last Five Years

Table 4.5.1.2 demonstrates that among respondents who were first employed as a teacher within the last five years, are not currently teaching full-time, and reported having less or more employment than they wanted or were not working in the teaching profession during the 2024-2025 school year, the top three most reported barriers to teaching full-time in Ontario include:

1. Impact of seniority in the job environment (51%).
2. Geographic location – available positions are located far from place of residence (34%).
3. No full-time positions or vacancies (12%).

Table 4.5.1.2
When respondents were first employed as a teacher in Ontario
Among respondents who were first employed as a teacher in Ontario within the last five years

By barriers respondents believe they are facing if they are not currently teaching full-time in Ontario

Response Options	First Employed Within the Last Five Years (n=1,597)
Impact of seniority in the job environment	51%
Geographic location – available positions are located far from my place of residence	34%
I am told I don't have "Canadian experience"	8%
Family obligations	9%
No full-time positions or vacancies*	12%
Lack of information about working in northern schools or on reserves	5%
Discrimination or unfair hiring practices*	5%
Burnout or stress-related issues*	2%
Other	5%

Response Options	First Employed Within the Last Five Years (n=1,597)
Not applicable – I'm not interested in teaching full-time	13%

2025 respondent count: n=1,597

2025 survey item: "If you are not currently teaching full-time in Ontario, which of the following barriers do you believe that you are facing? Please select all that apply." [Multiple response item]

This survey item was asked of respondents who reported that:

- they were employed as a teacher in Ontario within the last five years, or if
- their jurisdiction of initial teacher education program was outside of Canada (i.e., Internationally Educated Teachers), and if
- during the 2024-2025 school year, they: did not have as much employment as they wanted, or they had more employment than they wanted, or they did not work in the teaching profession.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

Amount of Employment During the 2024-2025 School Year

By Barriers Respondents Believe They are Facing if They are Not Currently Teaching Full-Time in Ontario

Among respondents who reported that they did not have as much employment as they wanted during the 2024-2025 school year, almost half indicated that the impact of seniority (48%) and geographic location of available positions (33%) were key barriers to teaching fulltime in Ontario. Smaller proportions of respondents who reported that they did not have as much employment as they wanted (20% and 14%, respectively) and those who were not working in the profession (22% and

19%, respectively) noted seniority and geographic location as barriers.

Almost one-quarter of respondents who were not working in the profession indicated that being informed that they did not have “Canadian experience” was a barrier to obtaining full-time teaching position (22%), while 14 percent of those who did not have as much employment as they wanted reported this. Over half of respondents who reported having more employment than they wanted (53%) and one-quarter of those who were not working in the profession noted that they were not interested in teaching full-time.

Table 4.5.1.3
amount of employment during the 2024–2025 school year
Among respondents who were employed as a teacher in Ontario within the last five years and/or were internationally educated

By barriers respondents believe they are facing if they are not currently teaching full-time in Ontario

Response Options	Not as Much as I Wanted (n=1,791)	More Than I Wanted (n=509)	I Did Not Work In the Teaching Profession (n=714)
Impact of seniority in the job environment	48%	20%	22%
Geographic location – available positions are located far from my place of residence	33%	14%	19%
I am told I don't have “Canadian experience”	14%	4%	22%
Family obligations	8%	11%	15%
No full-time positions or vacancies*	13%	3%	9%

Response Options	Not as Much as I Wanted (n=1,791)	More Than I Wanted (n=509)	I Did Not Work In the Teaching Profession (n=714)
Lack of information about working in northern schools or on reserves	6%	4%	6%
Discrimination or unfair hiring practices*	7%	--	3%
Burnout or stress-related issues*	1%	2%	3%
Other	6%	4%	11%
Not applicable – I'm not interested in teaching full-time	11%	53%	24%

2025 respondent count: n=3,014

2025 survey item: "If you are not currently teaching full-time in Ontario, which of the following barriers do you believe that you are facing? Please select all that apply." [Multiple response item]

This survey item was asked of respondents who reported that:

- they were employed as a teacher in Ontario within the last five years, or if
- their jurisdiction of initial teacher education program was outside of Canada (i.e., Internationally Educated Teachers), and if
- during the 2024-2025 school year, they: did not have as much employment as they wanted, or they had more employment than they wanted, or they did not work in the teaching profession.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents

Position Held in the Education System between September 2024 - August 2025 – Daily Occasional Supply Teaching Position

As seen in Table 4.5.2, the top three most reported barriers to teaching full-time in Ontario among respondents who held daily occasional or supply teaching positions during the 2024-2025 school year include:

1. Impact of seniority in the job environment (55%).
2. Geographic location – available positions are located far from place of residence (34%).
3. No full-time positions or vacancies (14%).

Table 4.5.2
Respondents who held a daily occasional or supply teaching position between September 2024–August 2025

By barriers respondents believe they are facing if they are not currently teaching full-time in Ontario

Response Options	Respondents in Daily Occasional or Supply Teaching Positions (n=1,056)
Impact of seniority in the job environment	55%
Geographic location – available positions are located far from my place of residence	34%
I am told I don't have "Canadian experience"	6%
Family obligations	10%
No full-time positions or vacancies*	14%
Lack of information about working in northern schools or on reserves	3%
Discrimination or unfair hiring practices*	7%
Burnout or stress-related issues*	1%
Other	5%
Not applicable – I'm not interested in teaching full-time	12%

Respondent count: n=1,056

Survey item: "If you are not currently teaching full-time in Ontario, which of the following barriers do you believe that you are facing? Please select all that apply." [Multiple response item]

This survey item was asked of respondents who reported that:

- they held a daily occasional or supply teaching position during the 2024-2025 school year, and if
- they were employed as a teacher in Ontario within the last five years, or if
- their jurisdiction of initial teacher education program was outside of Canada (i.e., Internationally Educated Teachers), and if
- during the 2024-2025 school year, they: did not have as much employment as they wanted, or they had more employment than they wanted, or they did not work in the teaching profession.

* Survey item response categories reflecting themes created from open-ended answers provided by respondents.

Jurisdiction of Initial Teacher Education Program and Type of Position Held in the Education System – Daily Occasional Supply Teaching Position

By Barriers Respondents Believe They are Facing if They are Not Currently Teaching Full-Time in Ontario

As seen in Table 4.5.2.1, the top three most reported barriers to teaching full-time in Ontario among respondents who completed their initial teacher education program internationally and held a daily occasional or supply teaching position during the 2024-2025 school year include:

1. Impact of seniority in the job environment (41%).
2. Geographic location – available positions are located far from place of residence (28%).
3. Family obligations (14%).

Table 4.5.2.1**Jurisdiction of Initial teacher education program****Among respondents who were educated outside of Canada and held a daily occasional or supply position during the 2024-2025 school year**

By barriers respondents believe they are facing if they are not currently teaching full-time in Ontario

Response Options	International Education and Held a Daily Occasional or Supply Teaching Position (n=448)
Impact of seniority in the job environment	41%
Geographic location – available positions are located far from my place of residence	28%
I am told I don't have "Canadian experience"	13%
Family obligations	14%
No full-time positions or vacancies*	11%
Lack of information about working in northern schools or on reserves	4%
Discrimination or unfair hiring practices*	8%
Burnout or stress-related issues*	
Other	6%
Not applicable – I'm not interested in teaching full-time	16%

2025 respondent count: n=448

2025 survey item: "If you are not currently teaching full-time in Ontario, which of the following barriers do you believe that you are facing? Please select all that apply." [Multiple response item]

This survey item was asked of respondents who reported that:

- they held a daily occasional or supply teaching position during the 2024-2025 school year, and if
- they were employed as a teacher in Ontario within the last five years, or if
- their jurisdiction of initial teacher education program was outside of Canada (i.e., Internationally Educated Teachers), and if
- during the 2024-2025 school year, they: did not have as much employment as they wanted, or they had more employment than they wanted, or they did not work in the teaching profession.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

When First Employed as a Teacher in Ontario - Among Respondents who Held Daily Occasional or Supply Positions During the 2024-2025 School Year

By Barriers Respondents Believe They are Facing if They are Not Currently Teaching Full-Time in Ontario

Table 4.5.2.2 demonstrates that the top three most reported barriers to teaching full-time in Ontario among respondents who were first employed as a teacher within the last five years and held a daily occasional or supply teaching position during the 2024-2025 school year include:

1. Impact of seniority in the job environment (61%).
2. Geographic location – available positions are located far from place of residence (38%).
3. No full-time positions or vacancies (14%).

Table 4.5.2.2

**When respondents were first employed as a teacher in Ontario
Among respondents who were first employed as a teacher in Ontario within the
last five years and held a daily occasional or supply position during the 2024–2025
school year**

By barriers respondents believe they are facing if they are not currently teaching full-time in Ontario

Response Options	Respondents in Daily Occasional or Supply Teaching Positions (n=1,056)
Impact of seniority in the job environment	61%
Geographic location – available positions are located far from my place of residence	38%
I am told I don't have "Canadian Experience"	6%
Family obligations	9%
No full-time positions or vacancies*	14%
Lack of information about working in northern schools or on reserves	3%
Discrimination or unfair hiring practices*	6%
Burnout or stress-related issues*	--
Other	5%
Not applicable – I'm not interested in teaching full-time	7%

2025 respondent count: n=824

2025 survey item: "If you are not currently teaching full-time in Ontario, which of the following barriers do you believe that you are facing? Please select all that apply." [Multiple response item]

This survey item was asked of respondents who reported that:

- they held a daily occasional or supply teaching position during the 2024-2025 school year, and if
- they were employed as a teacher in Ontario within the last five years, or if
- their jurisdiction of initial teacher education program was outside of Canada (i.e., Internationally Educated Teachers), and if
- during the 2024-2025 school year, they: did not have as much employment as they wanted, or they had more employment than they wanted, or they did not work in the teaching profession.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

Amount of Employment During the 2024–2025 School Year - Among Respondents in Daily Occasional Supply Teaching Positions

By Barriers Respondents Believe They are Facing if They are Not Currently Teaching Full-Time in Ontario

Among respondents who held daily occasional or supply teaching positions during the 2024–2025 school year and reported that they did not have as much employment as they wanted, 59 percent indicated that the impact of seniority was a key barrier to teaching full-time in Ontario and 37 percent reported geographic location of available positions as a barrier. In comparison, smaller proportions of

respondents who reported having more employment than they wanted indicated that seniority and/or geographic location were barriers for them (36% and 16%, respectively) (Table 4.5.3).

Forty percent of those who were not working in the profession noted that they were not interested in teaching full-time.

Table Count 4.5.3

Amount of employment during the 2024–2025 school year Among respondents who were employed as a teacher in Ontario within the last five years and/or were internationally educated

By barriers respondents believe they are facing if they are not currently teaching full-time in Ontario

Response Options	Not as Much as I Wanted (n=879)	More Than I Wanted (n=111)	I Did Not Work In the Teaching Profession (n=30)
Impact of seniority in the job environment	59%	36%	80%
Geographic location – available positions are located far from my place of residence	37%	16%	50%
I am told I don't have "Canadian experience"	7%	--	--
Family obligations	9%	21%	--
No full-time positions or vacancies*	15%	--	--

Response Options	Not as Much as I Wanted (n=879)	More Than I Wanted (n=111)	I Did Not Work In the Teaching Profession (n=30)
Lack of information about working in northern schools or on reserves	3%	--	--
Discrimination or unfair hiring practices*	8%	--	--
Burnout or stress-related issues*	--	--	--
Other	5%	--	--
Not applicable – I'm not interested in teaching full-time	8%	40%	--

2025 respondent count: n=1,020

2025 survey item: "If you are not currently teaching full-time in Ontario, which of the following barriers do you believe that you are facing? Please select all that apply." [Multiple response item]

This survey item was asked of respondents who reported that:

- they held a daily occasional or supply teaching position during the 2024-2025 school year, and if
- they were employed as a teacher in Ontario within the last five years, or if
- Teachers), and if
- during the 2024-2025 school year, they: did not have as much employment as they wanted, or they had more employment than they wanted, or they did not work in the teaching profession.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents

Sense of Belonging in the Work Environment

Within the survey, "sense of belonging" was defined as feelings of safety, value, respect, inclusion, and ability to bring their authentic self to their environment, and sense of acceptance. "Discrimination" was in relation to any aspect of their identity, for example age, gender, ethnicity, religion, racial category, sexual orientation, disability, language, job status etc. The survey also defined "microaggressions" as everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.

Survey Findings for 2025

As seen in Table 5.1, approximately six out of 10 respondents reported that they rarely or never experienced a diminished sense of belonging during the 2024–2025 school year as a result of discrimination, racism and/or microaggressions with colleagues (61%), with the broader school community (60%), with school leadership (59%) and/or in the classroom setting (59%). Approximately half of respondents indicated that they rarely or never experienced a diminished sense of belonging with parents (54%), within the school environment (53%), with district school board administration (52%), and/or systemically within the profession (50%).

Approximately one-third of respondents reported that they sometimes, often, or always experienced a diminished sense of belonging during the 2024–2025 school year with parents (32%), in the school environment (34%), and/or systemically within the profession (34%). More than one-quarter of respondents indicated that they sometimes, often, or always experienced a diminished sense of belonging with school board administration (26%), in the classroom setting (27%), with colleagues (28%), and/or with school leadership (29%).

Survey Findings for 2024 and 2025

Focus on Teaching survey results for 2024 indicated that a larger proportion of respondents reported that they rarely or never experienced a diminished sense of belonging in the classroom setting (68%), in the school environment (61%), and/or with parents (61%), when compared to results from the 2025 survey (59%, 53%, and 54%, respectively). In addition, in 2025 a larger proportion of respondents reported that they sometimes, always, or often experienced a diminished sense of belonging in the school environment (34%) and/or in the classroom setting (27%), when compared to results from the 2024 survey (27% and 18%, respectively).

Table 5.1**Aspect of work environment**

By experiences of diminished sense of belonging among respondents

Response Options	Response Options	Count	%
In the classroom n=29,513	Always	505	2%
	Often	1,631	6 %
	Sometimes	5,467	19 %
	Rarely	5,919	20 %
	Never	11,426	39 %
	Not sure	770	3 %
	Not applicable	3,139	11 %
	Prefer not to answer	656	2 %
In the school environment n=28,321	Always	543	2 %
	Often	2,161	8 %
	Sometimes	6,802	24 %
	Rarely	5,693	20 %
	Never	9,404	34 %
	Not sure	640	3 %
	Not applicable	2,459	9 %
	Prefer not to answer	619	2%
With colleagues n=28,503	Always	418	2 %
	Often	1,617	6 %
	Sometimes	5,903	21 %
	Rarely	6,221	22 %
	Never	11,064	39 %
	Not sure	543	2 %
	Not applicable	2,146	8 %
	Prefer not to answer	591	2%

Response Options	Response Options	Count	%
With school leadership n=28,382	Always	754	3 %
	Often	2,015	7 %
	Sometimes	5,394	19 %
	Rarely	5,263	19 %
	Never	11,346	40 %
	Not sure	645	3 %
	Not applicable	2,368	9 %
	Prefer not to answer	597	2 %
With district school board administration n=28,396	Always	926	3 %
	Often	2,001	7 %
	Sometimes	4,673	17 %
	Rarely	3,979	14 %
	Never	10,779	38 %
	Not sure	1,439	5 %
	Not applicable	3,972	14 %
	Prefer not to answer	627	2 %
With parents n=28,409	Always	387	2 %
	Often	1,938	7 %
	Sometimes	6,862	24 %
	Rarely	6,246	22 %
	Never	8,989	32 %
	Not sure	720	3 %
	Not applicable	2,745	10 %
	Prefer not to answer	522	2%

Response Options	Response Options	Count	%
In the broader school community n=28,317	Always	312	1%
	Often	1,238	5 %
	Sometimes	4,979	18%
	Rarely	6,170	22 %
	Never	10,678	38 %
	Not sure	1,463	5 %
	Not applicable	2,906	10 %
	Prefer not to answer	571	2 %
Systematically within the profession n=28,317	Always	941	3 %
	Often	2,408	9 %
	Sometimes	6,225	22 %
	Rarely	5,061	18 %
	Never	9,045	32 %
	Not sure	1,695	6 %
	Not applicable	2,323	8 %
	Prefer not to answer	619	2 %

2025 survey item: "Within the past school year, as you consider your experience in the profession, has your sense of belonging ever been diminished by any form of discrimination, racism or microaggressions – whether directly, personally or systemically?"

Note: The survey item sub-category "Systemically within the profession" was newly added to the 2025 *Focus on Teaching* survey.

Disproportionality Index

Disproportionate representation occurs when certain demographic groups are over-represented or under-represented when compared to a reference group. The disproportionality index (DI) is a measure used to identify and track potential inequities that exist and/or are experienced by different demographic groups. In general, a DI value of 1.0 reflects no disproportionality, whereas a value greater than 1.0 reflects over-representation, and a value less than 1.0 reflects under-representation.

The following section presents disproportionality indices for the demographic groups reported in the 2025 *Focus on Teaching* survey. For the purpose of this report, disproportionality index values are calculated to understand the level at which various demographic groups among survey respondents reported often or always experiencing a diminished sense of belonging due to discrimination, racism and/or microaggressions across different aspects of their work environment, relative to all survey respondents. The groups align with the demographic survey questions.

In order to maintain the anonymity of survey respondents, disproportionality index values are presented for demographic groups that had at least 100 respondents complete the survey items inquiring about the frequency with which one's sense of belonging had been diminished across different aspects of their work environment during the 2024–2025 school year.

Disproportionality index (DI) values are shown for each demographic group and work environment category. Underlying sample sizes differ across groups and may vary considerably. Colour shading in the heat maps reflects only the DI values and does not indicate group sizes.

Disability

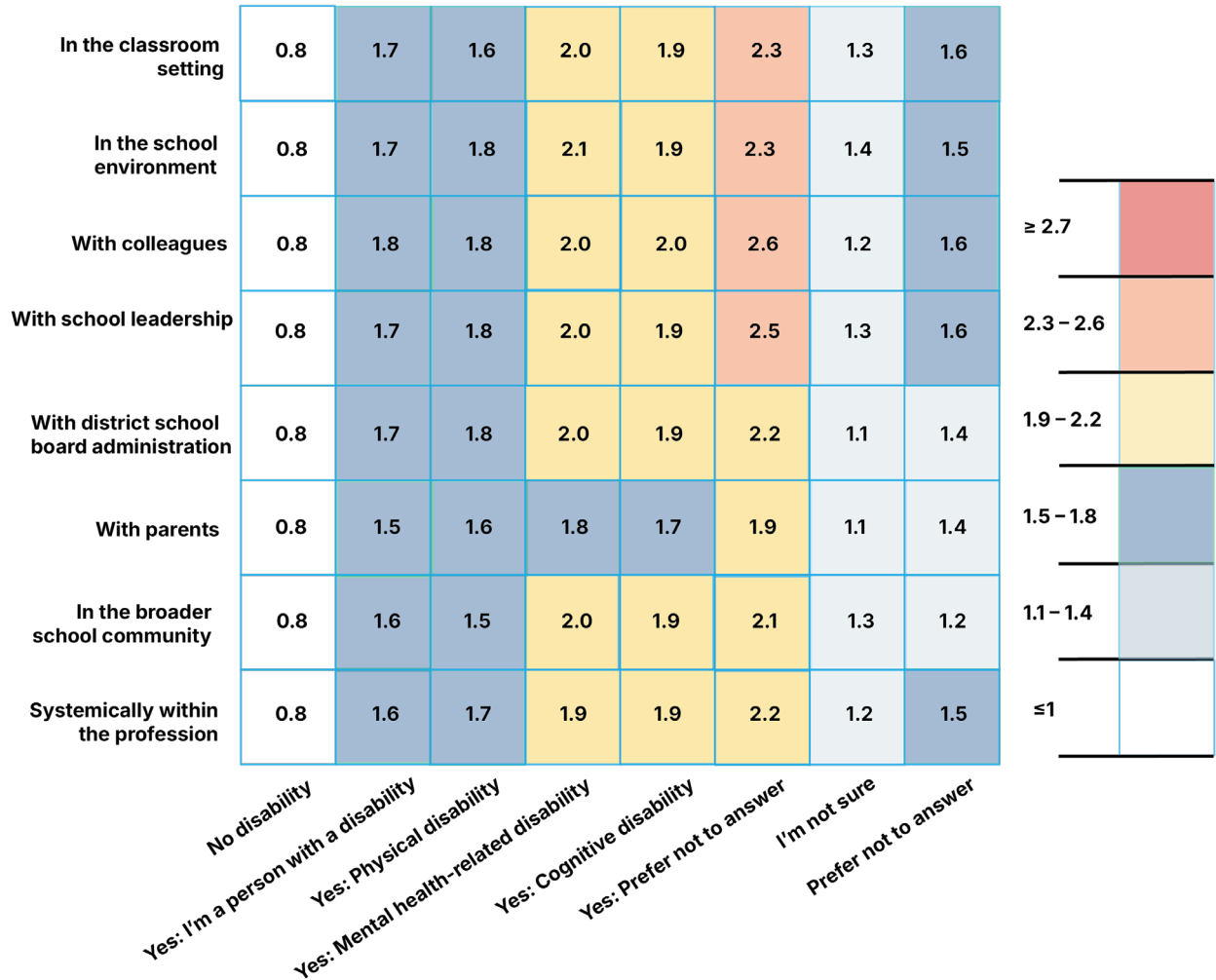
Table 5.2.1 demonstrates that survey respondents who considered themselves to be a person with a disability (reporting "Yes") disproportionately reported that they often or always experienced a diminished sense of belonging relative to all respondents, across all aspects of their work environment during the 2024–2025 school year (DI ranging from 1.5–1.8). This over-representation was greatest among respondents who considered themselves to be a person with disability but chose not to report the type of disability. These respondents reported that they often or always experienced a diminished sense of belonging at more than twice the rate of all respondents within most aspects of their work environment (DI ranging from 1.9–2.6).

Respondents who considered themselves to be a person with a mental health-related disability reported that they often or always experienced a diminished sense of belonging

due to discrimination, racism and/or microaggressions at twice the rate of all survey respondents within most aspects of their work environment (DI ranging from 1.8–2.1).

Results from the 2024 *Focus on Teaching* survey also demonstrated that survey respondents who considered themselves to be a person with a disability (reporting "Yes") disproportionately reported that they often or always experienced a diminished sense of belonging due to discrimination or racism across different aspects of their work environment (DI ranging from 1.5–1.8). The 2024 *Focus on Teaching* survey offered different response categories for types of disabilities (i.e., visible disability, non-visible disability, and both visible apparent and non-visible disabilities) and are therefore not directly comparable to the disability response categories offered in the 2025 survey.

Table 5.2.1
Disproportionality index values among respondents who reported that they often or always experienced a diminished sense of belonging due to discrimination, racism and/or microaggressions during the 2024-2025 school year.
 By disability category and aspect of work environment



2025 survey item: "Within the past school year, as you consider your experience in the profession, has your sense of belonging ever been diminished by any form of discrimination, racism or microaggressions – whether directly, personally or systemically?"

Fewer than 100 respondents completed these survey items and/or self-identified as having a: hearing impairment, vision impairment, speech impairment, learning disability, chronic illness, neurological disorder, and another disability.

Gender Identity

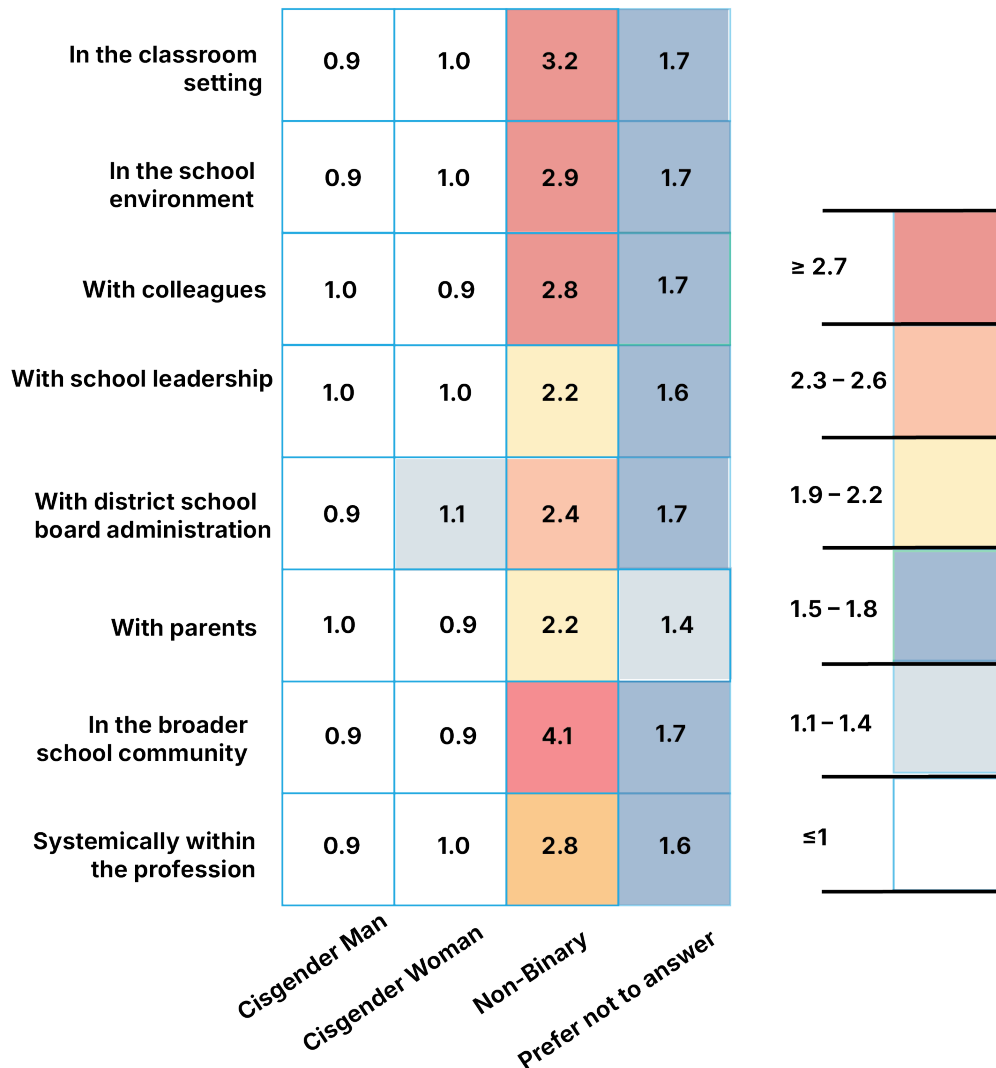
As seen in Table 5.2.2, survey respondents who self-identified as non-binary disproportionately reported that they often or always experienced a diminished sense of belonging due to discrimination, racism and/or microaggressions at twice to four times the rate of all survey respondents, across all aspects of their work environment during the 2024–2025 school year (DI ranging from 2.2–4.1). This over-representation was greatest within the broader school community (DI=4.1), in the classroom setting (DI=3.2), in the school environment (DI=2.9), with colleagues (DI=2.9), and systemically within the profession (DI=2.8).

Results from the 2024 *Focus on Teaching* survey also demonstrated that survey respondents who self-identified as non-binary disproportionately reported that they often or always experienced a diminished sense of belonging due to discrimination or racism at twice to four times the rate of all survey respondents, across different aspects of their work environment (DI ranging from 2.5–4.4).

Table 5.2.2

Disproportionality index values among respondents who reported that they often or always experienced a diminished sense of belonging due to discrimination, racism and/or microaggressions during the 2024–2025 school year

By gender and aspect of work environment



2025 survey item: “Within the past school year, as you consider your experience in the profession, has your sense of belonging ever been diminished by any form of discrimination, racism or microaggressions – whether directly, personally or systemically?”

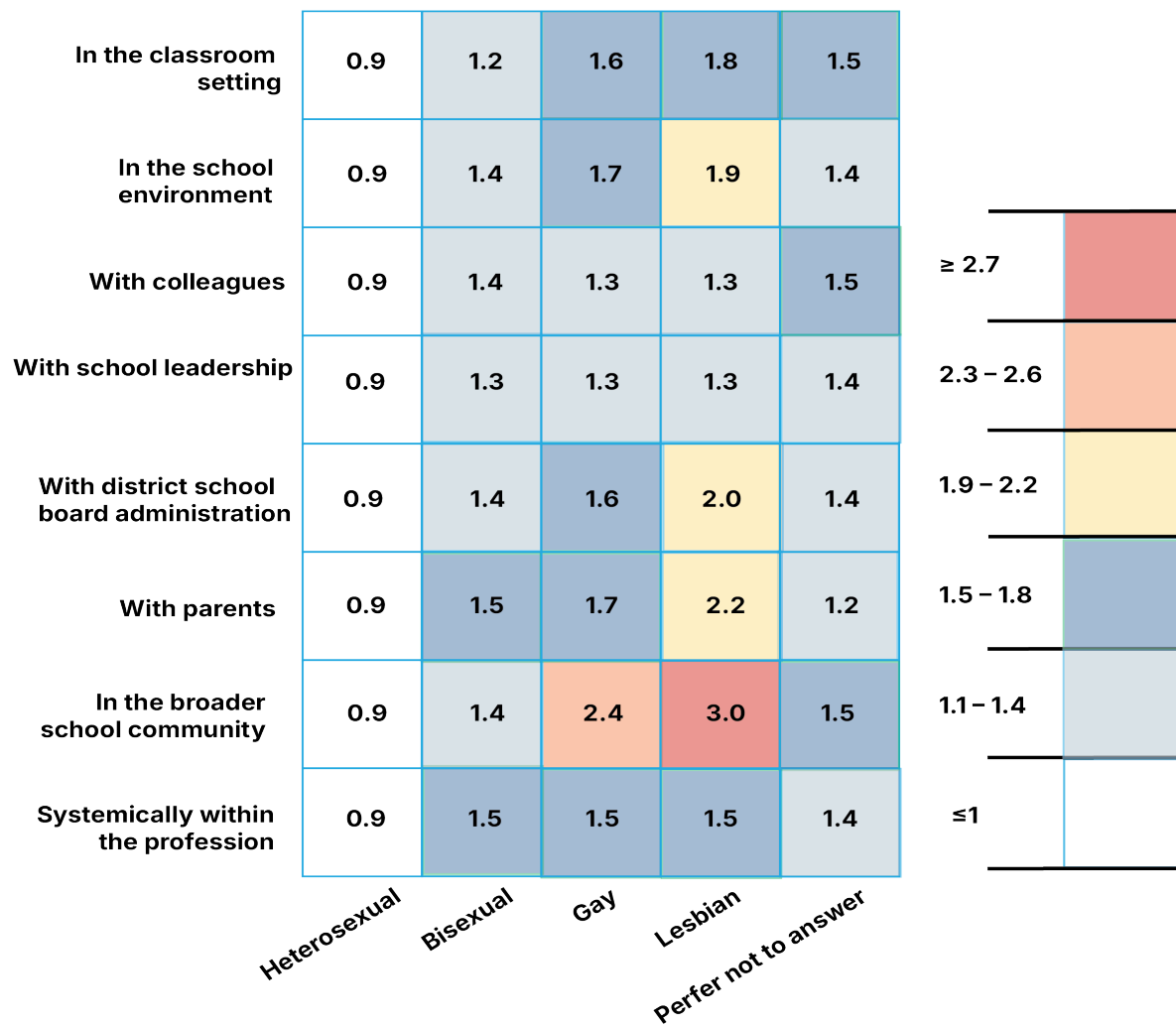
Fewer than 100 respondents completed these survey items and/or self-identified as: transgender woman, transgender man, Two-Spirit and/or another gender.

Sexual Orientation

Survey respondents who self-identified as bisexual, gay, and/or lesbian disproportionately reported that they often or always experienced a diminished sense of belonging due to discrimination, racism and/or microaggressions across different aspects of their work environment during the 2024–2025 school year (DI ranging from 1.2–3.0). Among respondents who described their sexual orientation as lesbian, this over-representation was greatest in the broader school community (DI=3.0), in the presence of parents (DI=2.2), and with district school board administration (DI=2.0). Among respondents who self-identified as gay, this over-representation was greatest when in the broader school community (DI=2.4) (Table 5.2.3).

Results from the 2024 *Focus on Teaching* survey also demonstrated that survey respondents who self-identified as bisexual, gay and/or lesbian disproportionately reported that they often or always experienced a diminished sense of belonging due to discrimination or racism across different aspects of their work environment (DI ranging from 1.2–3.3).

Table 5.2.3
Disproportionality index values among respondents who reported that they often or always experienced a diminished sense of belonging due to discrimination, racism and/or microaggressions during the 2024–2025 school year
 By sexual orientation and aspect of work environment



2025 survey item: “Within the past school year, as you consider your experience in the profession, has your sense of belonging ever been diminished by any form of discrimination, racism or microaggressions – whether directly, personally or systemically?”

Fewer than 100 respondents completed these survey items and/or self-identified as: asexual, pansexual, queer, Two-Spirit, demisexual, another sexual orientation. and/or I don’t know.

Racial Category

Table 5.2.4 demonstrates that survey respondents who self-identified as South Asian, Black, Middle Eastern or Western Asian, Indigenous to North America, Jewish, and/or mixed race disproportionately reported that they often or always experienced a diminished sense of belonging due to discrimination, racism and/or microaggressions, relative to all survey respondents, across several aspects of their work environment during the 2024–2025 school year (DI ranging from 1.2–3.3).

This over-representation is most prevalent among respondents who described their racial category as Jewish, reporting that they often or always experienced a diminished sense of belonging at twice to three times the rate of all survey respondents when they were in the broader school community (DI=3.3), systemically within the profession (DI=3.3), with district school board administration (DI=2.8), and in the presence of their colleagues (DI=2.0). In addition, respondents who self-identified as Middle Eastern or West Asian reported that they often or always experienced a diminished sense of belonging at twice the rate of all survey respondents when in the presence of their colleagues (DI=2.1), in the broader school community (DI=1.9), and systemically within the profession (DI=1.9).

This over-representation is also present among respondents who self-identified as Indigenous to North America, reporting that they often or always experienced a diminished sense of belonging due to discrimination, racism and/or microaggressions at twice the rate of all survey respondents when in the presence of their colleagues (DI = 2.0), when in the school environment (DI = 1.9), and with school leadership (DI = 2.0). Similarly, respondents who self-identified as Black reported that they often or always experienced a diminished sense of belonging at twice the rate of all survey respondents when in the presence of their colleagues (DI = 2.2) and when in the school environment (DI = 2.0), during the 2024–2025 school year.

Table 5.2.4

Disproportionality index values among respondents who reported that they often or always experienced a diminished sense of belonging due to discrimination, racism and/or microaggressions during the 2024–2025 school year

In the classroom setting	0.8	1.6	1.8	1.0	1.6	1.7	1.1	0.8	1.8	1.4	1.5	1.4	
In the school environment	0.8	1.5	2.0	1.0	1.7	1.9	1.0	1.2	1.6	1.6	1.5	1.4	
With colleagues	0.8	1.8	2.2	1.2	2.0	2.0	1.3	1.5	2.0	1.5	1.5	1.6	≥ 2.7
With school leadership	0.9	1.4	1.4	1.0	1.9	1.9	1.1	1.4	1.6	1.7	1.3	1.6	2.3–2.6
With district school board administration	0.9	1.2	1.1	0.9	1.8	1.8	0.7	0.9	2.8	1.2	1.8	1.7	1.9–2.2
With parents	0.9	1.2	1.5	1.0	1.6	1.6	1.1	1.1	0.9	1.2	1.5	1.3	1.5–1.8
In the broader school community	0.8	1.5	1.8	1.3	1.6	1.6	1.0	1.0	3.3	1.8	1.7	1.5	1.1–1.4
Systemically within the profession	0.8	1.5	1.8	1.1	1.5	1.5	1.1	1.1	3.3	1.2	1.9	1.5	≤1
	White	South Asian	Black	East Asian	Middle Eastern or West Asian	Indigenous to North America	Southeast Asian	Latin American	Jewish	Mixed Race	Additional identity	Prefer not to answer	

2025 survey item: “Within the past school year, as you consider your experience in the profession, has your sense of belonging ever been diminished by any form of discrimination, racism or microaggressions – whether directly, personally or systemically?”

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

Fewer than 100 respondents completed these survey items and/or self-identified as: Mediterranean, North African, and/or Caribbean.

Embedding Equitable Practices in Daily Work

Embedding Equitable Practices

Table 6.1 demonstrates that 75 percent of respondents reported being committed to embedding equitable practices in their daily work. Fifty-four percent reported that they have been prepared to embed equitable practices and 43 percent reported being supported in embedding equitable practices in their daily work.

Table 6.1
2025 survey year
 Embedding equitable practices in daily work

Response Options	2025 Survey (n=29,458)
I am committed to embedding equitable practices in my daily work	75%
I have been prepared to embed equitable practices in my daily work	54%
I am supported in embedding equitable practices in my daily work	43%
I am not sure	7%
Other	1%
Prefer not to answer	5%

2025 respondent count: n=29,458

2025 survey item: "As it relates to embedding equitable practices in your daily work, please select

as many of the following statements which you believe apply to you." [Multiple response item]

Extent to Which Respondents Believed Their Initial Teacher Education Program Prepared Them for Working in the Teaching Profession

Table 6.1.1 demonstrates that, among respondents who were first employed as a teacher in Ontario within the last five years, regardless of how well or how poorly they believed their initial teacher education program in Ontario prepared them for working in the teaching profession, the majority reported being committed to embedding equitable practices in their daily work (ranging from 77% to 82% across the scale). Similarly, 78 percent of respondents who did not receive their initial training in Ontario reported being committed to embedding equitable practices in their daily work.

Among respondents who were first employed as a teacher in Ontario within the last five years and believed their initial teacher education program in Ontario prepared them well or extremely well for working in the teaching profession:

- 67% and 65% (respectively) reported that they have been prepared to embed equitable practices in their daily work.
- 50% and 51% (respectively) reported that they are supported in embedding equitable practices in their daily work.

Among respondents who were first employed as a teacher in Ontario within the last five years and believed their initial teacher education program in Ontario prepared them poorly or extremely poorly for working in the teaching profession:

- 53% and 54% (respectively) reported that they have been prepared to embed equitable practices in their daily work.
- 38% and 36% (respectively) reported that they are supported in embedding equitable practices in their daily work.

Among respondents who were first employed as a teacher in Ontario within the last five years and did not receive their initial training in Ontario, 57 percent reported that they have been prepared to embed equitable practices in their daily work and 46 percent reported that they are supported in embedding equitable practices in their daily work.

Table 6.1.1

Extent to which respondents believed their initial teacher education program prepared them for working in the teaching profession

By respondents' thoughts about embedding equitable practices in their daily work

I am committed to embedding equitable practices in my daily work

Response Options	Count	%
Extremely well	431	77%
Well	812	79%
Adequately	1,235	82%
Poorly	657	79%
Extremely poorly	175	80%
I am not sure	28	82%
I did not receive my initial training in Ontario	558	78%
I prefer not to answer	32	78%

I have been prepared to embed equitable practices in my daily work

Response Options	Count	%
Extremely well	431	65%
Well	812	67%
Adequately	1,235	57%
Poorly	657	53%
Extremely poorly	175	54%
I am not sure	28	68%
I did not receive my initial training in Ontario	558	57%
I prefer not to answer	32	63%

I am supported in embedding equitable practices in my daily work

Response Options	Count	%
Extremely well	431	51%
Well	812	50%
Adequately	1,235	43%
Poorly	657	38%
Extremely poorly	175	36%
I am not sure	28	61%
I did not receive my initial training in Ontario	558	46%
I prefer not to answer	32	53%

I am not sure

Response Options	Count	%
Extremely well	431	5%
Well	812	5%
Adequately	1,235	5%
Poorly	657	6%
Extremely poorly	175	7%
I am not sure	28	--
I did not receive my initial training in Ontario	558	7%
I prefer not to answer	32	--

Prefer not to answer

Response Options	Count	%
Extremely well	431	3%
Well	812	4%
Adequately	1,235	2%
Poorly	657	5%
Extremely poorly	175	--
I am not sure	28	
I did not receive my initial training in Ontario	558	4%
I prefer not to answer	32	

Other

Response Options	Count	%
Extremely well	431	--
Well	812	--
Adequately	1,235	1%
Poorly	657	--
Extremely poorly	175	--
I am not sure	28	--
I did not receive my initial training in Ontario	558	--
I prefer not to answer	32	--

2025 survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

Extent to Which Respondents Believed the NTIP Supported Their Transition into the Teaching Profession in Ontario

Table 6.1.2 demonstrates that, among respondents who were first employed as a teacher in Ontario within the last five years, regardless of how well or how poorly they believed NTIP supported their transition into the teaching profession in Ontario, the majority reported being committed to embedding equitable practices in their daily work (ranging from 77% to 82%). Eighty-one percent of respondents who did not participate in NTIP (because they did not have access to NTIP or were not aware of NTIP) reported being committed to embedding equitable practices in their daily work.

Among respondents who were first employed as a teacher in Ontario within the last five years and believed NTIP supported their transition into the teaching profession well or extremely well:

- 63% and 65% (respectively) reported that they have been prepared to embed equitable practices in their daily work.
- 53% and 56% (respectively) reported that they are supported in embedding equitable practices in their daily work.

Among respondents who were first employed as a teacher in Ontario within the last five years and believed NTIP supported their transition into the teaching profession poorly or extremely poorly:

- 58% and 55% (respectively) reported that they have been prepared to embed equitable practices in their daily work.
- 41% and 34% (respectively) reported that they are supported in embedding equitable practices in their daily work.

Among respondents who were first employed as a teacher in Ontario within the last five years and did not participate in NTIP, 58 percent reported that they have been prepared to embed equitable practices in their daily work and 42 percent reported that they are supported in embedding equitable practices in their daily work.

Table 6.1.2**Extent to which respondents believed NTIP supported their transition into the teaching profession in Ontario**

By respondents' thoughts about embedding equitable practices in their daily work

I am committed to embedding equitable practices in my daily work

Response Options	Count	%
Extremely well	191	77%
Well	450	77%
Adequately	664	79%
Poorly	408	82%
Extremely poorly	179	77%
I am not sure	172	70%
I have not had access to NTIP or I am not aware of NTIP	1,784	81%
I prefer not to answer	68	88%

I have been prepared to embed equitable practices in my daily work

Response Options	Count	%
Extremely well	191	65%
Well	450	63%
Adequately	664	61%
Poorly	408	58%
Extremely poorly	179	55%
I am not sure	172	50%
I have not had access to NTIP or I am not aware of NTIP	1,784	58%
I prefer not to answer	68	75%

I am supported in embedding equitable practices in my daily work

Response Options	Count	%
Extremely well	191	56%
Well	450	53%
Adequately	664	49%
Poorly	408	41%
Extremely poorly	179	34%
I am not sure	172	42%
I have not had access to NTIP or I am not aware of NTIP	1,784	42%
I prefer not to answer	68	65%

I am not sure

Response Options	Count	%
Extremely well	191	6%
Well	450	5%
Adequately	664	5%
Poorly	408	4%
Extremely poorly	179	6%
I am not sure	172	8%
I have not had access to NTIP or I am not aware of NTIP	1,784	6%
I prefer not to answer	68	--

Prefer not to answer

Response Options	Count	%
Extremely well	191	--
Well	450	3%
Adequately	664	3%
Poorly	408	3%
Extremely poorly	179	6%
I am not sure	172	8%
I have not had access to NTIP or I am not aware of NTIP	1,784	3%
I prefer not to answer	68	--

Other

Response Options	Count	%
Extremely well	191	--
Well	450	--
Adequately	664	--
Poorly	408	--
Extremely poorly	179	--
I am not sure	172	--
I have not had access to NTIP or I am not aware of NTIP	1,784	1%
I prefer not to answer	68	--

Survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

-- denotes <10 respondents

When First Employed as a Teacher in Ontario

Table 6.1.3 demonstrates that within each of the timeframes for which respondents were first employed as a teacher in Ontario, approximately three-quarters of respondents reported being committed to embedding equitable practices in their daily work (ranging from 74% to 79%). A smaller proportion of respondents who have not started teaching in Ontario indicated that they are committed to embedding equitable practices in their daily work (59%).

Among respondents who were first employed as a teacher in Ontario within the last five years, 59 percent reported that they have been prepared to embed equitable practices in their daily work. Between 53 percent and 55 percent of respondents who were first employed more than five years ago reported that they have been prepared to embed equitable practices in their daily work.

As seen in Table 6.1.3, within each of the timeframes for which respondents were first employed as a teacher in Ontario, between 42 percent and 45 percent of respondents reported being supported in embedding equitable practices in their daily work. A smaller proportion of respondents who have not started teaching in Ontario indicated that they are supported in embedding equitable practices in their daily work (30%).

Table 6.1.3

When first employed as a teacher in Ontario

By respondents' thoughts about embedding equitable practices in their daily work

Response Options	Within the Last 5 Years (n=3,961)	Between 6 to 10 Years Ago (n=3,187)	Between 11 to 15 Years Ago (n=3,759)	Between 16 to 20 Years Ago (n=4,991)	More than 20 Years Ago (n=12,385)	I Have Not Started Teaching in Ontario (n=1,013)
I am committed to embedding equitable practices in my daily work	79%	79%	76%	77%	74%	59%
I have been prepared to embed equitable practices in my daily work	59%	55%	53%	53%	53%	44%
I am supported in embedding equitable practices in my daily work	45%	42%	42%	43%	44%	30%
I am not sure	6%	6%	7%	7%	7%	13%
Prefer not to answer	3%	3%	4%	4%	5%	13%
Other	1%	1%	2%	1%	2%	2%

2025 survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

Panels in Which Respondents Held Positions Between September 2024 and August 2025

As seen in Table 6.1.4, more than three-quarters of respondents who held positions in the elementary panel reported that they are committed to embedding equitable practices in their daily work (78%). Fifty-three percent reported that they have been prepared to embed equitable practices and 43 percent reported being supported in embedding equitable practices in their daily work. These findings are similar to those of the full survey sample.

Approximately three-quarters of respondents who held positions in the secondary panel, and those who worked in both elementary and

secondary panels, reported that they are committed to embedding equitable practices in their daily work (75% and 77%, respectively). Fifty-seven percent of respondents who worked in the secondary panel, and 58 percent of those in who held positions in both elementary and secondary panels, reported that they have been prepared to embed equitable practices. Forty-six percent of respondents who held a position in the secondary panel, and 46 percent of those who worked in both elementary and secondary panels, reported being supported in embedding equitable practices in their daily work.

Table 6.1.4**Panels in which respondents held positions between September 2024 and August 2025**

By embedding equitable practices in daily work

Response Options	Elementary (n=16,684)	Secondary (n=8,306)	Elementary and Secondary (n=1,410)	Not Applicable (n=344)
I am committed to embedding equitable practices in my daily work	78%	75%	77%	73%
I have been prepared to embed equitable practices in my daily work	53%	57%	58%	54%
I am supported in embedding equitable practices in my daily work	43%	46%	46%	37%
I am not sure	7%	6%	7%	8%
Prefer not to answer	4%	4%	4%	8%
Other	1%	2%	1%	--

2025 survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

-- denotes <10 respondents

Disability

As seen in Table 6.1.5, 79 percent of respondents who indicated that they do not consider themselves a person with a disability reported being committed to embedding equitable practices, 57 percent indicated that they have been prepared to embed equitable practices, and 46 percent reported that they are supported in embedding equitable practices in their daily work. These proportions were similar to those of the full survey sample.

Eighty-one percent of respondents who reported that they consider themselves a person with a disability indicated they are committed to embedding equitable practices in their daily work. Similar proportions were reported among those with specific disabilities: physical disability (78%), mental health-related disability (80%), cognitive disability (82%), and among those who preferred not to specify their disability (76%). Smaller proportions of respondents who were not sure if they had a disability (76%), and those who preferred not to answer (75%) reported being committed to embedding equitable practices in their daily work.

Similar to the full survey sample, among respondents who reported that they consider themselves a person with a disability, and among those who reported a specific disability (e.g., physical, mental health-related, and/or cognitive disability), more than half reported that they have been prepared to embed equitable practices in their daily work (ranging from 55% to 59%). Smaller proportions of respondents who were not sure if they had a disability

(48%), and those who preferred not to answer (51%) reported that they have been prepared to embed equitable practices in their daily work.

Similar to the full survey sample, among respondents who reported that they consider themselves a person with a disability, and among those who reported a specific disability (e.g., physical, mental health-related, and/or cognitive disability), less than half indicated that they are supported in embedding equitable practices in their daily work (ranging from 40% to 43%). Similar proportions of respondents who were not sure if they had a disability (41%), and those who preferred not to answer (42%) reported they are supported in embedding equitable practices in their daily work.

Table 6.1.5
Disability

By respondents' thoughts about embedding equitable practices in their daily work

I am committed to embedding equitable practices in my daily work

Response Options	Count	%
No-I do not consider myself a person with a disability	21,687	79%
Yes-I consider myself a person with a disability	5,612	81%
Physical disability	3,174	78%
Mental health-related disability	2,807	80%
Cognitive disability	2,241	82%
Another disability	25	72%
I prefer not to answer*	180	76%
I am not sure	68	76%
I prefer not to answer	980	75%

I have been prepared to embed equitable practices in my daily work

Response Options	Count	%
No-I do not consider myself a person with a disability	21,687	57%
Yes-I consider myself a person with a disability	5,612	58%
Physical disability	3,174	55%
Mental health-related disability	2,807	56%
Cognitive disability	2,241	59%
Another disability	25	52%
I prefer not to answer*	180	51%
I am not sure	68	48%
I prefer not to answer	980	51%

Survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

* Survey item response category reflecting a theme created from open-ended answers provided by respondents who selected "Yes, I consider myself a person with a disability."

-- denotes <10 respondents

I am supported in embedding equitable practices in my daily work

Response Options	Count	%
No—I do not consider myself a person with a disability	21,687	46%
Yes—I consider myself a person with a disability	5,612	43%
Physical disability	3,174	41%
Mental health-related disability	2,807	40%
Cognitive disability	2,241	42%
Another disability	25	48%
I prefer not to answer*	180	37%
I am not sure	68	41%
I prefer not to answer	980	42%

I am not sure

Response Options	Count	%
No—I do not consider myself a person with a disability	21,687	7%
Yes—I consider myself a person with a disability	5,612	6%
Physical disability	3,174	6%
Mental health-related disability	2,807	6%
Cognitive disability	2,241	5%
Another disability	25	--
I prefer not to answer*	180	7%
I am not sure	68	12%
I prefer not to answer	980	12%

Survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

* Survey item response category reflecting a theme created from open-ended answers provided by respondents who selected "Yes, I consider myself a person with a disability."

-- denotes <10 respondents

Prefer not to answer

Response Options	Count	%
No–I do not consider myself a person with a disability	21,687	4%
Yes–I consider myself a person with a disability	5,612	3%
Physical disability	3,174	4%
Mental health-related disability	2,807	3%
Cognitive disability	2,241	2%
Another disability	25	--
I prefer not to answer*	180	6%
I am not sure	68	4%
I prefer not to answer	980	24%

Other

Response Options	Count	%
No–I do not consider myself a person with a disability	21,687	1%
Yes–I consider myself a person with a disability	5,612	2%
Physical disability	3,174	2%
Mental health-related disability	2,807	2%
Cognitive disability	2,241	3%
Another disability	25	--
I prefer not to answer*	180	--
I am not sure	68	2%
I prefer not to answer	980	2%

Survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

* Survey item response category reflecting a theme created from open-ended answers provided by respondents who selected "Yes, I consider myself a person with a disability."

-- denotes <10 respondents

Gender Identity

Table 6.1.6 demonstrates that 91 percent of respondents who self-identified as non-binary reported being committed to embedding equitable practices and 70 percent indicated that they have been prepared to embed equitable practices in their daily work. Both of these proportions are larger than those of the full survey sample (75% and 54%, respectively).

Among respondents who self-identified as a cisgender man, a larger proportion reported that they have been prepared (59%) and are supported (48%) in embedding equitable practices in

their daily work, when compared to the full survey sample (54% and 43%, respectively).

Similar to the full survey sample, 78 percent of respondents who self-identified as cisgender woman reported being committed to embedding equitable practices, 53 percent indicated that they have been prepared to embed equitable practices, and 42 percent reported that they are supported in embedding equitable practices in their daily work.

Table 6.1.6
Gender

By respondents' thoughts about embedding equitable practices in their daily work

I am committed to embedding equitable practices in my daily work

Response Options	Count	%
Cisgender woman	21,518	78%
Cisgender man	5,930	72%
Non-binary	150	91%
Two-Spirit	22	82%
Transgender man	17	82%
Transgender woman	14	79%
I do not know*	36	47%
I prefer not to answer	1,414	55%

Survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

* Survey item response category reflecting a theme created from open-ended answers provided by respondents who selected "Yes, I consider myself a person with a disability."

-- denotes <10 respondents

I have been prepared to embed equitable practices in my daily work

Response Options	Count	%
Cisgender woman	21,518	53%
Cisgender Man	5,930	59%
Non-binary	150	70%
Two-Spirit	22	68%
Transgender man	17	76%
Transgender woman	14	86%
I do not know*	36	33%
I prefer not to answer	1,414	42%

I am supported in embedding equitable practices in my daily work

Response Options	Count	%
Cisgender woman	21,518	42%
Cisgender Man	5,930	48%
Non-binary	150	46%
Two-Spirit	22	45%
Transgender man	17	--
Transgender woman	14	--
I do not know*	36	--
I prefer not to answer	1,414	31%

I am not sure

Response Options	Count	%
Cisgender woman	21,518	7%
Cisgender Man	5,930	7%
Non-binary	150	--
Two-Spirit	22	--
Transgender man	17	--
Transgender woman	14	--
I do not know*	36	--
I prefer not to answer	1,414	9%

I am not sure

Response Options	Count	%
Cisgender woman	21,518	3%
Cisgender Man	5,930	5%
Non-binary	150	--
Two-Spirit	22	--
Transgender man	17	--
Transgender woman	14	--
I do not know*	36	--
I prefer not to answer	1,414	21%

Other

Response Options	Count	%
Cisgender woman	21,518	1%
Cisgender Man	5,930	2%
Non-binary	150	--
Two-Spirit	22	--
Transgender man	17	--
Transgender woman	14	--
I do not know*	36	36%
I prefer not to answer	1,414	3%

Survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

* Survey item response category reflecting a theme created from open-ended answers provided by respondents who selected "Yes, I consider myself a person with a disability."

-- denotes <10 respondents

Sexual Orientation

Table 6.1.7 demonstrates that within each of the categories representing sexual orientation, the majority of respondents reported being committed to embedding equitable practices in their daily work (ranging from 79% to 92%). These proportions are larger than those of the full survey sample (75%).

Among respondents who self-identified as queer, bisexual, gay, asexual, and/or pansexual, larger proportions reported that they have been prepared to embed equitable practices in their daily work (ranging from 61% to 71%), when compared to the full survey sample (54%).

Among respondents who self-identified as queer and/or asexual, larger proportions reported that they are supported in embedding equitable practices in their daily work (55% and 51%, respectively), when compared to the full survey sample (43%).

Similar to the full survey sample, 76 percent of respondents who described their sexual orientation as heterosexual reported being committed to embedding equitable practices, 54 percent indicated that they have been prepared to embed equitable practices, and 44 percent reported that they are supported in embedding equitable practices in their daily work.

Table 6.1.7
Sexual orientation

By respondents' thoughts about embedding equitable practices in their daily work

I am committed to embedding equitable practices in my daily work

Response Options	Count	%
Heterosexual	24,489	76%
Bisexual	927	86%
Gay	407	81%
Lesbian	270	88%
Asexual	94	90%
Pansexual	88	92%
Queer	80	90%
Two-Spirit	27	70%
I do not know*	45	56%
Another sexual orientation	19	95%
Prefer not to answer	2,573	63%

I have been prepared to embed equitable practices in my daily work

Response Options	Count	%
Heterosexual	24,489	54%
Bisexual	927	63%
Gay	407	61%
Lesbian	270	59%
Asexual	94	63%
Pansexual	88	61%
Queer	80	71%
Two-Spirit	27	70%
I do not know*	45	51%
Another sexual orientation	19	53%
Prefer not to answer	2,573	47%

I am supported in embedding equitable practices in my daily work

Response Options	Count	%
Heterosexual	24,489	44%
Bisexual	927	42%
Gay	407	47%
Lesbian	270	44%
Asexual	94	51%
Pansexual	88	47%
Queer	80	55%
Two-Spirit	27	59%
I do not know*	45	40%
Another sexual orientation	19	--
Prefer not to answer	2,573	33%

Survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

* Survey item response category reflecting a theme created from open-ended answers provided by respondents.

-- denotes <10 respondents

The response category demisexual is not presented in this table because <10 respondents who self-identified with this sexual orientation category completed this item.

I am not sure

Response Options	Count	%
Heterosexual	24,489	7%
Bisexual	927	4%
Gay	407	6%
Lesbian	270	4%
Asexual	94	--
Pansexual	88	--
Queer	80	--
Two-Spirit	27	--
I do not know*	45	--
Another sexual orientation	19	--
Prefer not to answer	2,573	9%

Prefer not to answer

Response Options	Count	%
Heterosexual	24,489	4%
Bisexual	927	2%
Gay	407	3%
Lesbian	270	--
Asexual	94	--
Pansexual	88	--
Queer	80	--
Two-Spirit	27	--
I do not know*	45	27%
Another sexual orientation	19	--
Prefer not to answer	2,573	14%

Other

Response Options	Count	%
Heterosexual	24,489	1%
Bisexual	927	2%
Gay	407	2%
Lesbian	270	--
Asexual	94	--
Pansexual	88	--
Queer	80	--
Two-Spirit	27	--
I do not know*	45	--
Another sexual orientation	19	--
Prefer not to answer	2,573	2%

Survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

* Survey item response category reflecting a theme created from open-ended answers provided by respondents.

-- denotes <10 respondents

The response category demisexual is not presented in this table because <10 respondents who self-identified with this sexual orientation category completed this item.

Racial Categories

As seen in Table 6.1.8, within each of the racial categories, the majority of respondents reported being committed to embedding equitable practices in their daily work (ranging from 73% to 95%). Larger proportions of respondents who self-identified as Caribbean, of mixed race, and/or Mediterranean reported being committed to embedding equitable practices in their daily work (95%, 91%, and 85%, respectively), when compared to the full survey sample (75%).

When compared to the full survey sample, similar proportions of respondents within most of the racial categories reported that they have been prepared to embed equitable practices in their daily work (ranging from 51% to 59%). Respondents who self-identified as Mediterranean (70%) reported larger proportions than that of the full survey sample (54%).

When compared to the full survey sample, smaller proportions of respondents who self-identified as North African, an additional racial identity, mixed race, Caribbean, and/or Indigenous to North America indicated that they are supported in embedding equitable practices in their daily work (ranging from 34% to 39%).

Similar to the full survey sample, 77 percent of respondents who described their racial category as white reported being committed to embedding equitable practices, 54 percent indicated that they have been prepared to embed equitable practices, and 44 percent reported that they are supported in embedding equitable practices in their daily work.

Table 6.1.8
Racial categories

By respondents' thoughts about embedding equitable practices in their daily work

I am committed to embedding equitable practices in my daily work

Response Options	Count	%
White	1,816	77%
South Asian	1,753	73%
Black	1,533	77%
East Asian	930	79%
Middle Eastern or West Asian	619	77%
Indigenous to North America	559	74%
Southeast Asian	410	79%
Latin American	319	76%
Jewish*	262	75%
Mixed race*	122	91%
Caribbean*	74	95%
North African*	51	78%
Mediterranean	46	85%
Additional identity	116	75%
Prefer not to answer	1,781	60%

I have been prepared to embed equitable practices in my daily work

Response Options	Count	%
White	1,816	54%
South Asian	1,753	55%
Black	1,533	59%
East Asian	930	55%
Middle Eastern or West Asian	619	58%
Indigenous to North America	559	51%
Southeast Asian	410	55%
Latin American	319	55%
Jewish*	262	56%

Response Options	Count	%
Mixed race*	122	52%
Caribbean*	74	58%
North African*	51	53%
Mediterranean	46	70%
Additional identity	116	56%
Prefer not to answer	1,781	44%

I am supported in embedding equitable practices in my daily work

Response Options	Count	%
White	1,816	44%
South Asian	1,753	42%
Black	1,533	46%
East Asian	930	43%
Middle Eastern or West Asian	619	40%
Indigenous to North America	559	38%
Southeast Asian	410	41%
Latin American	319	39%
Jewish*	262	39%
Mixed race*	122	39%
Caribbean*	74	39%
North African*	51	37%
Mediterranean	46	46%
Additional identity	116	34%
Prefer not to answer	1,781	31%

I am not sure

Response Options	Count	%
White	1,816	7%
South Asian	1,753	7%
Black	1,533	5%
East Asian	930	6%
Middle Eastern or West Asian	619	7%
Indigenous to North America	559	7%
Southeast Asian	410	6%
Latin American	319	7%
Jewish*	262	5%
Mixed race*	122	--
Caribbean*	74	--
North African*	51	--
Mediterranean	46	--
Additional identity	116	--
Prefer not to answer	1,781	8%

Prefer not to answer

Response Options	Count	%
White	1,816	4%
South Asian	1,753	5%
Black	1,533	4%
East Asian	930	3%
Middle Eastern or West Asian	619	3%
Indigenous to North America	559	5%
Southeast Asian	410	5%
Latin American	319	4%
Jewish*	262	7%
Mixed race*	122	--
Caribbean*	74	--
North African*	51	--

Response Options	Count	%
Mediterranean	46	--
Additional identity	116	10%
Prefer not to answer	1,781	18%

Other

Response Options	Count	%
White	1,816	1%
South Asian	1,753	1%
Black	1,533	2%
East Asian	930	1%
Middle Eastern or West Asian	619	--
Indigenous to North America	559	2%
Southeast Asian	410	--
Latin American	319	--
Jewish*	262	5%
Mixed race*	122	--
Caribbean*	74	--
North African*	51	--
Mediterranean	46	--
Additional identity	116	--
Prefer not to answer	1,781	3%

Survey item: "As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you." [Multiple response item]

* Survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents

Aspirations and Experiences

Interests for Future Roles in Education

As seen in Table 7.1, survey respondents reported the following top five positions they would be interested in pursuing over the next five years:

1. Continue to teach in current subject area and capacity (57%).
2. Move to teaching in another grade or subject area (20%).
3. Other school leader (15%).
4. Principal or vice-principal (11%).
5. Seek a secondment to another position (11%).

57% of respondents are interested in continuing in their current position for the next five years.

These positions were also reported to be of interest among respondents in the 2024 *Focus on Teaching* survey.

Table 7.1
By survey year
 By respondents' career pursuits of interest in education

Response Options	2025 Survey (n=31,936)	2024 Survey (n=35,526)
Continue teaching in current subject area and capacity	57%	53%**
Move to teaching in another grade or subject area	20%	N/I
Teacher	N/I	18%
Other school leader	15%	12%
Principal / Vice-Principal	11%	9%
Seek a secondment to another position	11%	5%
Move from a permanent to a daily occasional or supply teaching position	7%	N/I
School system leader	7%	4%
Move to teaching in another panel	5%	N/I
Retirement*	4%	8%
Obtain a permanent teaching position*	2%	1%
Leave teaching profession entirely*	2%	1%
Other	2%	2%
Not sure	8%	N/I
Not applicable – I do not plan to stay in or return to the education sector	6%	N/I

2025 respondent count: n=31,936

2025 survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply." [Multiple response item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

**The 2024 *Focus on Teaching* survey response category stated "Not applicable – I plan to stay in my current position for the next five years or more." [Multiple response item]

N/I denotes that this response category was not included in the respective *Focus on Teaching* survey.

Jurisdiction of Initial Teacher Education Program

More than half of respondents who completed their initial teacher education program in Canada (58%) and internationally (54%) reported that they will continue to teach in their current subject area and capacity over the next five years. For both groups,

positions for which they were interested in pursuing included: moving to teaching in another grade or subject area, school leader positions, a principal or vice-principal position, and secondment positions (Table 7.1.1).

Table 7.1.1
Jurisdiction of initial teacher education program
 By respondents' career pursuits of interest in education

Response Options	In Canada (n=26,130)	International (n=5,571)
Continue teaching in current subject area and capacity	58%	54%
Move to teaching in another grade or subject area	20%	22%
Other school leader	15%	14%
Principal / Vice-Principal	11%	13%
Seek a secondment to another position	12%	8%
Move from a permanent to a daily occasional or supply teaching position	7%	8%
School system leader	6%	8%
Move to teaching in another panel	5%	6%
Retirement*	4%	3%
Obtain a permanent teaching position*	2%	3%
Leave teaching profession entirely*	2%	1%
Other	2%	1%
Not sure	8%	9%
Not applicable – I do not plan to stay in or return to the education sector	6%	5%

Respondent count: n=31,881

2025 survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply." [Multiple response item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

When First Employed as a Teacher in Ontario

It can be seen in Table 7.1.2 that a larger proportion of respondents who began teaching in Ontario within the last 20 years reported a desire to continue teaching in their current subject area and capacity (62%–66%), when compared to respondents who had been teaching for more than 20 years (51%) and those who had not yet started teaching in Ontario (43%).

As the years of teaching experience increase among respondents, the desire to move to another grade or subject area decreases, ranging from 37 percent among those teaching five years or less, to nine percent among those teaching for more than 20 years. The reported interest in pursuing other positions is consistent across the years of teaching experience among respondents.

Table 7.1.2
Year ranges of entry into teaching
 By respondents' career pursuits of interest in education

Response Options	Last 5 Years (n=4,329)	6–10 Years Ago (n=3,470)	11–15 Years Ago (n=4,132)	16–20 Years Ago (5,409)	More Than 20 Years Ago (n=13,253)	Have Not Started Teaching (n=1,142)
Continue teaching in current subject area and capacity	62%	66%	64%	63%	51%	43%
Move to teaching in another grade or subject area	37%	31%	27%	22%	9%	26%
Other school leader	18%	21%	21%	17%	8%	17%
Principal / Vice-Principal	12%	13%	14%	14%	9%	12%
Seek a secondment to another position	7%	11%	14%	16%	10%	5%

Response Options	Last 5 Years (n=4,329)	6–10 Years Ago (n=3,470)	11–15 Years Ago (n=4,132)	16–20 Years Ago (5,409)	More Than 20 Years Ago (n=13,253)	Have Not Started Teaching (n=1,142)
Move from a permanent to a daily occasional or supply teaching position	3%	4%	5%	6%	11%	8%
School system leader	9%	8%	7%	6%	5%	11%
Move to teaching in another panel	8%	7%	6%	5%	3%	8%
Retirement*	0.2%	--	0.4%	1%	8%	--
Obtain a permanent teaching position*	7%	4%	2%	1%	0.4%	6%
Leave teaching profession entirely*	1%	2%	2%	2%	1%	1%
Other	2%	2%	2%	2%	2%	2%
Not sure	6%	6%	7%	7%	9%	19%
Not applicable – I do not plan to stay in or return to the education sector	2%	4%	3%	4%	9%	7%

Respondent count: n=31,735

2025 survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply." [Multiple response item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 responses.

Teaching as a First Career

Table 7.1.3 demonstrates that more than half of respondents whose first career was teaching (59%), and those whose first career was not teaching (55%), reported an interest in continuing to teach in their current subject area and capacity over the next

five years. For both groups, the most reported positions for which they were interested in pursuing included: moving to teaching in another grade or subject area, school leader, principal or vice-principal, and seconded positions.

Table 7.1.3
Teaching as a first or subsequent career
 By respondents' career pursuits of interest in education

Response Options	Yes Teaching is a First Career (n=21,158)	No Teaching is Not a First Career (n=10,036)
Continue teaching in current subject area and capacity	59%	55%
Move to teaching in another grade or subject area	21%	20%
Other school leader	15%	14%
Principal / Vice-Principal	12%	11%
Seek a secondment to another position	11%	11%
Move from a permanent to a daily occasional or supply teaching position	7%	8%
School system leader	7%	6%
Move to teaching in another panel	4%	6%
Retirement*	4%	4%
Obtain a permanent teaching position*	2%	3%
Leave teaching profession entirely*	1%	2%
Other	2%	2%
Not sure	7%	9%
Not applicable – I do not plan to stay in or return to the education sector	6%	7%

Respondent count: n=31,194

Survey item: "Would you say that your job as a certified teacher was your first career?"

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

School Board Panel

Table 7.1.4 demonstrates that a larger proportion of respondents who were working in the secondary panel during the 2024–2025 school year reported a desire to continue teaching in their current subject area and capacity over the next five years (68%), when compared to those working in the elementary panel (59%) and those working in both panels (48%). Similarly, a larger proportion of respondents who were working in the secondary panel expressed interest in pursuing the position of a school leader (21%) over the next five years, when compared

to those working in the elementary panel (12%) and in both panels (16%). Conversely, approximately one-quarter of respondents working in the elementary panel (25%) and those working in both panels (22%) expressed an interest in teaching in another grade or subject area, while 14 percent of those working in the secondary panel reported an interest in this move. The reported interest in moving to other positions remains consistent among respondents across panels.

Table 7.1.4**School board panel**

By respondents' career pursuits of interest in education

Response Options	Elementary (n=18,046)	Secondary (n=8,906)	Elementary and Secondary (n=1,518)
Continue teaching in current subject area and capacity	59%	68%	48%
Move to teaching in another grade or subject area	25%	14%	22%
Other school leader	12%	21%	16%
Principal / Vice-Principal	12%	12%	17%
Seek a secondment to another position	11%	13%	11%
Move from a permanent to a daily occasional or supply teaching position	7%	7%	7%
School system leader	5%	6%	13%
Move to teaching in another panel	6%	3%	7%
Retirement*	4%	4%	4%
Obtain a permanent teaching position*	2%	1%	4%
Leave teaching profession entirely*	1%	2%	1%
Other	1%	2%	3%
Not sure	7%	6%	8%
Not applicable – I do not plan to stay in or return to the education sector	4%	4%	5%

Respondent count: n=28,470

2025 survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply." [Multiple response item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents

Among Disability Categories

Similar to the full survey sample, continuing to teach in their current subject area and capacity over the next five years was the most reported career interest among all respondents who indicated that they did not have a disability, and among those who self-identified as having one or more disabilities. More than half of the respondents who reported that they did not have a disability (59%), and more than half of those who self-identified as having one or more different disabilities (i.e., physical, mental health-related, and/or cognitive) reported an interest

in continuing to teach in their current subject area (ranging from 56% to 58%) (Table 7.1.5).

When compared to respondents who reported that they did not have a disability, larger proportions of respondents who self-identified as having a mental health-related disability and/or a cognitive disability reported an interest in teaching in another grade or subject area (20% compared to 28%, respectively), and/or seeking a secondment to another position (10% compared to 18%, respectively) over the next five years.

Table 7.1.5
Disability

By respondents' career pursuits of interest within the education sector

Response Options	Disability Categories	%
Continue teaching in current subject area and capacity	No disability (21,753)	59%
	Yes (n=5,625)	56%
	Yes - Physical (n=3,179)	56%
	Yes - Mental health-related (n=2,809)	57%
	Yes - Cognitive (n=2,247)	58%
	Yes - Another disability* (n=13)	100%
	Yes - Prefer not to answer (n=177)	51%
	I am not sure (n=1,042)	58%
	Prefer not to answer (n=982)	53%

Response Options	Disability Categories	%
Move to teaching in another grade or subject area	No disability (21,753)	20%
	Yes (n=5,625)	24%
	Yes - Physical (n=3,179)	21%
	Yes - Mental health-related (n=2,809)	28%
	Yes - Cognitive (n=2,247)	28%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	20%
	I am not sure (n=1,042)	24%
	Prefer not to answer (n=982)	20%
	Other school leader	No disability (21,753)
Yes (n=5,625)		17%
Yes - Physical (n=3,179)		16%
Yes - Mental health-related (n=2,809)		18%
Yes - Cognitive (n=2,247)		19%
Yes - Another disability* (n=13)		--
Yes - Prefer not to answer (n=177)		16%
I am not sure (n=1,042)		14%
Prefer not to answer (n=982)		11%
Principal / Vice-Principal	No disability (21,753)	12%
	Yes (n=5,625)	10%
	Yes - Physical (n=3,179)	10%
	Yes - Mental health-related (n=2,809)	10%
	Yes - Cognitive (n=2,247)	11%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	13%
	I am not sure (n=1,042)	10%
	Prefer not to answer (n=982)	11%

Response Options	Disability Categories	%
Seek a secondment to another position	No disability (21,753)	10%
	Yes (n=5,625)	15%
	Yes - Physical (n=3,179)	15%
	Yes - Mental health-related (n=2,809)	18%
	Yes - Cognitive (n=2,247)	18%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	20%
	I am not sure (n=1,042)	13%
	Prefer not to answer (n=982)	9%
Move from a permanent to a daily occasional or supply teaching position	No disability (21,753)	7%
	Yes (n=5,625)	9%
	Yes - Physical (n=3,179)	9%
	Yes - Mental health-related (n=2,809)	9%
	Yes - Cognitive (n=2,247)	8%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	6%
	I am not sure (n=1,042)	9%
	Prefer not to answer (n=982)	8%
School system leader	No disability (21,753)	6%
	Yes (n=5,625)	7%
	Yes - Physical (n=3,179)	7%
	Yes - Mental health-related (n=2,809)	7%
	Yes - Cognitive (n=2,247)	8%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	9%
	I am not sure (n=1,042)	5%
	Prefer not to answer (n=982)	8%

Response Options	Disability Categories	%
Move to teaching in another panel	No disability (21,753)	5%
	Yes (n=5,625)	6%
	Yes - Physical (n=3,179)	6%
	Yes - Mental health-related (n=2,809)	6%
	Yes - Cognitive (n=2,247)	7%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	8%
	I am not sure (n=1,042)	7%
	Prefer not to answer (n=982)	6%
Retirement*	No disability (21,753)	4%
	Yes (n=5,625)	4%
	Yes - Physical (n=3,179)	5%
	Yes - Mental health-related (n=2,809)	3%
	Yes - Cognitive (n=2,247)	4%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	--
	I am not sure (n=1,042)	2%
	Prefer not to answer (n=982)	3%
Obtain a permanent teaching position*	No disability (21,753)	2%
	Yes (n=5,625)	3%
	Yes - Physical (n=3,179)	2%
	Yes - Mental health-related (n=2,809)	3%
	Yes - Cognitive (n=2,247)	4%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	--
	I am not sure (n=1,042)	2%
	Prefer not to answer (n=982)	3%

Response Options	Disability Categories	%
Leave teaching profession entirely*	No disability (21,753)	1%
	Yes (n=5,625)	3%
	Yes - Physical (n=3,179)	2%
	Yes - Mental health-related (n=2,809)	3%
	Yes - Cognitive (n=2,247)	4%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	--
	I am not sure (n=1,042)	2%
	Prefer not to answer (n=982)	3%
Other	No disability (21,753)	2%
	Yes (n=5,625)	3%
	Yes - Physical (n=3,179)	3%
	Yes - Mental health-related (n=2,809)	3%
	Yes - Cognitive (n=2,247)	3%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	--
	I am not sure (n=1,042)	2%
	Prefer not to answer (n=982)	2%
Not sure	No disability (21,753)	7%
	Yes (n=5,625)	8%
	Yes - Physical (n=3,179)	8%
	Yes - Mental health-related (n=2,809)	8%
	Yes - Cognitive (n=2,247)	7%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	12%
	I am not sure (n=1,042)	12%
	Prefer not to answer (n=982)	12%

Response Options	Disability Categories	%
Not applicable – I do not plan to stay in or return to the education sector	Among Gender Identities	6%
	Yes (n=5,625)	6%
	Yes - Physical (n=3,179)	7%
	Yes - Mental health-related (n=2,809)	6%
	Yes - Cognitive (n=2,247)	5%
	Yes - Another disability* (n=13)	--
	Yes - Prefer not to answer (n=177)	7%
	I am not sure (n=1,042)	4%
	Prefer not to answer (n=982)	8%

2025 survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply."

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents

Among Gender Identities

As seen in Table 7.1.6, similar to the full survey sample, continuing to teach in their current subject area and capacity over the next five years was the top career interest among all gender identities reported by respondents. This career interest was reported by over half of those who self-identified as non-binary (66%), a cisgender man (60%), or a cisgender woman (58%) and among all respondents who described themselves as Two-Spirit (100%) and/or a transgender man (100%). Following this top career interest, almost one-third of respondents who

self-identified as non-binary reported that pursuing another school leader position (30%) and moving to teaching in another grade or subject area (29%) was of interest to them. Also in their top three future career interests, yet in smaller proportions, respondents who described their gender as a cisgender woman or a cisgender man reported that another school leader position (15% and 16%, respectively) and moving to teaching in another grade or subject area (21% and 19%, respectively) was of interest to them.

Table 7.1.6

Gender identity

By respondents' career pursuits of interest within the education sector

Response Options	Gender Identities	%
Continue teaching in current subject area and capacity	Cisgender Woman (n=21,583)	58%
	Cisgender Man (n=5,951)	60%
	Non-Binary (n=146)	66%
	Transgender Man (n=11)	100%
	Two-Spirit (n=13)	100%
	Prefer not to answer (n=1,421)	51%
	Don't know* (n=39)	67%
Move to teaching in another grade or subject area	Cisgender Woman (n=21,583)	21%
	Cisgender Man (n=5,951)	19%
	Non-Binary (n=146)	29%
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	18%
	Don't know* (n=39)	--

Response Options	Gender Identities	%
Other school leader	Cisgender Woman (n=21,583)	15%
	Cisgender Man (n=5,951)	16%
	Non-Binary (n=146)	30%
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	11%
	Don't know* (n=39)	--
Principal / Vice-Principal	Cisgender Woman (n=21,583)	10%
	Cisgender Man (n=5,951)	16%
	Non-Binary (n=146)	12%
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	11%
	Don't know* (n=39)	--
Seek a secondment to another position	Cisgender Woman (n=21,583)	11%
	Cisgender Man (n=5,951)	11%
	Non-Binary (n=146)	18%
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	9%
	Don't know* (n=39)	--

Response Options	Gender Identities	%
Move from a permanent to a daily occasional or supply teaching position	Cisgender Woman (n=21,583)	8%
	Cisgender Man (n=5,951)	7%
	Non-Binary (n=146)	7%
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	8%
	Don't know* (n=39)	--
School system leader	Cisgender Woman (n=21,583)	6%
	Cisgender Man (n=5,951)	9%
	Non-Binary (n=146)	11%
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	7%
	Don't know* (n=39)	--
Move to teaching in another panel	Cisgender Woman (n=21,583)	5%
	Cisgender Man (n=5,951)	6%
	Non-Binary (n=146)	10%
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	6%
	Don't know* (n=39)	--

Response Options	Gender Identities	%
Retirement*	Cisgender Woman (n=21,583)	4%
	Cisgender Man (n=5,951)	4%
	Non-Binary (n=146)	--
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	3%
	Don't know* (n=39)	--
Obtain a permanent teaching position*	Cisgender Woman (n=21,583)	2%
	Cisgender Man (n=5,951)	2%
	Non-Binary (n=146)	--
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	2%
	Don't know* (n=39)	--
Leave teaching profession entirely*	Cisgender Woman (n=21,583)	1%
	Cisgender Man (n=5,951)	2%
	Non-Binary (n=146)	--
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	2%
	Don't know* (n=39)	--

Response Options	Gender Identities	%
Other	Cisgender Woman (n=21,583)	2%
	Cisgender Man (n=5,951)	2%
	Non-Binary (n=146)	10%
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	2%
	Don't know* (n=39)	--
Not sure	Cisgender Woman (n=21,583)	8%
	Cisgender Man (n=5,951)	6%
	Non-Binary (n=146)	7%
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	14%
	Don't know* (n=39)	--
Not applicable – I do not plan to stay in or return to the education sector	Cisgender Woman (n=21,583)	6%
	Cisgender Man (n=5,951)	6%
	Non-Binary (n=146)	--
	Transgender Man (n=11)	--
	Two-Spirit (n=13)	--
	Prefer not to answer (n=1,421)	6%
	Don't know* (n=39)	33%

2025 survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply."

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

The response categories "another gender" and transgender woman are not presented in this table because <10 respondents who self-identified with these gender categories completed this item.

-- denotes <10 respondents.

Among Sexual Orientation Categories

All respondents who self-identified as Two-Spirit and those who selected another sexual orientation reported an interest in continuing to teach in their current subject area and capacity over the next five years. More than three-quarters of respondents who described their sexual orientation as queer (85%), asexual (84%), and/or pansexual (77%) reported an interest in continuing to teach in their current subject area, and over half of respondents who described themselves as bisexual (64%), lesbian (61%), heterosexual (58%), and/or gay (57%) reported this as an interest (Table 7.1.7).

Larger proportions of respondents who self-identified as pansexual and/or queer reported that they would like to move to teaching in another

grade or subject area (45% and 42%, respectively) and pursue a school leader position (40% and 32%, respectively), when compared with respondents who described their sexual orientation as bisexual, gay, lesbian, and/or heterosexual. Similarly, a larger proportion of respondents who self-identified as queer indicated an interest in pursuing a secondment to another position (36%), when compared to respondents who self-identified with other sexual orientations (ranging from 11%–26%). In addition, a larger proportion of respondents who describe themselves as pansexual reported an interest in moving to another panel (17%), when compared to respondents who self-identified with other sexual orientations (ranging from 4%–7%).

Table 7.1.7**Sexual orientation**

By respondents' career pursuits of interest within the education sector

Response Options	Sexual Orientations	%
Continue teaching in current subject area and capacity	Heterosexual (n=24,573)	58%
	Bisexual (n=931)	64%
	Gay (n=402)	57%
	Lesbian (n=279)	61%
	Asexual* (n=70)	84%
	Pansexual* (n=78)	77%
	Queer* (n=66)	85%
	Two-Spirit (n=16)	100%
	Another sexual orientation (n=12)	100%
	Prefer not to answer (n=2,583)	53%
Move to teaching in another grade or subject area	Heterosexual (n=24,573)	20%
	Bisexual (n=931)	33%
	Gay (n=402)	21%
	Lesbian (n=279)	22%
	Asexual* (n=70)	39%
	Pansexual* (n=78)	45%
	Queer* (n=66)	42%
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	21%
Do not know* (n=29)	--	

Response Options	Sexual Orientations	%
Other school leader	Heterosexual (n=24,573)	15%
	Bisexual (n=931)	20%
	Gay (n=402)	19%
	Lesbian (n=279)	16%
	Asexual* (n=70)	27%
	Pansexual* (n=78)	40%
	Queer* (n=66)	32%
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	13%
	Do not know* (n=29)	--
Principal / Vice-Principal	Heterosexual (n=24,573)	12%
	Bisexual (n=931)	10%
	Gay (n=402)	18%
	Lesbian (n=279)	12%
	Asexual* (n=70)	--
	Pansexual* (n=78)	--
	Queer* (n=66)	17%
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	10%
	Do not know* (n=29)	--

Response Options	Sexual Orientations	%
Seek a secondment to another position	Heterosexual (n=24,573)	11%
	Bisexual (n=931)	16%
	Gay (n=402)	22%
	Lesbian (n=279)	13%
	Asexual* (n=70)	21%
	Pansexual* (n=78)	26%
	Queer* (n=66)	36%
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	10%
	Do not know* (n=29)	--
Move from a permanent to a daily occasional or supply teaching position	Heterosexual (n=24,573)	8%
	Bisexual (n=931)	8%
	Gay (n=402)	5%
	Lesbian (n=279)	6%
	Asexual* (n=70)	--
	Pansexual* (n=78)	--
	Queer* (n=66)	--
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	8%
	Do not know* (n=29)	--

Response Options	Sexual Orientations	%
School system leader	Heterosexual (n=24,573)	6%
	Bisexual (n=931)	9%
	Gay (n=402)	11%
	Lesbian (n=279)	5%
	Asexual* (n=70)	--
	Pansexual* (n=78)	18%
	Queer* (n=66)	--
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	6%
	Do not know* (n=29)	--
Move to teaching in another panel	Heterosexual (n=24,573)	5%
	Bisexual (n=931)	7%
	Gay (n=402)	6%
	Lesbian (n=279)	4%
	Asexual* (n=70)	--
	Pansexual* (n=78)	17%
	Queer* (n=66)	--
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	6%
	Do not know* (n=29)	--

Response Options	Sexual Orientations	%
Retirement*	Heterosexual (n=24,573)	4%
	Bisexual (n=931)	2%
	Gay (n=402)	5%
	Lesbian (n=279)	5%
	Asexual* (n=70)	--
	Pansexual* (n=78)	--
	Queer* (n=66)	--
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	3%
	Do not know* (n=29)	--
Obtain a permanent teaching position*	Heterosexual (n=24,573)	2%
	Bisexual (n=931)	6%
	Gay (n=402)	--
	Lesbian (n=279)	4%
	Asexual* (n=70)	--
	Pansexual* (n=78)	--
	Queer* (n=66)	--
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	2%
	Do not know* (n=29)	--

Response Options	Sexual Orientations	%
Leave teaching profession entirely*	Heterosexual (n=24,573)	1%
	Bisexual (n=931)	3%
	Gay (n=402)	--
	Lesbian (n=279)	--
	Asexual* (n=70)	--
	Pansexual* (n=78)	--
	Queer* (n=66)	--
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	2%
	Do not know* (n=29)	--
Other	Heterosexual (n=24,573)	2%
	Bisexual (n=931)	3%
	Gay (n=402)	4%
	Lesbian (n=279)	4%
	Asexual* (n=70)	--
	Pansexual* (n=78)	--
	Queer* (n=66)	--
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	2%
	Do not know* (n=29)	--

Response Options	Sexual Orientations	%
Not sure	Heterosexual (n=24,573)	7%
	Bisexual (n=931)	5%
	Gay (n=402)	7%
	Lesbian (n=279)	5%
	Asexual* (n=70)	--
	Pansexual* (n=78)	--
	Queer* (n=66)	--
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	13%
	Do not know* (n=29)	--
Not applicable – I do not plan to stay in or return to the education sector	Heterosexual (n=24,573)	6%
	Bisexual (n=931)	4%
	Gay (n=402)	7%
	Lesbian (n=279)	7%
	Asexual* (n=70)	--
	Pansexual* (n=78)	--
	Queer* (n=66)	--
	Two-Spirit (n=16)	--
	Another sexual orientation (n=12)	--
	Prefer not to answer (n=2,583)	6%
	Do not know* (n=29)	--

2025 survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply."

*2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

The response category demisexual is not presented in this table because <10 respondents who self-identified with this sexual orientation completed this item.

-- denotes <10 respondents.

Among Racial Categories

Table 7.1.8 demonstrates that over half of respondents within each racial category reported an interest in continuing to teach in their current subject area and capacity over the next five years (ranging from 51%–73%), with the exception of respondents who self-identified as Black. Less than half of respondents who described their racial category as Black reported an interest in continuing to teach in their current subject area and capacity (46%). With respect to administrative leadership, a larger proportion of respondents

who described their racial category as Black indicated an interest in pursuing a position as principal or vice-principal (23%) when compared to other racial categories with which respondents self-identified (ranging from 10%–18%). Similarly, a larger proportion of respondents who described their racial category as Black indicated an interest in pursuing a school system leader position (16%), when compared to other racial categories with which respondents self-identified (ranging from 6%–12%).

Table 7.1.8

Racial categories

By respondents' career pursuits of interest within the education sector

Response Options	Racial Categories	%
Continue teaching in current subject area and capacity	White (n=21,877)	60%
	South Asian (n=1,765)	54%
	Black (n=539)	46%
	East Asian (n=936)	67%
	Middle Eastern or West Asian (n=618)	61%
	Indigenous to North America (n=564)	51%
	Southeast Asian (n=404)	68%
	Latin American (n=308)	59%
	Jewish* (n=254)	59%
	Mixed race* (n=113)	73%
	Additional identity (n=105)	61%
	Prefer not to answer (n=1,793)	52%

Response Options	Racial Categories	%
Move to teaching in another grade or subject area	White (n=21,877)	20%
	South Asian (n=1,765)	26%
	Black (n=539)	26%
	East Asian (n=936)	26%
	Middle Eastern or West Asian (n=618)	21%
	Indigenous to North America (n=564)	18%
	Southeast Asian (n=404)	28%
	Latin American (n=308)	24%
	Jewish* (n=254)	19%
	Mixed race* (n=113)	29%
	Additional identity (n=105)	30%
	Prefer not to answer (n=1,793)	19%
	Other school leader	White (n=21,877)
South Asian (n=1,765)		16%
Black (n=539)		19%
East Asian (n=936)		19%
Middle Eastern or West Asian (n=618)		18%
Indigenous to North America (n=564)		17%
Southeast Asian (n=404)		21%
Latin American (n=308)		15%
Jewish* (n=254)		18%
Mixed race* (n=113)		21%
Additional identity (n=105)		15%
Prefer not to answer (n=1,793)		12%

Response Options	Racial Categories	%
Principal / Vice-Principal	White (n=21,877)	10%
	South Asian (n=1,765)	14%
	Black (n=539)	23%
	East Asian (n=936)	11%
	Middle Eastern or West Asian (n=618)	16%
	Indigenous to North America (n=564)	15%
	Southeast Asian (n=404)	12%
	Latin American (n=308)	13%
	Jewish* (n=254)	11%
	Mixed race* (n=113)	18%
	Additional identity (n=105)	14%
	Prefer not to answer (n=1,793)	10%
Seek a secondment to another position	White (n=21,877)	11%
	South Asian (n=1,765)	10%
	Black (n=539)	13%
	East Asian (n=936)	14%
	Middle Eastern or West Asian (n=618)	11%
	Indigenous to North America (n=564)	12%
	Southeast Asian (n=404)	14%
	Latin American (n=308)	14%
	Jewish* (n=254)	20%
	Mixed race* (n=113)	22%
	Additional identity (n=105)	15%
	Prefer not to answer (n=1,793)	10%

Response Options	Racial Categories	%
Move from a permanent to a daily occasional or supply teaching position	White (n=21,877)	8%
	South Asian (n=1,765)	6%
	Black (n=539)	5%
	East Asian (n=936)	8%
	Middle Eastern or West Asian (n=618)	6%
	Indigenous to North America (n=564)	6%
	Southeast Asian (n=404)	9%
	Latin American (n=308)	7%
	Jewish* (n=254)	6%
	Mixed race* (n=113)	10%
	Additional identity (n=105)	--
	Prefer not to answer (n=1,793)	7%
School system leader	White (n=21,877)	6%
	South Asian (n=1,765)	9%
	Black (n=539)	16%
	East Asian (n=936)	7%
	Middle Eastern or West Asian (n=618)	9%
	Indigenous to North America (n=564)	11%
	Southeast Asian (n=404)	8%
	Latin American (n=308)	10%
	Jewish* (n=254)	11%
	Mixed race* (n=113)	12%
	Additional identity (n=105)	11%
	Prefer not to answer (n=1,793)	6%

Response Options	Racial Categories	%
Move to teaching in another panel	White (n=21,877)	4%
	South Asian (n=1,765)	6%
	Black (n=539)	11%
	East Asian (n=936)	6%
	Middle Eastern or West Asian (n=618)	7%
	Indigenous to North America (n=564)	6%
	Southeast Asian (n=404)	7%
	Latin American (n=308)	7%
	Jewish* (n=254)	--
	Mixed race* (n=113)	--
	Additional identity (n=105)	10%
	Prefer not to answer (n=1,793)	6%
Retirement*	White (n=21,877)	5%
	South Asian (n=1,765)	1%
	Black (n=539)	1%
	East Asian (n=936)	2%
	Middle Eastern or West Asian (n=618)	2%
	Indigenous to North America (n=564)	5%
	Southeast Asian (n=404)	--
	Latin American (n=308)	--
	Jewish* (n=254)	--
	Mixed race* (n=113)	--
	Additional identity (n=105)	--
	Prefer not to answer (n=1,793)	3%

Response Options	Racial Categories	%
Obtain a permanent teaching position*	White (n=21,877)	2%
	South Asian (n=1,765)	4%
	Black (n=539)	3%
	East Asian (n=936)	2%
	Middle Eastern or West Asian (n=618)	3%
	Indigenous to North America (n=564)	3%
	Southeast Asian (n=404)	3%
	Latin American (n=308)	4%
	Jewish* (n=254)	--
	Mixed race* (n=113)	--
	Additional identity (n=105)	--
	Prefer not to answer (n=1,793)	1%
Leave teaching profession entirely*	White (n=21,877)	2%
	South Asian (n=1,765)	1%
	Black (n=539)	1%
	East Asian (n=936)	2%
	Middle Eastern or West Asian (n=618)	--
	Indigenous to North America (n=564)	2%
	Southeast Asian (n=404)	--
	Latin American (n=308)	3%
	Jewish* (n=254)	--
	Mixed race* (n=113)	--
	Additional identity (n=105)	--
	Prefer not to answer (n=1,793)	2%

Response Options	Racial Categories	%
Other	White (n=21,877)	2%
	South Asian (n=1,765)	2%
	Black (n=539)	2%
	East Asian (n=936)	2%
	Middle Eastern or West Asian (n=618)	--
	Indigenous to North America (n=564)	2%
	Southeast Asian (n=404)	--
	Latin American (n=308)	3%
	Jewish* (n=254)	5%
	Mixed race* (n=113)	9%
	Additional identity (n=105)	--
	Prefer not to answer (n=1,793)	2%
	Not sure	White (n=21,877)
South Asian (n=1,765)		10%
Black (n=539)		8%
East Asian (n=936)		9%
Middle Eastern or West Asian (n=618)		8%
Indigenous to North America (n=564)		8%
Southeast Asian (n=404)		8%
Latin American (n=308)		8%
Jewish* (n=254)		9%
Mixed race* (n=113)		--
Additional identity (n=105)		15%
Prefer not to answer (n=1,793)		14%

Response Options	Racial Categories	%
Not applicable – I do not plan to stay in or return to the education sector	White (n=21,877)	6%
	South Asian (n=1,765)	3%
	Black (n=539)	5%
	East Asian (n=936)	4%
	Middle Eastern or West Asian (n=618)	5%
	Indigenous to North America (n=564)	7%
	Southeast Asian (n=404)	3%
	Latin American (n=308)	--
	Jewish* (n=254)	7%
	Mixed race* (n=113)	--
	Additional identity (n=105)	--
	Prefer not to answer (n=1,793)	7%

2025 survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply."

The 10 most frequently reported racial categories are presented in this table.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents.

Respondents Who Held a Full-Time Permanent Teaching Position and Were Interested in Pursuing a Principal or Vice-Principal Position

Disability

Among Respondents Who Held a Full-Time Permanent Teaching Position Between September 2024 and August 2025

Among respondents who reported holding full-time permanent teaching positions, 12 percent of those who did not consider themselves to be a person with a disability, and 11 percent of those who considered themselves to

be a person with a disability indicated an interest in pursuing a principal and/or vice-principal position over the next five years (refer to Table 7.2.1). These proportions are similar to all survey respondents who were interested in pursuing a principal and/or vice-principal position (11%).

Table 7.2.1
Disability

Among respondents who held a full-time permanent teaching position between September 2024 and August 2025 and were interested in pursuing a principal/vice-principal position over the next five years

Response Options	Count	%
No – I do not consider myself a person with a disability (n=13,042)	1,539	12%
Yes – I consider myself a person with a disability (n=3,522)	370	11%
Physical disability (n=1,999)	196	10%
Mental health-related disability (n=1,859)	185	10%
Cognitive disability (n=1,410)	163	12%
Prefer not to answer* (n=111)	14	13%
I am not sure (n=605)	69	11%
Prefer not to answer (n=578)	65	11%

Survey item: “Do you consider yourself a person with a disability? Please select all that apply.” [Multiple response item]

* Survey item response category reflecting a theme created from open-ended answers provided by respondents.

Gender

Among Respondents Who Held a Full-Time Permanent Teaching Position Between September 2024 and August 2025

As seen in Table 7.2.2, 16 percent of respondents who self-identified as a cisgender man and who held a full-time permanent teaching position reported an interest in pursuing a principal and/or vice-principal position over the next five years. This proportion is larger than that of all respondents who were interested in pursuing a principal and/or vice-principal position (11%).

Among respondents who held a full-time permanent teaching position, 12 percent of those who self-identified as non-binary, and 10 percent of those who self-identified as a cisgender woman, reported being interested in pursuing a principal and/or vice-principal position over the next five years.

Table 7.2.2

Gender

Among respondents who held a full-time permanent teaching position between September 2024 and August 2025 and were interested in pursuing a principal/vice-principal position over the next five years

Response Options	Count	%
Cisgender woman (n=13,081)	1,311	10%
Cisgender man (n=3,615)	585	16%
Non-binary (n=89)	11	12%
Prefer not to answer (n=816)	107	13%

Survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply." [Multiple response item]

The response categories transgender woman, transgender man, Two-Spirit, and "another gender" are not presented in this table because <10 respondents who self-identified with these gender categories completed this item.

Sexual Orientation

Among Respondents Who Held a Full-Time Permanent Teaching Position Between September 2024 and August 2025

Table 7.2.3 demonstrates that among respondents who held a full-time permanent teaching position, 17 percent of those who self-identified as gay, and 15 percent of those who self-identified as lesbian, reported being interested in pursuing a principal and/or vice-principal position over the next five years. These proportions are larger than

of all respondents who were interested in pursuing a principal and/or vice-principal position (11%).

Among respondents who held a full-time permanent teaching position, 11 percent of those who described their sexual orientation as heterosexual, and nine percent of those who self-identified as bisexual, indicated that they were interested in pursuing a principal and/or vice-principal position over the next five years.

Table 7.2.3
Sexual orientation

Among respondents who held a full-time permanent teaching position between September 2024 and August 2025 and were interested in pursuing a principal/vice-principal position over the next five years

Response Options	Count	%
Heterosexual (n=15,090)	1,733	11%
Bisexual (n=505)	46	9%
Gay (n=231)	40	17%
Lesbian (n=147)	22	15%
Prefer not to answer (n=1,441)	165	11%

Survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply." [Multiple response item]

The response categories asexual, pansexual, queer, Two-Spirit, demisexual, and "another sexual orientation" are not presented in this table because <10 respondents who self-identified with these sexual orientation categories completed this item.

-- denotes <10 respondents.

Racial Category

Among respondents who held a full-time permanent teaching position between September 2024 and August 2025

As seen in Table 7.2.4, more than one-quarter of respondents who self-identified as North African and/or Black and held a full-time permanent teaching position reported an interest in pursuing a principal and/or vice-principal position over the next five years (27% and 26%, respectively). These proportions are larger than that of all respondents who were interested in pursuing a principal and/or vice-principal position (11%).

Among respondents who held a full-time permanent teaching position, 19 percent of respondents who reported being of mixed race, 18

percent who self-identified as Middle Eastern or West Asian, and 17 percent of respondents who self-identified as South Asian reported an interest in pursuing a principal and/or vice-principal position over the next five years.

Among respondents who held a full-time permanent teaching position, the smallest proportions of those who indicated an interest in pursuing a principal and/or vice-principal position over the next five years self-identified as white (10%), East Asian (11%), Southeast Asian (13%), and/or Jewish (13%). These proportions are similar to all survey respondents who were interested in pursuing a principal and/or vice-principal position (11%).

Table 7.2.4
Racial category

Among respondents who held a full-time permanent teaching position between September 2024 and August 2025 and were interested in pursuing a principal/vice-principal position over the next five years

Response Options	Count	%
White (n=13,843)	1,412	10%
South Asian (n=706)	122	17%
Black (n=784)	206	26%
East Asian (n=553)	59	11%
Middle Eastern or West Asian (n=323)	57	18%
Indigenous to North America (n=358)	55	15%
Southeast Asian (n=209)	27	13%
Latin American (n=181)	28	15%

Response Options	Count	%
Jewish* (n=157)	21	13%
Mixed race* (n=72)	14	19%
North African* (n=37)	10	27%
Prefer not to answer (n=1,111)	128	12%

Survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply." [Multiple response item]

* Survey item response categories reflecting themes created from open-ended answers provided by respondents.

The response categories Caribbean, Mediterranean, and "additional identity not described here" are not presented in this table because <10 respondents who self-identified with these racial categories completed this item.

Table 7.2.4.1 demonstrates that among respondents who described their racial category as Indigenous to North America and held a full-time permanent teaching position, 16 percent of those who self-identified as First Nations indicated an interest in pursuing a

principal and/or vice-principal position over the next five years. Thirteen percent of respondents who self-identified as Métis reported being interested in pursuing a principal and/or vice-principal position over the next five years.

Table Count 7.2.4.1 Indigenous to North America

Among respondents who held a full-time permanent teaching position between September 2024 and August 2025 and were interested in pursuing a principal/vice-principal position over the next five years

Response Options	Count	%
First Nations (n=198)	32	16%
Métis (n=109)	14	13%
Inuk, Inuit	--	--

Survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply." [Multiple response item]

-- denotes <10 respondents.

When Planning to Leave the Profession in Ontario

A larger proportion of respondents who plan to leave the teaching profession in Ontario within four to ten years reported an interest in continuing to teach in their current subject area and capacity (65%), when compared to those who are planning to leave the profession within one to three years (35%). Similarly, a larger proportion of respondents who plan to leave the teaching profession within four to 10 years reported interest in teaching in another grade or subject area (18%), seeking a secondment to

another position (15%), and pursuing a school leader position (14%), when compared to those planning to leave the profession earlier (10%, 9% and 7%, respectively). Among respondents who plan to leave the profession in the next three years, 16 percent expressed an interest in moving from a permanent to a daily occasional or supply teaching position. In comparison, a smaller percentage of those who plan to leave teaching later reported an interest in this career change (7%) (Table 7.2.5).

Table 7.2.5
Year ranges when planning to leave the profession in Ontario
 By respondents' career pursuits of interest in education

When Planning to Leave the Profession

Response Options	Leaving Within 1-3 Years (n=4,482)	Leaving Within 4 -10 Years (n=8,540)
Continue teaching in current subject area and capacity	35%	65%
Move to teaching in another grade or subject area	10%	18%
Other school leader	7%	14%
Principal / Vice-Principal	7%	11%
Seek a secondment to another position	9%	15%
Move from a permanent to a daily occasional or supply teaching position	16%	7%
School system leader	5%	7%
Move to teaching in another panel	4%	5%
Retirement*	13%	3%
Obtain a permanent teaching position*	1%	1%

Response Options	Leaving Within 1-3 Years (n=4,482)	Leaving Within 4 -10 Years (n=8,540)
Leave teaching profession entirely*	4%	2%
Other	2%	2%
Not sure	9%	6%
Not applicable – I do not plan to stay in or return to education	16%	2%

Respondent count: n=13,022

2025 survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply." [Multiple response item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

Barriers to Pursuing Alternative Paths

Perceived Barriers to Pursuing Alternative Paths in New Opportunities Within the Profession

As seen in Table 7.3, in both 2025 and 2024 *Focus on Teaching* surveys, the top reported perceived barriers to pursuing alternative paths in new opportunities within the profession include loss of seniority (23% in 2025 and 28% in 2024) and too many administrative hurdles to apply for new opportunities (20% in 2025 and 30% in 2024). In 2025, 18 percent of respondents also reported that the positions they desire to hold were not frequently available or hiring.

In 2025, 49 percent of respondents did not report barriers to pursuing alternative paths in new opportunities within the profession (40% had no desire to pursue other opportunities and 9% did not perceive any barriers). Similarly, in 2024, 46 percent of respondents did not report barriers to pursuing alternative paths in new opportunities within the profession (33% had no desire to pursue other opportunities and 13% did not perceive any barriers).

Table 7.3**By survey year**

By perceived barriers to pursuing alternative paths in new opportunities within the profession

Response Options	2025 Survey (n=30,123)	2024 Survey (n=28,685)
Loss of seniority (if change district school boards)	23%	28%
Too many administrative hurdles to apply for new opportunities (e.g. documents to complete)	20%	30%
The positions that I desire to hold are not frequently available or hiring	18%	N/I
Discrimination (racism, ageism, sexual orientation, language, other)	10%	12%
Restrictions on the type(s) of positions that I am allowed to hold or subjects I am allowed to teach with my qualifications	10%	N/I
Geographic location	10%	13%
Loss of financial security / income (i.e. if wanting to pursue higher education)	9%	N/I
Loss of my current support system	7%	N/I
Lack of encouragement from peers or superiors	7%	8%
Religious affiliation	3%	3%
Nepotism or favouritism in hiring and promotions*	1%	N/I
Excessive workload, stress, or unattractive job duties in desired roles*	0.3%	N/I
Retirement / pension rules*	0.2%	N/I
Lack of information or transparency about available opportunities*	0.2%	N/I
Family responsibilities or time constraints*	0.2%	N/I
Personal health or disability limits ability to pursue opportunities*	0.1%	N/I
Other	1%	0.4%

Response Options	2025 Survey (n=30,123)	2024 Survey (n=28,685)
I do not perceive any barriers	9%	13%
Not applicable – I do not desire to pursue other opportunities	40%	33%
Lack of respect or recognition as a professional**	N/I	0.3%
Need for additional certification or qualifications**	N/I	1%
Lack of funding or financial barriers**	N/I	1%
Family or personal obligations**	N/I	0.3%
Lack of opportunities or job openings**	N/I	1%
Nepotism or favouritism in hiring**	N/I	1%
Health issues or disabilities**	N/I	0.2%
Work-life balance issues**	N/I	0.5%
Lack of support from administration**	N/I	1%
Bias or discrimination in hiring practices**	N/I	0.5%
Don't know/Nothing**	N/I	0.2%

2025 respondent count: n=30,123

2025 Survey item: "If you desire to pursue alternative paths in new opportunities within the profession, are there barriers that you perceive in being able to do so? Please select all that apply." [Multiple response item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

** 2024 survey item response categories reflecting themes created from open-ended answers provided by respondents.

N/I denotes that this response category was not included in the respective year of the Focus on Teaching survey.

Jurisdiction in Which Respondents Indicated They Completed Their Initial Teacher Education Program

Table 7.3.1 demonstrates that the three most frequently reported perceived barriers to pursuing alternative paths in the education profession among respondents who reported completing their initial teacher education program in Ontario, in Canada but outside of Ontario, or in a country other than Canada included:

1. Loss of seniority if they change district school boards (19%, 24%, and 19%, respectively).
2. Too many administrative hurdles to apply for new opportunities (19%, 20%, and 20%, respectively).
3. The positions of interest are not frequently available or hiring (17%, 18%, and 17%, respectively).

Similar to the full survey sample, approximately half of respondents who reported completing their initial teacher education program in Ontario (55%), in Canada but outside of Ontario (50%), or in a country other than Canada (50%) did not report barriers to pursuing alternative paths within the profession. These respondents indicated that they had no desire to pursue other opportunities (45%, 41%, and 38%, respectively) and/or that they did not perceive any barriers to pursuing alternative paths within the profession (10%, 9%, and 12%, respectively).

Table 7.3.1**Jurisdiction in which respondents indicated completing their initial teacher education program**

By perceived barriers to pursuing alternative paths in new opportunities within the profession

Response Options	In Ontario (n=23,197)	In Canada, Outside of Ontario (n=1,581)	In Another Country Other Than Canada (n=5,125)
Loss of seniority (if change in district school boards)	19%	24%	19%
Too many administrative hurdles to apply for new opportunities (e.g. documents to complete)	19%	20%	20%
The positions that I desire to hold are not frequently available or hiring	17%	18%	17%
Discrimination (racism, ageism, sexual orientation, language, other)	10%	10%	12%
Restrictions on the type(s) of positions that I am allowed to hold or subjects I am allowed to teach with my qualifications	9%	10%	11%
Geographic location	9%	10%	9%
Loss of financial security / income (i.e. if wanting to pursue higher education)	8%	10%	8%
Loss of my current support system	5%	8%	6%
Lack of encouragement from peers or superiors	7%	8%	7%
Religious affiliation	3%	2%	3%
Nepotism or favouritism in hiring and promotions*	1%	1%	1%

Response Options	In Ontario (n=23,197)	In Canada, Outside of Ontario (n=1,581)	In Another Country Other Than Canada (n=5,125)
Excessive workload, stress, or unattractive job duties in desired roles*	--	0.4%	0.2%
Retirement / pension rules*	--	0.2%	--
Lack of information or transparency about available opportunities*	--	0.2%	0.2%
Family responsibilities or time constraints*	--	0.2%	--
Personal health or disability limits ability to pursue opportunities*	--	0.2%	--
Other	--	1%	1%
I do not perceive any barriers	10%	9%	12%
Not applicable – I do not desire to pursue other opportunities	45%	41%	38%

Respondent count: n=32,209

Survey item: "If you desire to pursue alternative paths in new opportunities within the profession, are there barriers that you perceive in being able to do so? Please select all that apply." [Multiple response item]

* Survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents

Disability

Table 7.3.2 demonstrates that one quarter of respondents who consider themselves a person with a disability reported that the number of administrative hurdles required to apply for new opportunities was a barrier to pursuing alternative paths in the profession (26%). Similar proportions were reported among those who noted having a physical disability (25%), a mental health-related disability (29%) and/or a cognitive disability (29%). In comparison, this barrier was reported by 18 percent of respondents who did not consider themselves a person with a disability.

Seventeen percent of respondents who reported having a disability indicated that they perceived discrimination to be a barrier to pursuing alternative

paths within the profession and similar proportions were reported among those who indicated having specific disabilities (ranging from 17%–19%). Comparatively, eight percent of respondents who did not have a disability cited discrimination as a barrier to pursuing alternative paths.

Similar proportions of respondents who reported having one or more disabilities, and among those who did not have a disability, indicated that geographic location (ranging from 9%–16%), loss of their current support system (ranging from 6%–13%), and lack of encouragement from peers or superiors (ranging from 6%–15%) were barriers to pursuing alternative paths in new opportunities within the profession.

Table 7.3.2
Disability

By perceived barriers to pursuing alternative paths in new opportunities within the profession

Response Options	Disability	%
Too many administrative hurdles to apply for new opportunities	No disability (n=21,461)	18%
	Yes (n=5,563)	26%
	Yes - Physical (n=3,141)	25%
	Yes - Mental health-related (n=2,782)	29%
	Yes - Cognitive (n=2,213)	29%
	Yes - Another disability* (n=19)	63%
	Yes - Prefer not to answer (n=166)	30%
	I am not sure (n=1,022)	27%
	Prefer not to answer (n=959)	23%

Response Options	Disability	%
Discrimination	No disability (n=21,461)	8%
	Yes (n=5,563)	17%
	Yes - Physical (n=3,141)	18%
	Yes - Mental health-related (n=2,782)	19%
	Yes - Cognitive (n=2,213)	17%
	Yes - Another disability* (n=19)	63%
	Yes - Prefer not to answer (n=166)	27%
	I am not sure (n=1,022)	14%
	Prefer not to answer (n=959)	13%
Geographic location	No disability (n=21,461)	9%
	Yes (n=5,563)	14%
	Yes - Physical (n=3,141)	14%
	Yes - Mental health-related (n=2,782)	16%
	Yes - Cognitive (n=2,213)	16%
	Yes - Another disability* (n=19)	--
	Yes - Prefer not to answer (n=166)	20%
	I am not sure (n=1,022)	12%
	Prefer not to answer (n=959)	11%
Loss of my current support system	No disability (n=21,461)	6%
	Yes (n=5,563)	11%
	Yes - Physical (n=3,141)	10%
	Yes - Mental health-related (n=2,782)	13%
	Yes - Cognitive (n=2,213)	13%
	Yes - Another disability* (n=19)	--
	Yes - Prefer not to answer (n=166)	13%
	I am not sure (n=1,022)	12%
	Prefer not to answer (n=959)	9%

Response Options	Disability	%
Lack of encouragement from peers or superiors	No disability (n=21,461)	6%
	Yes (n=5,563)	12%
	Yes - Physical (n=3,141)	11%
	Yes - Mental health-related (n=2,782)	15%
	Yes - Cognitive (n=2,213)	13%
	Yes - Another disability* (n=19)	--
	Yes - Prefer not to answer (n=166)	15%
	I am not sure (n=1,022)	12%
	Prefer not to answer (n=959)	10%
	I am not sure (n=1,042)	2%

Survey item: "If you desire to pursue alternative paths in new opportunities within the profession, are there barriers that you perceive in being able to do so? Please select all that apply." [Multiple response item]

-- denotes <10 respondents

Gender Identity

Table 7.3.3 shows that a larger proportion of respondents who self-identified as non-binary reported that they perceived discrimination to be a barrier to pursuing alternative paths within the profession (41%), when compared to respondents who described their gender as a cisgender woman (9%) or a cisgender man (12%). Similarly, almost one-third of those who self-identified as non-binary indicated that the number of administrative hurdles required to apply for new opportunities was a barrier to pursuing alternative paths (32%), while this barrier was reported by 19 percent of those who self-identified as a cisgender woman (19%) or a cisgender man (22%).

Geographic location and loss of their current support system were noted as barriers to pursuing alternative paths

within the profession by respondents who self-identified as non-binary (21% and 19%, respectively). Smaller proportions of those who described their gender as a cisgender man (11% and 6%, respectively) or a cisgender woman (10% and 7%, respectively) reported these as barriers to pursuing alternative paths.

Sixteen percent of respondents who described their gender as non-binary indicated that the lack of encouragement from their peers or superiors was a barrier to pursuing alternative paths in new opportunities within the profession. This barrier was reported by seven percent of those who self-identified as a cisgender woman and eight percent of those who self-identified as a cisgender man.

Table 7.3.3
Gender identity

By perceived barriers to pursuing alternative paths in new opportunities within the profession

Response Options	Gender Identity	%
Too many administrative hurdles to apply for new opportunities	Cisgender woman (n=21,293)	19%
	Cisgender man (n=5,890)	22%
	Non-binary (n=145)	32%
	I don't know* (n=41)	39%
	Prefer not to answer (n=1,391)	21%

Response Options	Gender Identity	%
Discrimination	Cisgender woman (n=21,293)	9%
	Cisgender man (n=5,890)	12%
	Non-binary (n=145)	41%
	I don't know* (n=41)	34%
	Prefer not to answer (n=1,391)	14%
Geographic location	Cisgender woman (n=21,293)	10%
	Cisgender man (n=5,890)	11%
	Non-binary (n=145)	21%
	I don't know* (n=41)	--
	Prefer not to answer (n=1,391)	7%
Loss of my current support system	Cisgender woman (n=21,293)	7%
	Cisgender man (n=5,890)	6%
	Non-binary (n=145)	19%
	I don't know* (n=41)	--
	Prefer not to answer (n=1,391)	7%
Lack of encouragement from peers or superiors	Cisgender woman (n=21,293)	7%
	Cisgender man (n=5,890)	8%
	Non-binary (n=145)	16%
	I don't know* (n=41)	--
	Prefer not to answer (n=1,391)	9%

Survey item: "If you desire to pursue alternative paths in new opportunities within the profession, are there barriers that you perceive in being able to do so? Please select all that apply." [Multiple response item]

* Survey item response category reflecting a theme created from open-ended answers provided by respondents.

The response categories transgender woman, transgender man, Two-Spirit, and "another gender" are not presented in this table because <10 respondents who self-identified with these gender categories completed this item.

-- denotes <10 respondents

Sexual Orientation

One-third of respondents who self-identified as queer (32%) and close to one-quarter of respondents who self-identified as asexual (27%), pansexual (23%) and/or gay (22%) reported that they perceived discrimination to be a barrier to pursuing alternative paths within the profession. In comparison, a smaller proportion of respondents who described their sexual orientation as heterosexual reported discrimination as a barrier (9%) (Table 7.3.4).

More than one-third of respondents who self-identified as pansexual (37%) and 31 percent of those who described their sexual orientation as asexual reported that the number of administrative hurdles required to apply for new opportunities was a barrier to pursuing alternative paths in the profession. Close to one-quarter of respondents who self-identified as bisexual (24%), lesbian (24%), queer (26%) and/or gay (28%), and 19 percent of those who described their sexual orientation as heterosexual reported this factor as a barrier to pursuing alternative paths.

Geographic location was reported as a barrier to pursuing alternative paths within the profession by close to one-quarter of respondents who self-identified as queer (25%), asexual (24%) and/or pansexual (23%). In addition, loss of their current support system was cited as a barrier by approximately one-quarter of respondents who described their sexual orientation as queer (23%). Comparatively smaller proportions of respondents who described their sexual orientation as

heterosexual reported both barriers (9% and 7%, respectively), and nine percent of respondents who self-identified as gay reported loss of their current support system as a barrier to pursuing alternative paths in the profession.

Nineteen percent of respondents who described their gender as queer indicated that the lack of encouragement from their peers or superiors was a barrier to pursuing alternative paths in new opportunities within the profession. A smaller proportion of respondents who self-identified as heterosexual reported this barrier (7%).

Similar to the full survey sample, 12 percent of respondents who self-identified as a cisgender man and nine percent of respondents who described their gender as a cisgender woman reported that they perceived discrimination to be a barrier to pursuing alternative paths within the profession.

Table 7.3.4
Sexual orientation

By perceived barriers to pursuing alternative paths in new opportunities within the profession

Response Options	Sexual Orientation	%
Too many administrative hurdles to apply for new opportunities	Heterosexual (n=24,268)	19%
	Bisexual (n=911)	24%
	Gay (n=404)	28%
	Lesbian (n=275)	24%
	Asexual* (n=99)	31%
	Queer* (n=77)	26%
	Pansexual* (n=86)	37%
	I don't know* (n=47)	30%
	Prefer not to answer (n=2,530)	22%
Discrimination	Heterosexual (n=24,268)	9%
	Bisexual (n=911)	15%
	Gay (n=404)	22%
	Lesbian (n=275)	19%
	Asexual* (n=99)	27%
	Queer* (n=77)	32%
	Pansexual* (n=86)	23%
	I don't know* (n=47)	21%
	Prefer not to answer (n=2,530)	13%

Response Options	Sexual Orientation	%
Geographic location	Heterosexual (n=24,268)	9%
	Bisexual (n=911)	16%
	Gay (n=404)	14%
	Lesbian (n=275)	15%
	Asexual* (n=99)	24%
	Queer* (n=77)	25%
	Pansexual* (n=86)	23%
	I don't know* (n=47)	--
	Prefer not to answer (n=2,530)	11%
Loss of my current support system	Heterosexual (n=24,268)	7%
	Bisexual (n=911)	15%
	Gay (n=404)	9%
	Lesbian (n=275)	11%
	Asexual* (n=99)	18%
	Queer* (n=77)	23%
	Pansexual* (n=86)	21%
	I don't know* (n=47)	--
	Prefer not to answer (n=2,530)	8%
Lack of encouragement from peers or superiors	Heterosexual (n=24,268)	7%
	Bisexual (n=911)	11%
	Gay (n=404)	11%
	Lesbian (n=275)	10%
	Asexual* (n=99)	14%
	Queer* (n=77)	19%
	Pansexual* (n=86)	15%
	I don't know* (n=47)	--
	Prefer not to answer (n=2,530)	9%

Survey item: "If you desire to pursue alternative paths in new opportunities within the profession, are there barriers that you perceive in being able to do so? Please select all that apply." [Multiple response item]

* Survey item response categories reflecting themes created from open-ended answers provided by respondents.

The response categories Two-Spirit, demisexual, and "another sexual orientation" are not presented in this table because <10 respondents who self-identified with these sexual orientation categories completed this item.

-- denotes <10 respondents

Similar to the full survey sample, 12 percent of respondents who self-identified as a cisgender man and nine percent of respondents who described their gender as cisgender woman reported that they perceived discrimination to be a barrier to pursuing alternative paths within the profession.

Racial Category

As seen in Table 7.3.5.1 and Table 7.3.5.2, larger proportions of respondents who self-identified as Caribbean (30%), Black (26%), Jewish (24%), mixed race (23%), North African (23%), South Asian (22%), Middle Eastern or West Asian (21%), Southeast Asian (21%) and/or First Nations (20%) reported that they perceived discrimination to be a barrier to pursuing alternative paths within the profession, when compared to respondents who described their racial category as white (7%).

More than one-third of respondents who self-identified as North African (36%), mixed race (36%), and/or Caribbean (35%), and close to one-quarter of those who described their racial category as Southeast Asian (27%), East Asian (26%), Middle Eastern or West Asian (25%), South Asian (24%), Black (23%) and/or Métis (23%) reported that the number of administrative hurdles required to apply for new opportunities was a barrier to pursuing alternative paths in the profession.

Geographic location was reported as a barrier to pursuing alternative paths within the profession by one-quarter of respondents who self-identified as North African (25%). Smaller proportions of respondents who described their racial category as Jewish (5%) and/or white (9%) reported this barrier.

Across racial categories, relatively similar proportions of respondents reported that the loss of their current support system (ranging from 6%–13%) and the lack of encouragement from their peers or superiors (ranging from 7%–16%) were barriers to pursuing alternative paths in new opportunities within the profession.

Table 7.3.5.1**Racial category**

By perceived barriers to pursuing alternative paths in new opportunities within the profession

Response Options	Racial Category	%
Too many administrative hurdles to apply for new opportunities	White (n=21,618)	19%
	South Asian (n=1,719)	24%
	Black (n=1,508)	23%
	East Asian (n=917)	26%
	Middle Eastern or West Asian (n=622)	25%
	Indigenous to North America (n=557)	20%
	Southeast Asian (n=399)	27%
	Latin American (n=313)	29%
	Jewish* (n=257)	22%
	Mixed Race* (n=132)	36%
	Caribbean* (n=74)	35%
	North African* (n=53)	36%
	Mediterranean* (n=12)	26%
	Additional identity not described here (n=112)	36%
Prefer not to answer (n=1,753)	24%	

Response Options	Racial Category	%
Discrimination	White (n=21,618)	7%
	South Asian (n=1,719)	22%
	Black (n=1,508)	26%
	East Asian (n=917)	16%
	Middle Eastern or West Asian (n=622)	21%
	Indigenous to North America (n=557)	17%
	Southeast Asian (n=399)	21%
	Latin American (n=313)	18%
	Jewish* (n=257)	24%
	Mixed Race* (n=132)	23%
	Caribbean* (n=74)	30%
	North African* (n=53)	23%
	Mediterranean* (n=12)	--
	Additional identity not described here (n=112)	21%
Prefer not to answer (n=1,753)	14%	

Response Options	Racial Category	%
Geographic location	White (n=21,618)	9%
	South Asian (n=1,719)	13%
	Black (n=1,508)	14%
	East Asian (n=917)	18%
	Middle Eastern or West Asian (n=622)	15%
	Indigenous to North America (n=557)	12%
	Southeast Asian (n=399)	19%
	Latin American (n=313)	13%
	Jewish* (n=257)	5%
	Mixed Race* (n=132)	14%
	Caribbean* (n=74)	18%
	North African* (n=53)	25%
	Mediterranean* (n=12)	--
	Additional identity not described here (n=112)	15%
	Prefer not to answer (n=1,753)	10%

Response Options	Racial Category	%
Loss of my current support system	White (n=21,618)	7%
	South Asian (n=1,719)	7%
	Black (n=1,508)	6%
	East Asian (n=917)	13%
	Middle Eastern or West Asian (n=622)	8%
	Indigenous to North America (n=557)	8%
	Southeast Asian (n=399)	11%
	Latin American (n=313)	8%
	Jewish* (n=257)	6%
	Mixed Race* (n=132)	10%
	Caribbean* (n=74)	--
	North African* (n=53)	--
	Mediterranean* (n=12)	--
	Additional identity not described here (n=112)	9%
Prefer not to answer (n=1,753)	7%	

Response Options	Racial Category	%
Lack of encouragement from peers or superiors	White (n=21,618)	7%
	South Asian (n=1,719)	12%
	Black (n=1,508)	10%
	East Asian (n=917)	11%
	Middle Eastern or West Asian (n=622)	10%
	Indigenous to North America (n=557)	9%
	Southeast Asian (n=399)	11%
	Latin American (n=313)	15%
	Jewish* (n=257)	9%
	Mixed Race* (n=132)	11%
	Caribbean* (n=74)	16%
	North African* (n=53)	--
	Mediterranean* (n=12)	26%
	Additional identity not described here (n=112)	16%
Prefer not to answer (n=1,753)	8%	

Survey item: "If you desire to pursue alternative paths in new opportunities within the profession, are there barriers that you perceive in being able to do so? Please select all that apply." [Multiple response item]

* Survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents

Table 7.3.5.2
Indigenous to North America

By perceived barriers to pursuing alternative paths in new opportunities within the profession

Response Options	Indigenous to North America	%
Too many administrative hurdles to apply for new opportunities	First Nations (n=331)	18%
	Métis (n=155)	23%
	Inuk, Inuit	--
Discrimination	First Nations (n=331)	20%
	Métis (n=155)	15%
	Inuk, Inuit	--
Geographic location	First Nations (n=331)	13%
	Métis (n=155)	11%
	Inuk, Inuit	--
Loss of my current support system	First Nations (n=331)	7%
	Métis (n=155)	9%
	Inuk, Inuit	--
Lack of encouragement from peers or superiors	First Nations (n=331)	8%
	Métis (n=155)	8%
	Inuk, Inuit	--

Survey item: "If you desire to pursue alternative paths in new opportunities within the profession, are there barriers that you perceive in being able to do so? Please select all that apply." [Multiple response item]

* Survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents

Leaving the Profession: When and Why

When Planning to Leave the Teaching Profession in Ontario

Table 7.4 demonstrates that among respondents in the 2025 *Focus on Teaching* survey, 21 percent reported that they plan to leave the teaching profession in Ontario within three years, and 27 percent plan to leave within four to 10 years. Forty-one percent of respondents reported that they do not plan to leave the profession within the next 10 years.

In the 2025 *Focus on Teaching* survey, the proportion of respondents who reported that they plan to leave the teaching profession in Ontario within

three years is relatively consistent with the proportion reported in 2024 (21% and 19%, respectively). A smaller proportion of respondents in the 2025 survey reported that they were not sure when they planned to leave the teaching profession, when compared to respondents in the 2024 *Focus on Teaching* survey (11% and 29%, respectively).

In the 2025 survey, a smaller proportion of respondents reported that they plan to leave the teaching profession in Ontario in more than 10 years (14%), when compared to respondents in 2024 (25%).

Table 7.4
By survey year

By when respondents plan to leave the teaching profession in Ontario

Response Options	2025 Survey (n=31,572)	2024 Survey (n=35,405)
Planning to leave within a year	7%	7%
Planning to leave within 2 to 3 years	14%	12%
Planning to leave within 4 to 10 years	27%	27%
Planning to leave in more than 10 years	14%	25%
I am not sure	11%	29%
Not applicable – I have no current plans to leave the profession within the next 10 years	27%	N/I

2025 survey respondent count: n=31,572

2025 survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

N/I denotes that this response category was not included in the respective year of the *Focus on Teaching* survey.

Date of Birth

Sixteen percent of respondents between 21 and 30 years of age, and 11 percent of respondents between 31 and 40 years of age, reported that they plan to leave the teaching profession in Ontario within three years. Approximately two-thirds of respondents between 21 and 30 years of age (63%), and those between 31 and 40 years of age (66%) reported that they do not plan to leave the profession within the next 10 years (refer to Table 7.4.1).

Table 7.4.1

Date of birth (1985 – 2004)

By when respondents plan to leave the teaching profession in Ontario

Date of Birth – Year Ranges

Response Options	1995–2004 (Ages 21–30 Years) (n=2,117)	1985–1994 (Ages 31–40 Years) (n=6,387)
Planning to leave within a year	5%	3%
Planning to leave within 2 to 3 years	11%	8%
Planning to leave within 4 to 10 years	9%	10%
Planning to leave in more than 10 years	15%	20%
I am not sure	12%	13%
Not applicable – I have no current plans to leave the profession within the next 10 years	48%	46%

Respondent count: n=8,504

Survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

Date of Birth and First Career

As seen in Table 7.4.1.1, among respondents who reported that their job as a certified teacher was their first career, 14 percent of those between 21 and 30 years of age, and 11 percent of those between 31 and 40 years of age reported that they plan to leave the teaching profession in Ontario within the next three years. Among respondents who reported that being a certified teacher was not their first career, 18 percent of those between 21 and 30 years of age, and 11 percent of those between 31 and 40 years of age reported that they plan to leave the teaching profession in Ontario within the next three years.

Among respondents who reported that their job as a certified teacher was their first career, two-thirds of those between 21 and 30 years of age (65%), and those between 31 and 40 years of age (66%) reported that they do not plan to leave the profession within the next 10 years. Among respondents who reported that being a certified teacher was not their first career, 58 percent of those between 21 and 30 years of age, and 66 percent of those between 31 and 40 years of age reported that they do not plan to leave the teaching profession within the next 10 years.

Table 7.4.1.1

Date of birth (1985–2004) and whether being a certified teacher was a first career or not

By when respondents plan to leave the teaching profession in Ontario

Job as a Certified Teacher was Their First Career

1995–2004 (ages 21–30 years) (n=2,097)

Response Options	Yes (n=1,699)	No (n=321)	I am Not Sure (n=65)	Prefer Not to Answer (n=12)
Planning to leave within a year	4%	6%	--	--
Planning to leave within 2 to 3 years	10%	12%	17%	--
Planning to leave within 4 to 10 years	9%	10%	15%	--
Planning to leave in more than 10 years	16%	12%	--	--
I am not sure	11%	13%	35%	--
Not applicable – I have no current plans to leave the profession within the next 10 years	49%	46%	32%	100%

Job as a Certified Teacher was Their First Career

1985–1994 (ages 31–40 years) (n=6,361)

Response Options	Yes (n=4,645)	No (n=1,544)	I am not sure (n=114)	Prefer not to Answer (n=58)
Planning to leave within a year	3%	3%	--	--
Planning to leave within 2 to 3 years	8%	8%	--	--
Planning to leave within 4 to 10 years	10%	9%	10%	--
Planning to leave in more than 10 years	21%	18%	15%	--
I am not sure	13%	13%	31%	43%
Not applicable – I have no current plans to leave the profession within the next 10 years	45%	48%	45%	57%

Respondent count: n=8,504

Survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

-- denotes <10 respondents.

Jurisdiction Indicated by Respondent

Twenty-two percent of respondents who indicated that they completed their initial teacher education program in Canada, and 17 percent of those who completed their teacher education program outside of Canada, reported that they plan to leave the teaching profession in Ontario within the next three years. Forty percent of

respondents who completed their teacher education program in Canada and 45 percent of respondents who completed their teacher education program outside of Canada indicated that they do not plan to leave the teaching profession within the next 10 years (refer to Table 7.4.2).

Table 7.4.2

Jurisdiction in which respondents indicated completing their initial teacher education program

By when respondents plan to leave the teaching profession in Ontario

Response Options	In Canada (n=25,811)	Outside of Canada (n=5,707)
Planning to leave within a year	7%	5%
Planning to leave within 2 to 3 years	15%	12%
Planning to leave within 4 to 10 years	28%	25%
Planning to leave in more than 10 years	14%	13%
I am not sure	10%	13%
Not applicable – I have no current plans to leave the profession within the next 10 years	26%	32%

Respondent count: n=32,209

Survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

Extent to Which Respondents Believed Their Initial Teacher Education Program in Ontario Prepared Them for Working in the Teaching Profession

Among respondents who were employed as a teacher in Ontario within the last five years, a smaller proportion who believed their teacher education program prepared them well (8%) or extremely well (4%) for the teaching profession planned to leave the profession in Ontario within three years, when compared to respondents who believed their teacher education program prepared them poorly (19%) or extremely poorly (26%) for the teaching profession (Table 7.4.3).

Among respondents who were employed as a teacher in Ontario within the last five years, a larger proportion who believed their teacher education program prepared them well (69%) or extremely well (75%) for the teaching profession reported that they do not plan to leave the teaching profession within the next 10 years, when compared to respondents who believed their teacher education program prepared them poorly (58%) or extremely poorly (46%) for the profession.

Table 7.4.3
The extent to which respondents believed their initial teacher education program in Ontario prepared them for working in the teaching profession - among respondents who were first employed within the last five years
 By when respondents plan to leave the teaching profession in Ontario

	Response Options	%
Planning to leave within a year	Extremely well (n=444)	--
	Well (n=883)	2%
	Adequately (n=1,359)	4%
	Poorly (n=710)	5%
	Extremely poorly (n=204)	8%
	I am not sure (n=26)	--
	I did not receive training in Ontario (n=607)	3%
	Prefer not to answer (n=24)	--

	Response Options	%
Planning to leave within 2 to 3 years	Extremely well (n=444)	4%
	Well (n=883)	6%
	Adequately (n=1,359)	10%
	Poorly (n=710)	14%
	Extremely poorly (n=204)	18%
	I am not sure (n=26)	--
	I did not receive training in Ontario (n=607)	10%
	Prefer not to answer (n=24)	--
Planning to leave within 4 to 10 years	Extremely well (n=444)	7%
	Well (n=883)	9%
	Adequately (n=1,359)	10%
	Poorly (n=710)	12%
	Extremely poorly (n=204)	12%
	I am not sure (n=26)	--
	I did not receive training in Ontario (n=607)	12%
	Prefer not to answer (n=24)	--
Planning to leave in more than 10 years	Extremely well (n=444)	18%
	Well (n=883)	19%
	Adequately (n=1,359)	19%
	Poorly (n=710)	16%
	Extremely poorly (n=204)	12%
	I am not sure (n=26)	--
	I did not receive training in Ontario (n=607)	13%
	Prefer not to answer (n=24)	--

	Response Options	%
I am not sure	Extremely well (n=444)	14%
	Well (n=883)	14%
	Adequately (n=1,359)	13%
	Poorly (n=710)	11%
	Extremely poorly (n=204)	16%
	I am not sure (n=26)	38%
	I did not receive training in Ontario (n=607)	14%
	Prefer not to answer (n=24)	--
Not applicable – I have no current plans to leave the profession within the next 10 years	Extremely well (n=444)	57%
	Well (n=883)	50%
	Adequately (n=1,359)	45%
	Poorly (n=710)	42%
	Extremely poorly (n=204)	34%
	I am not sure (n=26)	62%
	I did not receive training in Ontario (n=607)	49%
	Prefer not to answer (n=24)	100%

Respondent count: n=4,250

Survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

-- denotes <10 respondents.

By the Extent to Which Respondents Believed the New Teacher Induction Program (NTIP) Supported their Transition into the Teaching Profession in Ontario

Table 7.4.4 demonstrates that among respondents who were employed as a teacher in Ontario within the last five years, a smaller proportion who believed NTIP supported their transition into the teaching profession in Ontario well (4%) reported that they plan to leave the teaching profession in Ontario within three years, when compared to respondents who believed NTIP supported their transition poorly (13%) or extremely poorly (25%).

Among respondents who were employed as a teacher in Ontario within the last five years, a larger proportion who believed NTIP supported their transition into the teaching profession in Ontario well (69%) or extremely well (78%) reported that they do not plan

to leave the teaching profession within the next 10 years, when compared to respondents who believed NTIP supported their transition poorly (64%) or extremely poorly (52%).

Among respondents who were employed as a teacher in Ontario within the last five years, 17 percent who did not have access to NTIP and 16 percent who were not aware of NTIP reported that they were planning to leave to leave the teaching profession within the next three years. In addition, 61 percent who did not have access to NTIP and 56 percent who were not aware of NTIP reported that they do not plan to leave the teaching profession within the next 10 years.

Table 7.4.4

The extent to which respondents believed the New Teacher Induction Program (NTIP) supported their transition into the teaching profession in Ontario — among respondents who were first employed within the last five years

By when respondents plan to leave the teaching profession in Ontario

	Response Options	%
Planning to leave within a year	Extremely well (n=198)	--
	Well (n=494)	--
	Adequately (n=734)	2%
	Poorly (n=430)	3%
	Extremely poorly (n=191)	7%
	I am not sure (n=172)	--
	I have not had access to NTIP (n=1,475)	5%
	I am not aware of NTIP (n=479)	5%
	Prefer not to answer (n=77)	--
Planning to leave within 2 to 3 years	Extremely well (n=198)	--
	Well (n=494)	4%
	Adequately (n=734)	7%
	Poorly (n=430)	10%
	Extremely poorly (n=191)	18%
	I am not sure (n=172)	9%
	I have not had access to NTIP (n=1,475)	12%
	I am not aware of NTIP (n=479)	11%
	Prefer not to answer (n=77)	--

	Response Options	%
Planning to leave within 4 to 10 years	Extremely well (n=198)	6%
	Well (n=494)	10%
	Adequately (n=734)	11%
	Poorly (n=430)	12%
	Extremely poorly (n=191)	12%
	I am not sure (n=172)	13%
	I have not had access to NTIP (n=1,475)	9%
	I am not aware of NTIP (n=479)	12%
	Prefer not to answer (n=77)	--
Planning to leave in more than 10 years	Extremely well (n=198)	17%
	Well (n=494)	19%
	Adequately (n=734)	21%
	Poorly (n=430)	21%
	Extremely poorly (n=191)	18%
	I am not sure (n=172)	14%
	I have not had access to NTIP (n=1,475)	14%
	I am not aware of NTIP (n=479)	13%
	Prefer not to answer (n=77)	18%

	Response Options	%
I am not sure	Extremely well (n=198)	16%
	Well (n=494)	17%
	Adequately (n=734)	11%
	Poorly (n=430)	10%
	Extremely poorly (n=191)	11%
	I am not sure (n=172)	15%
	I have not had access to NTIP (n=1,475)	13%
	I am not aware of NTIP (n=479)	15%
	Prefer not to answer (n=77)	19%
Not applicable – I have no current plans to leave the profession within the next 10 years	Extremely well (n=198)	61%
	Well (n=494)	50%
	Adequately (n=734)	47%
	Poorly (n=430)	43%
	Extremely poorly (n=191)	34%
	I am not sure (n=172)	49%
	I have not had access to NTIP (n=1,475)	47%
	I am not aware of NTIP (n=479)	43%
	Prefer not to answer (n=77)	62%

Respondent count: n=4,250

Survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

-- denotes <10 respondents.

Type of Position Held in the Education System between September 2024 – August 2025

As seen in Table 7.4.5, one-third of respondents who reported that they held a full-time permanent position in the education system between September 2024 and August 2025, and one-quarter of respondents who held a part-time permanent position indicated that they plan to leave the teaching profession in Ontario within four to 10 years (33% and 25%, respectively). In comparison, a smaller proportion of respondents who held a full-time long-term occasional position (14%), a part-time long-term occasional position (16%), and/or a daily occasional or supply position (17%) between September 2024 and August 2025 indicated that they plan to leave the teaching profession within four to 10 years.

More than half of respondents who held a full-time long-term occasional position and/or a part-time long-term occasional position between September 2024 and August 2025, reported that they do not plan to leave the teaching profession within the next 10 years (58% and 51%, respectively). In comparison, a smaller proportion of respondents who held full-time and/or part-time permanent positions indicated that they do not plan to leave the teaching profession within the next 10 years (41% and 45%, respectively).

Table 7.4.5
Type of position held in the education system between September 2024 and August 2025

By when respondents plan to leave the teaching profession in Ontario

Response Options	Full-Time Permanent (n=19,021)	Part-Time Permanent (n=968)	Full-Time Long-Term Occasional (n=1,825)	Part-Time Long-Term Occasional (n=954)	Daily Occasional Or Supply (n=4,319)
Planning to leave within a year	5%	5%	5%	5%	7%
Planning to leave within 2 to 3 years	14%	13%	11%	14%	15%
Planning to leave within 4 to 10 years	33%	25%	14%	16%	17%
Planning to leave in more than 10 years	17%	18%	15%	14%	11%
I am not sure	7%	11%	12%	14%	15%
Not applicable – I have no current plans to leave the profession within the next 10 years	24%	27%	43%	37%	35%

Respondent count: n=3,626

Survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

Among Respondents Who Held the Position of Principal and/or Vice-Principal

Among respondents who held the position of principal and/or vice-principal in the education system between September 2024 and August 2025, 31 percent reported that they plan to leave the teaching profession in Ontario within three years, while 40 percent plan to leave within four to 10 years. In addition, one-quarter of

respondents in a principal and/or vice-principal role reported that they do not plan to leave the teaching profession within the next 10 years (25%), a smaller proportion than was reported by the full survey sample (41%) (Table 7.4.6).

Table 7.4.6
Among respondents who held the position of principal and/or vice-principal between September 2024 and August 2025
 By when respondents plan to leave the teaching profession in Ontario

Response Options	Held Position of Principal and/or Vice-Principal (n=1,347)
Planning to leave within a year	10%
Planning to leave within 2 to 3 years	21%
Planning to leave within 4 to 10 years	40%
Planning to leave in more than 10 years	11%
I am not sure	4%
Not applicable – I have no current plans to leave the profession within the next 10 years	14%

Respondent count: n=1,347

Survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

Among Respondents Who Reported That They Did Not Have As Much Employment As They Wanted During The 2024-2025 School Year

Table 7.4.7 demonstrates that among respondents who indicated that they did not have as much employment as they wanted during the 2024-2025 school year, 19 percent reported that they plan to leave the teaching profession in Ontario within the next three years, while half reported that they do not plan to leave within the next 10 years (50%).

Table 7.4.7
Among respondents who did not have as much employment as they wanted during the 2024–2025 school year

By when respondents plan to leave the teaching profession in Ontario

Response Options	Respondents Who Did Not Have as Much Employment as They Wanted (n=3,629)
Planning to leave within a year	7%
Planning to leave within 2 to 3 years	12%
Planning to leave within 4 to 10 years	15%
Planning to leave in more than 10 years	12%
I am not sure	16%
Not applicable – I have no current plans to leave the profession within the next 10 years	38%

Respondent count: n=3,629

Survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

Career Pursuits of Interest in Education

As seen in Table 7.4.8, approximately one-third of respondents who held full-time (37%) and/or part-time (30%) permanent teaching positions during the 2024–2025 school year and aspire to teach in another grade or subject area reported intentions to leave the profession within the next 10 years. Within both groups, more than half indicated that they do not plan to leave the profession within that timeframe (54% and 57%, respectively).

Among respondents who held full-time permanent teaching positions and hope to teach in another panel, almost half reported that they plan to leave the

profession within the next 10 years (48%). Conversely, more than half of those who were in part-time permanent positions reported no current plans to leave the profession within the same timeframe (55%).

In comparison, the majority of respondents who held part-time and/or full-time permanent teaching positions during the 2024–2025 school year and are interested in moving to a daily occasional or supply roles reported that they plan to leave the profession within the next 10 years (84% and 82%, respectively).

Table 7.4.8**Career pursuits of interest within the education sector over the next five years**

Among respondents in full-time and part-time permanent teaching positions

By when respondents plan to leave the teaching profession in Ontario

Full-Time Permanent Teaching Position

Response Options	Move To Teaching In Another Grade or Subject Area (n=4,277)	Move to Teaching In Another Panel (n=959)	Move From a Permanent To a Daily Occasional or Supply Teaching Position (n=1,433)
Planning to leave within a year	1%	3%	20%
Planning to leave within 2 to 3 years	7%	13%	34%
Planning to leave within 4 to 10 years	29%	32%	30%
Planning to leave in more than 10 years	24%	17%	5%
I am not sure	8%	13%	6%
Not applicable – I have no current plans to leave the profession within the next 10 years	30%	21%	5%

Part-Time Permanent Teaching Position

Response Options	Move To Teaching In Another Grade or Subject Area (n=297)	Move to Teaching In Another Panel (n=22)	Move From a Permanent To a Daily Occasional or Supply Teaching Position (n=86)
Planning to leave within a year	--	--	17%
Planning to leave within 2 to 3 years	9%	--	28%
Planning to leave within 4 to 10 years	21%	--	37%
Planning to leave in more than 10 years	21%	--	--
I am not sure	14%	45%	17%
Not applicable – I have no current plans to leave the profession within the next 10 years	36%	55%	--

Survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

-- denotes <10 respondents.

Among Respondents Interested in Pursuing a Principal and/or Vice-Principal Position

More than half of respondents who reported an interest in pursuing a principal or vice-principal position indicated that they plan to leave the teaching profession in Ontario within the next three years (59%), which was a larger proportion than was reported by

the full survey sample (21%) (Table 7.4). In addition, 20 percent of respondents interested in pursuing a principal or vice-principal position indicated that they plan to leave the teaching profession between four and 10 years (Table 7.4.9).

Table 7.4.9
Among respondents interested in pursuing a principal and/or vice-principal position

By when respondents plan to leave the teaching profession in Ontario

Response Options	Interest in Pursuing a Principal and/or Vice-Principal Position (n=3,626)
Planning to leave within a year	32%
Planning to leave within 2 to 3 years	27%
Planning to leave within 4 to 10 years	20%
Planning to leave in more than 10 years	9%
I am not sure	9%
Not applicable – I have no current plans to leave the profession within the next 10 years	3%

Respondent count: n=3,626

Survey item: "If you are planning on leaving the profession in Ontario (e.g., by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?"

Reasons Respondents May Permanently Leave the Profession in the Next Five Years

Table 7.5 shows survey respondents reported the following top five reasons for permanently leaving the education profession at some point within the next five years:

1. Impact to my mental health (35%).
2. Retirement (34%).
3. Feelings of lack of safety and/or security in the school or system (24%).
4. Overall lack of job satisfaction (19%).
5. A desire for change (14%).

Thirty-one percent of respondents reported that they do not plan to leave the profession within the next five years.

35% of respondents may leave the education profession in the next five years because of the impact on their mental health.

Similarly, in the 2024 *Focus on Teaching* survey, respondents reported the following top five reasons for leaving the profession in the next five years:

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. A desire for change (12%).

Table 7.5
By survey year

By reasons respondents may leave the profession within the next five years

Response Options	2025 Survey (n=26,988)	2024 Survey (n=30,759)
Impact to my mental health	35%	N/I
Retirement	34%	40%
Feelings of lack of safety and/or security in the school or system	24%	22%
Overall lack of job satisfaction	19%	19%
Desire for change: do something different	14%	12%
Challenges facing instruction that resulted from the pandemic	12%	14%
Lack of career growth opportunities	9%	7%

Response Options	2025 Survey (n=26,988)	2024 Survey (n=30,759)
Physical health challenges	8%	N/I
Feelings of discrimination	7%	6%
Change in family situation	7%	5%
Lack of long-term stability in job (e.g., going from LTO to LTO)	7%	5%
Uncomfortable teaching with advanced technology (e.g., artificial intelligence [AI] tools, online learning)	4%	N/I
Lack of support and resources*	3%	4%
Excessive workload, large class sizes or poor work-life balance*	2%	N/I
Student behaviour and discipline issues*	1%	2%
Lack of respect and appreciation*	1%	1%
Concerns with curriculum direction or ideological content*	1%	N/I
Inadequate compensation / financial pressures*	1%	N/I
Unfair hiring, promotion or evaluation practices*	0.3%	N/I
Other	0.4%	1%
Not applicable – I do not plan to leave the profession in the next five years	31%	31%

2025 respondent count: n=26,988

2025 survey item: "If you think that you will or may permanently leave the profession at some point within the next five years, what would your reasons likely be? Please select all that apply." [Multiple response item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

N/I denotes that this response category was not included in the 2024 *Focus on Teaching* survey.

Jurisdiction of Initial Teacher Education Program and Type of Position Held in the Education System Between September 2024 and August 2025

By Reasons Respondents May Permanently Leave the Profession in the Next Five Years

Table 7.5.1 shows that among respondents who completed their initial teacher education program either in Canada or outside of Canada, and who reported holding full-time permanent teaching positions between September 2024 and August 2025, the top five most reported reasons for potentially leaving the profession in the next five years include:

1. Impact on their mental health (38% and 33%, respectively).
2. Retirement (36% and 39%, respectively).
3. Feelings of lack of safety and/or security in the school or system (24% and 23%, respectively).
4. Overall lack of job satisfaction (20% and 18%, respectively).
5. Desire for change: do something different (14% and 13%, respectively).

Respondents who completed their initial teacher education program either in Canada or outside of Canada and who indicated that they were in daily occasional or supply teaching positions reported the same top five reasons for potentially leaving the profession in the next five years, with the exception of one reason - lack of long-term

stability in their job. Among these same respondents who completed their initial teacher education program outside of Canada, the lack of long-term stability in their job was the most reported reason for potentially leaving the profession in the next five years (26%). This reason was also the fourth most reported by 24 percent of those who completed their initial teacher education program in Canada.

Respondents who held the position of principal or vice-principal reported the same top five reasons for potentially leaving the profession in the next five years. However, among respondents in this position, the most reported reason for leaving the profession in the next five years was retirement for those who completed their initial teacher education program in Canada (58%) and for those who completed their initial teacher education program outside of Canada (55%).

Table 7.5.1

Jurisdiction of initial teacher education program and type of position held in the education system between September 2024 and August 2025

By reasons respondents may permanently leave the profession in the next five years

Jurisdiction of initial teacher education program — Canada

Response Options	Full-Time Permanent Teaching Position (n=15,777)	Daily Occasional or Supply Teaching Position (n=3,352)	Principal or Vice-Principal Position (n=1,114)
Impact to my mental health	38%	32%	33%
Retirement	36%	28%	58%
Feelings of lack of safety and/or security in the school or system	24%	25%	18%
Overall lack of job satisfaction	20%	19%	18%
Desire for change: do something different	14%	16%	17%
Challenges facing instruction that resulted from the pandemic	14%	12%	6%
Lack of career growth opportunities	7%	15%	6%
Physical health challenges	8%	9%	6%
Feelings of discrimination	6%	9%	6%
Change in family situation	7%	10%	5%
Lack of long-term stability in job	1%	24%	--
Uncomfortable teaching with advanced technology	3%	6%	--
Lack of support / resources / funding from administration, board or government	3%	2%	2%
Excessive workload, large class sizes or poor work-life balance	2%	1%	2%
Student behaviour and discipline issues	1%	2%	--
Lack of respect or appreciation for the teaching profession	1%	1%	--

Response Options	Full-Time Permanent Teaching Position (n=15,777)	Daily Occasional or Supply Teaching Position (n=3,352)	Principal or Vice-Principal Position (n=1,114)
Concerns with curriculum direction or ideological content	1%	1%	--
Inadequate compensation / financial pressures	0.5%	1%	--
Unfair hiring, promotion or evaluation practices	0.2%	1%	--
Other	0.3%	1%	1%
Not applicable – I do not plan to leave the profession in the next five (5) years	32%	26%	23%

Jurisdiction Of Initial Teacher Education Program — Outside of Canada

Response Options	Full-Time Permanent Teaching Position (n=3,040)	Daily Occasional or Supply Teaching Position (n=919)	Principal or Vice-Principal Position (n=226)
Impact to my mental health	33%	20%	28%
Retirement	39%	20%	55%
Feelings of lack of safety and/or security in the school or system	23%	18%	19%
Overall lack of job satisfaction	18%	14%	14%
Desire for change: do something different	13%	10%	18%
Challenges facing instruction that resulted from the pandemic	11%	6%	6%
Lack of career growth opportunities	7%	17%	8%

Response Options	Full-Time Permanent Teaching Position (n=3,040)	Daily Occasional or Supply Teaching Position (n=919)	Principal or Vice-Principal Position (n=226)
Physical health challenges	7%	8%	6%
Feelings of discrimination	7%	16%	7%
Change in family situation	6%	9%	--
Lack of long-term stability in job	2%	26%	--
Uncomfortable teaching with advanced technology	3%	4%	--
Lack of support / resources / funding from administration, board or government	3%	--	--
Excessive workload, large class sizes or poor work-life balance	2%	--	--
Student behaviour and discipline issues	1%	--	--
Lack of respect or appreciation for the teaching profession	1%	--	--
Concerns with curriculum direction or ideological content	1%	--	--
Inadequate compensation / financial pressures	0.5%	--	--
Unfair hiring, promotion or evaluation practices	--	--	--
Other	0.4%	--	--
Not applicable – I do not plan to leave the profession in the next five (5) years	32%	38%	27%

Survey item: "If you think that you will or may permanently leave the profession at some point within the next five years, what would your reasons likely be? Please select all that apply." [Multiple response item]

-- denotes <10 respondents

Certification Type

The top reported factor contributing to the decision for leaving the teaching profession over the next five years differed between respondents holding a transitional teaching certificate (TCQR or MTCQR) and those with a CQR.

Approximately one-third of respondents holding a CQR (35%) reported the impact to their mental health as being a key reason for leaving the teaching profession, compared to 19 percent of those holding a transitional teaching certificate. Twenty-two percent of respondents who held a transitional teaching certificate reported the lack of long-term stability in their job as a key contributing factor, compared to seven percent of those holding a CQR. For both groups, feelings of lack of safety and/or security in the school or system, and a desire for change in their career were also reported as key reasons for leaving.

However, a larger proportion of respondents who held a CQR reported retirement (34%) and lack of job satisfaction (19%) as reasons for leaving the profession, while 11 percent of respondents with a transitional teaching certificate indicated that a lack of career opportunities also contributed to their decision to permanently leave the teaching profession over the next five years (Table 7.5.2).

More than half of respondents who held a transitional teaching certificate indicated that they do not plan to leave the profession in the next five years (54%), while a smaller proportion of respondents with a CQR reported this (30%).

Table 7.5.2
Certification type

By reasons members may leave the profession within the next five years

Response Options	Certificate of Qualification and Registration (n=26,751)	Multi-Session Transitional/ Transitional Certificate of Qualification and Registration (n=237)
Impact to my mental health	35%	19%
Retirement	34%	6%
Feelings of lack of safety and/or security in the school or system	24%	14%
Overall lack of job satisfaction	19%	8%
Desire for change: do something different	14%	13%
Challenges facing instruction that resulted from the pandemic	12%	6%
Lack of career growth opportunities	9%	11%
Physical health challenges	8%	--
Feelings of discrimination	7%	5%
Change in family situation	7%	10%
Lack of long-term stability in job (e.g., going from LTO to LTO)	7%	22%
Uncomfortable teaching with advanced technology (e.g. Artificial Intelligence [AI] tools, online learning)	4%	--
Lack of support / resources / funding from administration, board or government*	3%	--
Excessive workload, large class sizes or poor work-life balance*	2%	--
Student behaviour and discipline issues*	1%	--
Lack of respect or appreciation for the teaching profession*	1%	--

Response Options	Certificate of Qualification and Registration (n=26,751)	Multi-Session Transitional/ Transitional Certificate of Qualification and Registration (n=237)
Concerns with curriculum direction or ideological content*	1%	--
Inadequate compensation / financial pressures*	1%	--
Unfair hiring, promotion or evaluation practices*	0.4%	--
Other	0.3%	--
Not applicable – don't plan to leave profession in next five (5) years	30%	54%

Respondent count: n=26,988

2025 survey item: "If you think that you will or may permanently leave the profession at some point within the next five years, what would your reasons likely be? Please select all that apply." [Multiple response item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

N/I denotes that this response category was not included in the Focus on Teaching survey.

-- denotes <10 responses.

When First Employed as a Teacher in Ontario

As the years of employment in the education profession increased among respondents, the plan to retire in the next five years also increased, ranging from six percent among those employed five years or less to 67 percent among those employed for more than 20 years (Table 7.5.3).

Conversely, as the years of employment increased among respondents, thoughts of leaving the profession due to a lack of long-term job stability decreased, ranging from 23 percent among those employed five years or less to one percent among those employed for more than 20 years.

Additionally, a slightly smaller proportion of respondents who began teaching in Ontario within the last five years (33%), and those who had been employed for more than 20 years (30%), reported that the impact to their mental health contributed to their thoughts about leaving the profession, when compared to respondents who had been teaching between six and 20 years (the range was between 40% to 43%).

A larger proportion of respondents who recently started teaching (in the last five years) also reported that they had no plans to leave the profession over the next five years (43%), when compared to those who had been employed for more than 20 years (17%).

Table 7.5.3
Year ranges of entry into teaching

By reasons respondents may permanently leave the profession within the next five years

Response Options	Last 5 Years (n=3,980)	6–10 Years Ago (n=3,173)	11–15 Years Ago (n=3,788)	16–20 Years Ago (n=4,967)	More Than 20 Years Ago (n=10,644)
Impact to my mental health	33%	43%	41%	40%	30%
Retirement	6%	5%	12%	22%	67%
Feelings of lack of safety and/or security in the school or system	22%	30%	28%	26%	19%
Overall lack of job satisfaction	16%	21%	22%	22%	17%
Desire for change: do something different	13%	16%	15%	15%	13%

Response Options	Last 5 Years (n=3,980)	6–10 Years Ago (n=3,173)	11–15 Years Ago (n=3,788)	16–20 Years Ago (n=4,967)	More Than 20 Years Ago (n=10,644)
Challenges facing instruction that resulted from the pandemic	11%	15%	14%	14%	11%
Lack of career growth opportunities	15%	13%	9%	8%	5%
Physical health challenges	6%	6%	8%	9%	9%
Feelings of discrimination	9%	9%	8%	6%	6%
Change in family situation	10%	11%	9%	6%	5%
Lack of long-term stability in job	23%	14%	6%	2%	1%
Uncomfortable teaching with advanced technology (e.g., Artificial Intelligence (AI) tools, online learning)	3%	3%	4%	4%	4%
Lack of support / resources / funding from administration, board or government*	2%	3%	4%	3%	3%
Excessive workload, large class sizes or poor work-life balance*	2%	2%	3%	2%	2%
Student behaviour and discipline issues*	1%	2%	2%	1%	1%

Response Options	Last 5 Years (n=3,980)	6–10 Years Ago (n=3,173)	11–15 Years Ago (n=3,788)	16–20 Years Ago (n=4,967)	More Than 20 Years Ago (n=10,644)
Lack of respect or appreciation for the teaching profession*	0.5%	1%	1%	1%	1%
Concerns with curriculum direction or ideological content*	0.3%	1%	1%	1%	1%
Inadequate compensation / financial pressures*	1%	1%	1%	1%	0.1%
Unfair hiring, promotion or evaluation practices*	0.4%	1%	0.4%	0.3%	0.2%
Other	1%	1%	0.4%	0.4%	0.3%
Not applicable – Do not plan to leave in next five (5) years	43%	39%	39%	38%	17%

Respondent count: n=26,552

Survey item: "When were you first employed as a teacher in Ontario, regardless of type of employment?"

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

Panel in Which Respondents Held a Position(s)

Table 7.5.4 shows that more than one-third of respondents who held a position in the elementary panel reported that the impact to their mental health would be a key reason for leaving the teaching profession within the next five years (38%). In comparison, 28 percent of respondents with positions in both panels (elementary and secondary) reported their mental health as a contributing factor for leaving the profession.

Other reported reasons for leaving the profession within the next five years varied slightly or remained relatively consistent among respondents across panels, with the exception of lack of long-term job stability. A larger proportion of respondents who were working in both panels reported lack of long-term job stability as a reason they may leave the profession (15%), compared to respondents who were working in the elementary panel (7%) and those in the secondary panel (6%).

Table 7.5.4
Panel in which respondents held a position(s) between September 2024 – August 2025

By reasons respondents may permanently leave the profession within the next five years

Response Options	Elementary (n=16,962)	Secondary (n=8,356)	Both Elementary and Secondary (n=1,335)
Impact to my mental health	38%	32%	28%
Retirement	34%	34%	30%
Feelings of lack of safety and/ or security in the school or system	26%	20%	19%
Overall lack of job satisfaction	19%	20%	16%
Desire for change: do something different	12%	16%	17%
Challenges facing instruction that resulted from the pandemic	12%	14%	8%
Lack of career growth opportunities	7%	10%	13%
Physical health challenges	8%	7%	6%
Feelings of discrimination	6%	8%	10%

Response Options	Elementary (n=16,962)	Secondary (n=8,356)	Both Elementary and Secondary (n=1,335)
Change in family situation	7%	7%	7%
Lack of long-term stability in job	7%	6%	15%
Uncomfortable teaching with advanced technology (e.g., Artificial Intelligence (AI) tools, online learning)	3%	5%	4%
Lack of support / resources / funding from administration, board or government*	3%	2%	2%
Excessive workload, large class sizes or poor work-life balance*	2%	2%	1%
Student behaviour and discipline issues*	1%	1%	1%
Lack of respect or appreciation for the teaching profession*	1%	1%	1%
Concerns with curriculum direction or ideological content*	0.4%	1%	--
Inadequate compensation / financial pressures*	0.3%	1%	1%
Unfair hiring, promotion or evaluation practices*	0.3%	0.4%	1%
Other	0.4%	0.5%	1%
Not applicable – Do not plan to leave in next five (5) years	30%	32%	31%

Respondent count: n=26,653

Survey item: "In which school panel did you hold your position(s) between September 1, 2024, and August 31, 2025?"

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents.

Position(s) Held in the 2024-2025 School Year

Among Principals and Vice-Principals

As seen in Table 7.5.5, the top reported reason for leaving the education profession, among respondents in a principal or vice-principal position, included plans of retirement. More than half of respondents in this role reported that they will be retiring within the next five years (57%), which was comparatively higher than the full survey sample (34%).

Approximately one-third of respondents in a principal or vice-principal position also reported that the impact to their mental health (32%) was a contributing factor to their decision to leave the profession, which was consistent with the full sample of survey respondents (35%).

The remaining top three reasons for leaving the profession among school administrators were: feelings of lack of safety and/or security in the school or system, lack of job satisfaction, and a desire for change.

Table 7.5.5

Respondents in a principal or vice-principal position

By reasons respondents may permanently leave the profession within the next five years

Response Options	In a Principal or Vice-Principal Position (n=1,342)
Impact to my mental health	32%
Retirement	57%
Feelings of lack of safety and/or security in the school or system	18%
Overall lack of job satisfaction	17%
Desire for change: do something different	17%
Challenges facing instruction that resulted from the pandemic	6%
Lack of career growth opportunities	6%
Physical health challenges	6%
Feelings of discrimination	6%
Change in family situation	5%
Lack of long-term stability in job	1%

Response Options	In a Principal or Vice-Principal Position (n=1,342)
Uncomfortable teaching with advanced technology	--
Lack of support / resources / funding from administration, board or government*	1%
Excessive workload, large class sizes or poor work-life balance*	1%
Student behaviour and discipline issues*	--
Lack of respect and appreciation*	--
Concerns with curriculum direction or ideological content*	--
Inadequate compensation / financial pressures*	--
Unfair hiring, promotion or evaluation practices*	--
Other	1%
Not applicable – I do not plan to leave the profession in the next five (5) years	23%

Respondent count: n=1,342

Survey item: "What type(s) of position(s) did you hold in the education system between September 1, 2024, and August 31, 2025? Please select all that apply.? [Multiple select item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents.

Respondents' Date of Birth

Among Respondents born between 1985–2004

Forty-three percent of respondents who were between 21 to 40 years of age reported that the impact to their mental health would be a key reason for leaving the teaching profession within the next five years. Among this age group, other reported reasons for leaving the profession within the next five years varied slightly or remained consistent, with the exception of lack of long-term job stability. Twenty-six percent of

respondents in the younger age group (21 to 30 years of age) reported that the lack of long-term job stability would be a key reason for leaving the teaching profession within the next five years. In comparison, 12 percent of respondents aged 31 to 40 reported lack of job security as a contributing factor for leaving the profession (Table 7.5.6).

Table 7.5.6

Respondents' date of birth (1985-2004)

By reasons respondents may permanently leave the profession within the next five years

Response Options	1995–2004 (Ages 21–30 Years) (n=1,849)	1985–1994 (Ages 31–40 Years) (n=5,664)
Impact to my mental health	43%	43%
Retirement	1%	3%
Feelings of lack of safety and/or security in the school or system	29%	30%
Overall lack of job satisfaction	21%	23%
Desire for change: do something different	16%	15%
Challenges facing instruction that resulted from the pandemic	17%	16%
Lack of career growth opportunities	16%	12%
Physical health challenges	5%	6%
Feelings of discrimination	6%	8%
Change in family situation	12%	11%
Lack of long-term stability in job	26%	12%

Response Options	1995–2004 (Ages 21–30 Years) (n=1,849)	1985–1994 (Ages 31–40 Years) (n=5,664)
Uncomfortable teaching with advanced technology (e.g., Artificial Intelligence [AI] tools, online learning)	4%	4%
Lack of support / resources / funding from administration, board or government*	2%	3%
Excessive workload, large class sizes or poor work-life balance*	2%	3%
Student behaviour and discipline issues*	2%	2%
Lack of respect or appreciation for the teaching profession*	--	1%
Concerns with curriculum direction or ideological content*	--	1%
Inadequate compensation / financial pressures*	1%	1%
Unfair hiring, promotion or evaluation practices*	--	0.4%
Other	1%	0.4%
Not applicable – not planning to leave in next five (5) years	40%	42%

Respondent count: n=7,513

Survey item: "If you think that you will or may permanently leave the profession at some point within the next five years, what would your reasons likely be? Please select all that apply."

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 responses.

Respondent Date Of Birth And How Well They Believed That Their Initial Teacher Education Program Prepared Them For The Profession

Table 7.5.6.1 demonstrates that among respondents who were first employed as a teacher in Ontario within the past five years and who believed that their initial teaching education program prepared them extremely well for working in the teaching profession, 67 percent of those aged 21–30 and 58 percent of those aged 31–40 reported that they were not planning to leave the profession within the next five years. Approximately one-quarter of these respondents, in both age groups, also reported that the lack of long-term job stability contributed to their thoughts about leaving the profession within the next five years (28% and 24%, respectively).

Among respondents who were first employed as a teacher in Ontario within the past five years and who believed that their initial teaching education program prepared them well for working in the teaching profession, 56 percent of those aged 21 to 30 and 49 percent of those aged 31 to 40 reported that they were not planning to leave the profession within the next five years. Approximately one-quarter of these respondents, in both age groups, also reported that the impact to their mental health (25% and 23%, respectively) and lack of long-term job stability (20% and 23%, respectively) contributed to their thoughts about leaving the profession within the next five years.

Among respondents who were first employed as a teacher in Ontario within the past five years and who believed

that their initial teaching education program prepared them adequately for working in the teaching profession, 43 percent of those aged 21 to 30 and 40 percent of those aged 31 to 40 reported that they were not planning to leave the profession within the next five years. The most reported reasons for potentially leaving the teaching profession within the next five years among these respondents, in both age groups, include:

- Impact to their mental health (39% and 40%, respectively).
- Lack of long-term stability in their job (28% and 22%, respectively).
- Feelings of lack of safety and/or security in the school or system (24% and 26%, respectively).

Among respondents who were first employed as a teacher in Ontario within the past five years and who believed that their initial teaching education program prepared them poorly for working in the teaching profession, 32 percent of those aged 21 to 30 and 36 percent of those aged 31 to 40 reported that they were not planning to leave the profession within the next five years. The most reported reasons for potentially leaving the teaching profession within the next five years among these respondents, in both age groups, include:

- Impact to their mental health (51% and 49%, respectively).

- Feelings of lack of safety and/or security in the school or system (34% and 36%, respectively).
- Lack of long-term stability in their job (30% and 24%, respectively).
- Overall lack of job satisfaction (27% for both age groups).

Among respondents who were first employed as a teacher in Ontario within the past five years and who believed that their initial teaching education program prepared them extremely poorly for working in the teaching profession, 17 percent of those aged 21 to 30 and 31 percent of those aged 31 to 40 reported that they were not planning to leave the profession within the next five years. The most reported reasons for potentially leaving the teaching profession within the next five years among these respondents, in both age groups, include:

- Impact to their mental health (73% and 56%, respectively).
- Feelings of lack of safety and/or security in the school or system (55% and 40%, respectively).
- Overall lack of job satisfaction (52% and 31%, respectively).
- Lack of long-term stability in their job (34% and 31%, respectively).

Table 7.5.6.1

Date of birth and how well respondents believed their teacher education program prepared them for the profession – among those who were first employed as a teacher in Ontario within the last five years

By reasons respondents may permanently leave the profession within the next five years

1995–2004 (ages 21-30 years)

Response Options	Extremely Well (n=54)	Well (n=252)	Adequately (n=627)	Poorly (n=379)	Extremely Poorly (n=103)
Impact to my mental health	--	25%	39%	51%	73%
Retirement	--	--	--	--	--
Feelings of lack of safety and/or security in the school or system	--	18%	24%	34%	55%
Overall lack of job satisfaction	--	8%	19%	27%	52%
Desire for change: do something different	--	14%	16%	17%	19%
Challenges facing instruction that resulted from the pandemic	--	8%	16%	24%	31%
Lack of career growth opportunities	22%	14%	14%	16%	32%
Physical health challenges	--	4%	3%	7%	12%
Feelings of discrimination	--	6%	4%	5%	18%
Change in family situation	--	14%	10%	11%	11%
Lack of long-term stability in job	28%	20%	28%	30%	34%

Response Options	Extremely Well (n=54)	Well (n=252)	Adequately (n=627)	Poorly (n=379)	Extremely Poorly (n=103)
Uncomfortable teaching with advanced technology	--	--	3%	7%	11%
Lack of support / resources / funding from administration, board or government*	--	--	--	--	--
Excessive workload, large class sizes or poor work-life balance*	--	--	--	3%	--
Student behaviour and discipline issues*	--	--	--	--	--
Lack of respect or appreciation for the teaching profession*	--	--	--	--	--
Concerns with curriculum direction or ideological content*	--	--	--	--	--
Inadequate compensation / financial pressures*	--	--	--	3%	--
Unfair hiring, promotion or evaluation practices*	--	--	--	--	--
Other	--	--	--	--	--
Not applicable – not planning to leave in next five (5) years	67%	56%	43%	32%	17%

Date of Birth – Year Ranges

1985–1994 (ages 31-40 years)

Response Options	Extremely well (n=136)	Well (n=244)	Adequately (n=360)	Poorly (n=184)	Extremely Poorly (n=62)
Impact to my mental health	17%	23%	40%	49%	56%
Retirement	--	5%	3%	--	--
Feelings of lack of safety and/or security in the school or system	12%	18%	26%	36%	40%
Overall lack of job satisfaction	8%	14%	17%	27%	31%
Desire for change: do something different	8%	12%	16%	8%	16%
Challenges facing instruction that resulted from the pandemic	--	5%	15%	18%	--
Lack of career growth opportunities	15%	17%	15%	18%	16%
Physical health challenges	--	7%	6%	10%	--
Feelings of discrimination	16%	13%	8%	10%	--
Change in family situation	11%	11%	9%	9%	--
Lack of long-term stability in job	24%	23%	22%	24%	31%
Uncomfortable teaching with advanced technology	--	--	4%	6%	--

Response Options	Extremely well (n=136)	Well (n=244)	Adequately (n=360)	Poorly (n=184)	Extremely Poorly (n=62)
Lack of support/ resources / funding from administration, board or government*	--	--	--	--	16%
Excessive workload, large class sizes or poor work-life balance*	--	--	--	--	--
Student behaviour and discipline issues*	--	--	--	--	--
Lack of respect or appreciation for the teaching profession*	--	--	--	--	--
Concerns with curriculum direction or ideological content*	--	--	--	--	--
Inadequate compensation / financial pressures*	--	--	--	--	--
Unfair hiring, promotion or evaluation practices*	--	--	--	--	--
Other	--	--	--	--	--
Not applicable – not planning to leave in next (five) 5 years	58%	49%	40%	36%	31%

Respondent count: n=2,401

Survey item: "If you think that you will or may permanently leave the profession at some point within the next five years, what would your reasons likely be? Please select all that apply."

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 responses

Position(s) Held in the 2024-2025 School Year and When First Employed as a Teacher in Ontario

Within each of the four teaching positions presented in Table 7.5.7.1 and Table 7.5.7.2 (full-time permanent, full-time long-term occasional, part-time long-term occasional, and daily occasional or supply), it can be seen that as the years of employment increased among respondents, the plan to retire in the next five years also increased, ranging from three percent among those employed for five years or less, to 68 percent among those employed for more than 20 years.

Conversely, as the years of employment increased among respondents who held full-time long-term occasional teaching positions, part-time long-term occasional teaching positions, and/or daily occasional or supply teaching positions, thoughts of leaving the profession due to a lack of long-term job stability decreased, ranging from 52 percent among those employed between six to 10 years ago or less to five percent among those employed for more than 20 years.

Similarly, as the years of employment increased among respondents who held full-time long-term occasional teaching positions, part-time long-term occasional teaching positions, and/or in daily occasional or supply teaching positions, thoughts of leaving the profession due to the lack of career growth opportunities decreased, ranging from 22 percent among those employed five years ago or less to four percent among those employed for more than 20 years.

In addition, as the years of employment increased among respondents in each of the four teaching positions, thoughts of leaving the profession because of the impact on their mental health decreased, ranging from 48 percent among those employed between six to 10 years ago to 17 percent among those employed for more than 20 years.

Within each of the four teaching positions presented in Table 7.5.7.1 and Table 7.5.7.2, larger proportions of respondents who were employed within the last five years reported that they had no plans to leave the profession over the next five years (ranging from 41% to 46% across positions), when compared to those who had been employed for over 20 years (ranging from 12% to 18% across positions).

Table 7.5.7.1

Position(s) held in the 2024-2025 school year and when first employed as a teacher in Ontario

By reasons respondents may permanently leave the profession within the next five years

Full-Time Permanent (n=18,573)

Response Options	Last 5 Years (n=1,422)	6–10 Years Ago (n=2,221)	11–15 Years Ago (n=2,935)	16–20 Years Ago (n=4,136)	More than 20 Years Ago (n=7,859)
Impact to my mental health	37%	42%	42%	40%	32%
Retirement	7%	5%	11%	22%	68%
Feelings of lack of safety and / or security in the school or system	22%	29%	28%	26%	20%
Overall lack of job satisfaction	17%	20%	21%	22%	17%
Desire for change: do something different	13%	15%	15%	14%	12%
Challenges facing instruction that resulted from the pandemic	13%	15%	15%	14%	12%
Lack of career growth opportunities	10%	8%	8%	8%	5%
Physical health challenges	7%	6%	8%	8%	8%
Feelings of discrimination	8%	7%	7%	6%	6%
Change in family situation	11%	11%	8%	6%	5%
Lack of long-term stability in job	6%	2%	1%	1%	0.4%

Response Options	Last 5 Years (n=1,422)	6–10 Years Ago (n=2,221)	11–15 Years Ago (n=2,935)	16–20 Years Ago (n=4,136)	More than 20 Years Ago (n=7,859)
Uncomfortable teaching with advanced technology	3%	3%	3%	3%	3%
Lack of support / resources / funding from administration, board or government*	3%	3%	4%	3%	3%
Excessive workload, large class sizes or poor work-life balance*	2%	2%	3%	2%	2%
Student behaviour and discipline issues*	1%	2%	2%	1%	1%
Lack of respect or appreciation for the teaching profession*	--	1%	1%	1%	1%
Concerns with curriculum direction or ideological content*	--	0.5%	1%	1%	1%
Inadequate compensation / financial pressures*	2%	1%	1%	1%	--
Unfair hiring, promotion or evaluation practices*	--	--	--	0.3%	0.2%
Other	1%	1%	--	0.3%	0.2%

Response Options	Last 5 Years (n=1,422)	6–10 Years Ago (n=2,221)	11–15 Years Ago (n=2,935)	16–20 Years Ago (n=4,136)	More than 20 Years Ago (n=7,859)
Not applicable – I don't plan to leave the profession in the next five (5) years	46%	44%	42%	39%	18%

Full-Time Long-Term Occasional (n=1,782)

Response Options	Last 5 Years (n=954)	6–10 Years Ago (n=334)	11–15 Years Ago (n=186)	16–20 Years Ago (n=96)	More than 20 Years Ago (n=212)
Impact to my mental health	34%	46%	38%	33%	29%
Retirement	4%	4%	9%	17%	56%
Feelings of lack of safety and/or security in the school or system	23%	34%	31%	24%	22%
Overall lack of job satisfaction	16%	22%	22%	19%	17%
Desire for change: do something different	12%	13%	14%	14%	11%
Challenges facing instruction that resulted from the pandemic	10%	13%	14%	13%	14%
Lack of career growth opportunities	15%	27%	26%	--	6%
Physical health challenges	4%	5%	6%	--	9%
Feelings of discrimination	9%	12%	18%	--	10%
Change in family situation	9%	8%	6%	--	5%

Response Options	Last 5 Years (n=954)	6–10 Years Ago (n=334)	11–15 Years Ago (n=186)	16–20 Years Ago (n=96)	More than 20 Years Ago (n=212)
Lack of long-term stability in job	35%	49%	44%	32%	21%
Uncomfortable teaching with advanced technology	4%	4%	--	--	7%
Lack of support / resources / funding from administration, board or government*	2%	3%	--	--	--
Excessive workload, large class sizes or poor work-life balance*	2%	--	--	--	--
Student behaviour and discipline issues*	--	4%	--	--	--
Lack of respect or appreciation for the teaching profession*	--	--	--	--	--
Concerns with curriculum direction or ideological content*	--	--	--	--	--
Inadequate compensation / financial pressures*	1%	--	--	--	--
Unfair hiring, promotion or evaluation practices*	--	--	--	--	--
Other	--	--	--	--	--

Response Options	Last 5 Years (n=954)	6–10 Years Ago (n=334)	11–15 Years Ago (n=186)	16–20 Years Ago (n=96)	More than 20 Years Ago (n=212)
Not applicable – I don't plan to leave the profession in the next 5 years	42%	26%	28%	35%	18%

Survey item: "What type(s) of position(s) did you hold in the education system between September 1, 2024, and August 31, 2025? Please select all that apply." [Multiple response item]

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 responses.

Table 7.5.7.2

Position(s) held in the 2024–2025 school year and when first employed as a teacher in Ontario

By reasons respondents may permanently leave the profession within the next five years

Part-Time Long-Term Occasional (n=920)

Response Options	Last 5 Years (n=434)	6–10 Years Ago (n=152)	11–15 Years Ago (n=83)	16–20 Years Ago (n=67)	More than 20 Years Ago (n=184)
Impact to my mental health	33%	40%	42%	31%	24%
Retirement	3%	--	13%	15%	64%
Feelings of lack of safety and/or security in the school or system	25%	36%	34%	22%	21%
Overall lack of job satisfaction	18%	20%	27%	21%	15%
Desire for change: do something different	14%	11%	17%	19%	15%
Challenges facing instruction that resulted from the pandemic	13%	13%	13%	18%	13%

Response Options	Last 5 Years (n=434)	6–10 Years Ago (n=152)	11–15 Years Ago (n=83)	16–20 Years Ago (n=67)	More than 20 Years Ago (n=184)
Lack of career growth opportunities	22%	30%	23%	--	8%
Physical health challenges	5%	7%	--	18%	11%
Feelings of discrimination	10%	17%	14%	--	8%
Change in family situation	9%	--	--	--	9%
Lack of long-term stability in job	40%	52%	41%	27%	16%
Uncomfortable teaching with advanced technology	6%	--	--	--	8%
Lack of support / resources / funding from administration, board or government*	--	--	--	--	--
Excessive workload, large class sizes or poor work-life balance*	--	--	--	--	--
Student behaviour and discipline issues*	--	--	--	--	--
Lack of respect or appreciation for the teaching profession*	--	--	--	--	--

Response Options	Last 5 Years (n=434)	6–10 Years Ago (n=152)	11–15 Years Ago (n=83)	16–20 Years Ago (n=67)	More than 20 Years Ago (n=184)
Concerns with curriculum direction or ideological content*	--	--	--	--	--
Inadequate compensation / financial pressures*	--	--	--	--	--
Unfair hiring, promotion or evaluation practices*	--	--	--	--	--
Other	--	--	--	--	--
Not applicable – I don't plan to leave the profession in the next five (5) years	41%	30%	22%	31%	12%

Daily Occasional Or Supply (n=4,192)

Response Options	Last 5 Years (n=1,669)	6–10 Years Ago (n=511)	11–15 Years Ago (n=404)	16–20 Years Ago (n=325)	More than 20 Years Ago (n=1,283)
Impact to my mental health	31%	48%	34%	40%	17%
Retirement	5%	7%	17%	24%	65%
Feelings of lack of safety and/ or security in the school or system	23%	34%	30%	30%	17%
Overall lack of job satisfaction	18%	26%	24%	26%	11%

Response Options	Last 5 Years (n=1,669)	6–10 Years Ago (n=511)	11–15 Years Ago (n=404)	16–20 Years Ago (n=325)	More than 20 Years Ago (n=1,283)
Desire for change: do something different	13%	17%	17%	22%	12%
Challenges facing instruction that resulted from the pandemic	10%	16%	11%	17%	8%
Lack of career growth opportunities	19%	30%	18%	12%	4%
Physical health challenges	5%	8%	9%	13%	11%
Feelings of discrimination	11%	17%	13%	9%	6%
Change in family situation	10%	11%	13%	10%	8%
Lack of long-term stability in job	35%	45%	27%	19%	5%
Uncomfortable teaching with advanced technology	4%	5%	5%	8%	7%
Lack of support / resources / funding from administration, board or government*	2%	3%	--	--	2%
Excessive workload, large class sizes or poor work-life balance*	2%	--	--	--	--
Student behaviour and discipline issues*	1%	3%	--	--	1%

Response Options	Last 5 Years (n=1,669)	6–10 Years Ago (n=511)	11–15 Years Ago (n=404)	16–20 Years Ago (n=325)	More than 20 Years Ago (n=1,283)
Lack of respect or appreciation for the teaching profession*	--	--	--	--	--
Concerns with curriculum direction or ideological content*	--	--	--	--	--
Inadequate compensation / financial pressures*	1%	--	--	--	--
Unfair hiring, promotion or evaluation practices*	--	--	--	--	--
Other	1%	--	--	--	--
Not applicable – I don't plan to leave the profession in the next 5 years	41%	25%	27%	23%	16%

Survey item: "What type(s) of position(s) did you hold in the education system between September 1, 2024, and August 31, 2025? Please select all that apply? [Multiple response item]"

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 responses.

Predominant Employer During the 2024–2025 School Year – Outside of Canada

As seen in Table 7.5.8, one-quarter of respondents who were working in the education profession and indicated that their predominant employer was outside of Canada reported that the impact to their mental health contributed to their thoughts about leaving the profession permanently over the next five years (25%), which was relatively lower than the full sample of survey respondents (35%).

Conversely, 20 percent of respondents whose predominant employer was outside of Canada reported that they

may leave the teaching profession because they want to do something different, which was slightly higher than the full sample of survey respondents (14%).

Forty percent of respondents who were working in the education profession with an employer outside of Canada reported that they were not planning to leave the teaching profession over the next five years. This proportion was larger than that of the full survey sample (31%).

Table 7.5.8

Predominant employer during the 2024–2025 school year – Outside of Canada

By reasons respondents may permanently leave the profession within the next five years

Response Options	Predominant Employer Outside of Canada (n=224)
Impact to my mental health	25%
Retirement	18%
Feelings of lack of safety and/or security in the school or system	16%
Overall lack of job satisfaction	15%
Desire for change: do something different	20%
Challenges facing instruction that resulted from the pandemic	9%
Lack of career growth opportunities	14%
Physical health challenges	7%
Feelings of discrimination	8%
Change in family situation	10%
Lack of long-term stability in job	13%

Response Options	Predominant Employer Outside of Canada (n=224)
Uncomfortable teaching with advanced technology	--
Lack of support / resources / funding from administration, board or government*	--
Excessive workload, large class sizes or poor work-life balance*	--
Student behaviour and discipline issues*	--
Lack of respect or appreciation for the teaching profession*	--
Concerns with curriculum direction or ideological content*	--
Inadequate compensation / financial pressures*	--
Unfair hiring, promotion or evaluation practices*	--
Other	--
Not applicable – I don't plan to leave the profession in the next five (5) years	40%

Respondent count: n=224

2025 survey item: "Which of the following best describes who you consider to be your predominant employer during the 2024/2025 school year? Please either select a district school board or authority from the drop-down list, or another of the employment options below."

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 responses.

Among Disability Categories

Impact on mental health was reported as a reason for potentially leaving the teaching profession permanently within the next five years by approximately half of respondents who identified as having one or more disabilities (50%), and among those who specified having a cognitive disability (56%) and/or a physical disability (47%). Larger proportions of respondents who indicated that they had a mental health-related disability and/or another disability reported that impact to their mental health was a contributing factor for leaving the profession (62% and 61%, respectively). The top reported reason for leaving the teaching profession among respondents who indicated they did not have a disability was retirement (35%) (Table 7.5.9).

When compared to respondents who reported having one or more disabilities, relatively smaller proportions of respondents who indicated that they did not have a disability reported that they may leave the teaching profession over the next five years because of the impact on their mental health (50% vs. 31%, respectively), feelings of lack of safety and/or security in school or systemically (35% vs. 20%, respectively), lack of job satisfaction (26% vs. 17%, respectively), physical health challenges (18% vs. 5%, respectively), and feelings of discrimination (14% vs. 5%, respectively).

Forty percent of respondents who reported having a physical disability reported that they may retire from the teaching profession over the next five years. Relatively smaller proportions

of respondents who reported having a mental health-related disability and/or a cognitive disability indicated that they may retire in the next five years (26% and 23%, respectively).

A larger proportion of respondents who did not have a disability indicated that they did not plan to permanently leave the teaching profession in the next five years (33%), when compared to respondents who reported having one or more disabilities (23%).

Table 7.5.9**Disability**

By reasons respondents may permanently leave the teaching profession within the next five years

Response Options	Disability Categories	%
Impact to my mental health	No disability (n=18,604)	31%
	Yes (n=4,993)	50%
	Yes - Physical (n=2,655)	48%
	Yes - Mental health-related (n=2,592)	62%
	Yes - Cognitive (n=2,002)	56%
	Yes - Another disability* (n=31)	61%
	Yes - Prefer not to answer (n=152)	49%
	I am not sure (n=894)	47%
	Prefer not to answer (n=824)	38%
Retirement	No disability (n=18,604)	35%
	Yes (n=4,993)	32%
	Yes - Physical (n=2,655)	40%
	Yes - Mental health-related (n=2,592)	26%
	Yes - Cognitive (n=2,002)	23%
	Yes - Another disability* (n=31)	45%
	Yes - Prefer not to answer (n=152)	31%
	I am not sure (n=894)	32%
	Prefer not to answer (n=824)	31%

Response Options	Disability Categories	%
Feelings of lack of safety and/or security in the school or system	No disability (n=18,604)	20%
	Yes (n=4,993)	35%
	Yes - Physical (n=2,655)	32%
	Yes - Mental health-related (n=2,592)	41%
	Yes - Cognitive (n=2,002)	40%
	Yes - Another disability* (n=31)	42%
	Yes - Prefer not to answer (n=152)	36%
	I am not sure (n=894)	31%
	Prefer not to answer (n=824)	26%
Overall lack of job satisfaction	No disability (n=18,604)	17%
	Yes (n=4,993)	26%
	Yes - Physical (n=2,655)	23%
	Yes - Mental health-related (n=2,592)	32%
	Yes - Cognitive (n=2,002)	30%
	Yes - Another disability* (n=31)	35%
	Yes - Prefer not to answer (n=152)	26%
	I am not sure (n=894)	25%
	Prefer not to answer (n=824)	20%
Desire for change: do something different	No disability (n=18,604)	13%
	Yes (n=4,993)	15%
	Yes - Physical (n=2,655)	15%
	Yes - Mental health-related (n=2,592)	16%
	Yes - Cognitive (n=2,002)	16%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	16%
	I am not sure (n=894)	19%
	Prefer not to answer (n=824)	13%

Response Options	Disability Categories	%
Challenges facing instruction that resulted from the pandemic	No disability (n=18,604)	11%
	Yes (n=4,993)	18%
	Yes - Physical (n=2,655)	16%
	Yes - Mental health-related (n=2,592)	23%
	Yes - Cognitive (n=2,002)	22%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	20%
	I am not sure (n=894)	19%
	Prefer not to answer (n=824)	13%
Lack of career growth opportunities	No disability (n=18,604)	8%
	Yes (n=4,993)	11%
	Yes - Physical (n=2,655)	10%
	Yes - Mental health-related (n=2,592)	12%
	Yes - Cognitive (n=2,002)	14%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	14%
	I am not sure (n=894)	10%
	Prefer not to answer (n=824)	12%
Physical health challenges	No disability (n=18,604)	5%
	Yes (n=4,993)	18%
	Yes - Physical (n=2,655)	26%
	Yes - Mental health-related (n=2,592)	17%
	Yes - Cognitive (n=2,002)	16%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	18%
	I am not sure (n=894)	13%
	Prefer not to answer (n=824)	8%

Response Options	Disability Categories	%
Feelings of discrimination	No disability (n=18,604)	5%
	Yes (n=4,993)	14%
	Yes - Physical (n=2,655)	14%
	Yes - Mental health-related (n=2,592)	17%
	Yes - Cognitive (n=2,002)	16%
	Yes - Another disability* (n=31)	48%
	Yes - Prefer not to answer (n=152)	18%
	I am not sure (n=894)	11%
	Prefer not to answer (n=824)	9%
Change in family situation	No disability (n=18,604)	7%
	Yes (n=4,993)	8%
	Yes - Physical (n=2,655)	8%
	Yes - Mental health-related (n=2,592)	8%
	Yes - Cognitive (n=2,002)	8%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	9%
	I am not sure (n=894)	11%
	Prefer not to answer (n=824)	6%
Lack of long-term stability in job	No disability (n=18,604)	6%
	Yes (n=4,993)	9%
	Yes - Physical (n=2,655)	7%
	Yes - Mental health-related (n=2,592)	9%
	Yes - Cognitive (n=2,002)	12%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	7%
	I am not sure (n=894)	8%
	Prefer not to answer (n=824)	9%

Response Options	Disability Categories	%
Uncomfortable teaching with advanced technology	No disability (n=18,604)	3%
	Yes (n=4,993)	6%
	Yes - Physical (n=2,655)	6%
	Yes - Mental health-related (n=2,592)	7%
	Yes - Cognitive (n=2,002)	6%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	--
	I am not sure (n=894)	7%
	Prefer not to answer (n=824)	4%
Lack of support and resources*	No disability (n=18,604)	2%
	Yes (n=4,993)	5%
	Yes - Physical (n=2,655)	4%
	Yes - Mental health-related (n=2,592)	6%
	Yes - Cognitive (n=2,002)	6%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	--
	I am not sure (n=894)	3%
	Prefer not to answer (n=824)	4%
Excessive workload, large class sizes or poor work-life balance*	No disability (n=18,604)	2%
	Yes (n=4,993)	3%
	Yes - Physical (n=2,655)	3%
	Yes - Mental health-related (n=2,592)	4%
	Yes - Cognitive (n=2,002)	4%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	--
	I am not sure (n=894)	2%
	Prefer not to answer (n=824)	2%

Response Options	Disability Categories	%
Student behaviour and discipline issues*	No disability (n=18,604)	1%
	Yes (n=4,993)	2%
	Yes - Physical (n=2,655)	2%
	Yes - Mental health-related (n=2,592)	2%
	Yes - Cognitive (n=2,002)	2%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	--
	I am not sure (n=894)	1%
	Prefer not to answer (n=824)	2%
Lack of respect and appreciation*	No disability (n=18,604)	1%
	Yes (n=4,993)	1%
	Yes - Physical (n=2,655)	1%
	Yes - Mental health-related (n=2,592)	2%
	Yes - Cognitive (n=2,002)	2%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	--
	I am not sure (n=894)	--
	Prefer not to answer (n=824)	--
Concerns with curriculum direction or ideological content*	No disability (n=18,604)	1%
	Yes (n=4,993)	1%
	Yes - Physical (n=2,655)	1%
	Yes - Mental health-related (n=2,592)	1%
	Yes - Cognitive (n=2,002)	1%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	--
	I am not sure (n=894)	--
	Prefer not to answer (n=824)	2%

Response Options	Disability Categories	%
Inadequate compensation / financial pressures*	No disability (n=18,604)	0.4%
	Yes (n=4,993)	1%
	Yes - Physical (n=2,655)	0.5%
	Yes - Mental health-related (n=2,592)	1%
	Yes - Cognitive (n=2,002)	1%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	--
	I am not sure (n=894)	--
	Prefer not to answer (n=824)	1%
Unfair hiring, promotion or evaluation practices*	No disability (n=18,604)	0.3%
	Yes (n=4,993)	1%
	Yes - Physical (n=2,655)	1%
	Yes - Mental health-related (n=2,592)	0.5%
	Yes - Cognitive (n=2,002)	1%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	--
	I am not sure (n=894)	--
	Prefer not to answer (n=824)	--
Other	No disability (n=18,604)	0.3%
	Yes (n=4,993)	1%
	Yes - Physical (n=2,655)	1%
	Yes - Mental health-related (n=2,592)	1%
	Yes - Cognitive (n=2,002)	1%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	--
	I am not sure (n=894)	--
	Prefer not to answer (n=824)	--

Response Options	Disability Categories	%
Not applicable – I do not plan to leave the profession in the next five (5) years	No disability (n=18,604)	33%
	Yes (n=4,993)	23%
	Yes - Physical (n=2,655)	21%
	Yes - Mental health-related (n=2,592)	22%
	Yes - Cognitive (n=2,002)	25%
	Yes - Another disability* (n=31)	--
	Yes - Prefer not to answer (n=152)	22%
	I am not sure (n=894)	28%
	Prefer not to answer (n=824)	32%

2025 survey item: "If you think you will or may permanently leave the profession at some point within the next five years, what would your reasons likely be? Please select all that apply."

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents.

Among Gender Identities

Table 7.5.10 shows that impact on mental health was the most reported reason for potentially leaving the teaching profession permanently within the next five years among all genders with which respondents identified, with the exception of those who self-identified as a cisgender man.

The top reported reason for leaving the teaching profession among respondents who self-identified as a cisgender man was retirement (36%), followed by impact on their mental health (31%). Approximately one-third of respondents who described their gender as non-binary reported feelings of discrimination (39%), feelings of lack of safety and/or security in school

or system (35%), and lack of job satisfaction (32%) to be contributing factors for leaving the teaching profession over the next five years. These three factors were reported by smaller proportions of respondents who self-identified as a cisgender woman (6%, 24%, and 18%, respectively) or a cisgender man (9%, 21%, and 21%, respectively).

More than one-quarter of respondents who described their gender as a cisgender man (32%), a cisgender woman (30%), or non-binary (29%) reported that they do not plan to leave the teaching profession in the next five years.

Table 7.5.10
Gender identity

By reasons respondents may permanently leave the teaching profession within the next five years

Response Options	Gender Identities	%
Impact to my mental health	Cisgender Woman (n=18,652)	37%
	Cisgender Man (n=5,120)	31%
	Non-Binary (n=133)	53%
	Transgender Man (n=10)	100%
	Two-Spirit (n=10)	100%
	Prefer not to answer (n=1,183)	35%
	Don't know* (n=40)	33%

Response Options	Gender Identities	%
Retirement	Cisgender Woman (n=18,652)	34%
	Cisgender Man (n=5,120)	36%
	Non-Binary (n=133)	
	Transgender Man (n=10)	
	Two-Spirit (n=10)	
	Prefer not to answer (n=1,183)	35%
	Don't know* (n=40)	43%
Feelings of lack of safety and/or security in the school or system	Cisgender Woman (n=18,652)	24%
	Cisgender Man (n=5,120)	21%
	Non-Binary (n=133)	35%
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	26%
	Don't know* (n=40)	--
Overall lack of job satisfaction	Cisgender Woman (n=18,652)	18%
	Cisgender Man (n=5,120)	21%
	Non-Binary (n=133)	32%
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	22%
	Don't know* (n=40)	--

Response Options	Gender Identities	%
Desire for change: do something different	Cisgender Woman (n=18,652)	13%
	Cisgender Man (n=5,120)	17%
	Non-Binary (n=133)	18%
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	14%
	Don't know* (n=40)	--
Challenges facing instruction that resulted from the pandemic	Cisgender Woman (n=18,652)	13%
	Cisgender Man (n=5,120)	11%
	Non-Binary (n=133)	19%
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	12%
	Don't know* (n=40)	--
Lack of career growth opportunities	Cisgender Woman (n=18,652)	8%
	Cisgender Man (n=5,120)	11%
	Non-Binary (n=133)	16%
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	11%
	Don't know* (n=40)	--

Response Options	Gender Identities	%
Physical health challenges	Cisgender Woman (n=18,652)	8%
	Cisgender Man (n=5,120)	7%
	Non-Binary (n=133)	14%
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	9%
	Don't know* (n=40)	--
Feelings of discrimination	Cisgender Woman (n=18,652)	6%
	Cisgender Man (n=5,120)	9%
	Non-Binary (n=133)	39%
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	13%
	Don't know* (n=40)	--
Change in family situation	Cisgender Woman (n=18,652)	8%
	Cisgender Man (n=5,120)	5%
	Non-Binary (n=133)	--
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	6%
	Don't know* (n=40)	--

Response Options	Gender Identities	%
Lack of long-term stability in job	Cisgender Woman (n=18,652)	7%
	Cisgender Man (n=5,120)	6%
	Non-Binary (n=133)	13%
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	8%
	Don't know* (n=40)	--
Uncomfortable teaching with advanced technology	Cisgender Woman (n=18,652)	4%
	Cisgender Man (n=5,120)	4%
	Non-Binary (n=133)	--
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	5%
	Don't know* (n=40)	--
Lack of support and resources*	Cisgender Woman (n=18,652)	3%
	Cisgender Man (n=5,120)	3%
	Non-Binary (n=133)	--
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	3%
	Don't know* (n=40)	--

Response Options	Gender Identities	%
Excessive workload, large class sizes or poor work-life balance*	Cisgender Woman (n=18,652)	2%
	Cisgender Man (n=5,120)	1%
	Non-Binary (n=133)	--
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	1%
	Don't know* (n=40)	--
Student behaviour and discipline issues*	Cisgender Woman (n=18,652)	1%
	Cisgender Man (n=5,120)	1%
	Non-Binary (n=133)	--
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	2%
	Don't know* (n=40)	--
Lack of respect and appreciation*	Cisgender Woman (n=18,652)	1%
	Cisgender Man (n=5,120)	1%
	Non-Binary (n=133)	--
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	1%
	Don't know* (n=40)	28%

Response Options	Gender Identities	%
Concerns with curriculum direction or ideological content*	Cisgender Woman (n=18,652)	0.4%
	Cisgender Man (n=5,120)	1%
	Non-Binary (n=133)	--
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	1%
	Don't know* (n=40)	28%
Inadequate compensation / financial pressures*	Cisgender Woman (n=18,652)	0.4%
	Cisgender Man (n=5,120)	1%
	Non-Binary (n=133)	--
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	1%
	Don't know* (n=40)	--
Unfair hiring, promotion or evaluation practices*	Cisgender Woman (n=18,652)	0.3%
	Cisgender Man (n=5,120)	0%
	Non-Binary (n=133)	--
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	1%
	Don't know* (n=40)	--

Response Options	Gender Identities	%
Other	Cisgender Woman (n=18,652)	0.4%
	Cisgender Man (n=5,120)	1%
	Non-Binary (n=133)	--
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	1%
	Don't know* (n=40)	--
Not applicable – I do not plan to leave the profession in the next five years	Cisgender Woman (n=18,652)	30%
	Cisgender Man (n=5,120)	32%
	Non-Binary (n=133)	29%
	Transgender Man (n=10)	--
	Two-Spirit (n=10)	--
	Prefer not to answer (n=1,183)	28%
	Don't know* (n=40)	25%

2025 survey item: "As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply."

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

The response categories "another gender" and "transgender woman" are not presented in this table because <10 respondents who self-identified with these gender categories completed this item.

-- denotes <10 respondents.

Among Sexual Orientation Categories

Impact on mental health was the most reported reason for potentially leaving the teaching profession permanently within the next five years among all sexual orientations with which respondents identified (ranging from 40%–81%), with the exception of those who self-identified as heterosexual.

The top reported reason for leaving the teaching profession among respondents who self-identified as heterosexual was retirement (36%). In addition, a relatively smaller proportion of respondents who described their sexual orientation as heterosexual reported that they may leave the teaching profession because of the impact to their mental health (34%), feelings of lack of safety and/or security in school or systemically (23%), lack of job satisfaction (18%), and feelings of discrimination (6%), when compared to respondents who self-identified with other sexual orientations.

Conversely, a larger proportion of respondents who self-identified as Two-Spirit indicated that the impact to their mental health (81%) and feelings of lack of safety and/or security in school or systemically (81%) contributed to their thoughts about leaving the teaching profession over the next five years (Table 7.5.11).

A larger proportion of respondents who self-identified as pansexual indicated that they may leave the teaching profession due to the lack of career growth opportunities (27%), when compared to respondents who self-identified with other sexual orientations (ranging from 8%–18%). In addition, a larger proportion of respondents who

described themselves as asexual and/or queer reported physical health challenges as a reason for potentially leaving the profession (25% and 21%, respectively), when compared to respondents who self-identified with other sexual orientations (ranging from 7%–14%).

Approximately one-third of respondents who described their sexual orientation as gay (33%), queer (33%), asexual (31%), heterosexual (31%), and/or bisexual (31%) reported that they do not plan to leave the teaching profession in the next five years.

Table 7.5.11
Sexual orientation

By reasons respondents may permanently leave the teaching profession within the next five years

Response Options	Sexual Orientations	%
Impact to my mental health	Heterosexual (n=21,216)	34%
	Bisexual (n=843)	50%
	Gay (n=340)	40%
	Lesbian (n=239)	44%
	Asexual* (n=83)	59%
	Pansexual* (n=79)	56%
	Queer* (n=63)	56%
	Two-Spirit (n=16)	81%
	Prefer not to answer (n=2,158)	38%
	Do not know* (n=34)	56%
Retirement	Heterosexual (n=21,216)	36%
	Bisexual (n=843)	16%
	Gay (n=340)	30%
	Lesbian (n=239)	30%
	Asexual* (n=83)	--
	Pansexual* (n=79)	--
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	31%
	Do not know* (n=34)	53%

Response Options	Sexual Orientations	%
Feelings of lack of safety and/or security in the school or system	Heterosexual (n=21,216)	23%
	Bisexual (n=843)	34%
	Gay (n=340)	26%
	Lesbian (n=239)	33%
	Asexual* (n=83)	47%
	Pansexual* (n=79)	39%
	Queer* (n=63)	40%
	Two-Spirit (n=16)	81%
	Prefer not to answer (n=2,158)	28%
	Do not know* (n=34)	29%
Overall lack of job satisfaction	Heterosexual (n=21,216)	18%
	Bisexual (n=843)	26%
	Gay (n=340)	28%
	Lesbian (n=239)	23%
	Asexual* (n=83)	33%
	Pansexual* (n=79)	32%
	Queer* (n=63)	41%
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	22%
	Do not know* (n=34)	--

Response Options	Sexual Orientations	%
Desire for change: do something different	Heterosexual (n=21,216)	14%
	Bisexual (n=843)	16%
	Gay (n=340)	20%
	Lesbian (n=239)	17%
	Asexual* (n=83)	14%
	Pansexual* (n=79)	23%
	Queer* (n=63)	21%
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	15%
	Do not know* (n=34)	--
Challenges facing instruction that resulted from the pandemic	Heterosexual (n=21,216)	12%
	Bisexual (n=843)	19%
	Gay (n=340)	14%
	Lesbian (n=239)	16%
	Asexual* (n=83)	25%
	Pansexual* (n=79)	24%
	Queer* (n=63)	22%
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	14%
	Do not know* (n=34)	--

Response Options	Sexual Orientations	%
Lack of career growth opportunities	Heterosexual (n=21,216)	8%
	Bisexual (n=843)	14%
	Gay (n=340)	12%
	Lesbian (n=239)	12%
	Asexual* (n=83)	18%
	Pansexual* (n=79)	27%
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	11%
	Do not know* (n=34)	--
Physical health challenges	Heterosexual (n=21,216)	8%
	Bisexual (n=843)	12%
	Gay (n=340)	7%
	Lesbian (n=239)	8%
	Asexual* (n=83)	25%
	Pansexual* (n=79)	14%
	Queer* (n=63)	21%
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	9%
	Do not know* (n=34)	--

Response Options	Sexual Orientations	%
Feelings of discrimination	Heterosexual (n=21,216)	6%
	Bisexual (n=843)	13%
	Gay (n=340)	15%
	Lesbian (n=239)	16%
	Asexual* (n=83)	28%
	Pansexual* (n=79)	27%
	Queer* (n=63)	25%
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	12%
	Do not know* (n=34)	--
Change in family situation	Heterosexual (n=21,216)	7%
	Bisexual (n=843)	8%
	Gay (n=340)	7%
	Lesbian (n=239)	8%
	Asexual* (n=83)	--
	Pansexual* (n=79)	14%
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	8%
	Do not know* (n=34)	--

Response Options	Sexual Orientations	%
Lack of long-term stability in job	Heterosexual (n=21,216)	6%
	Bisexual (n=843)	16%
	Gay (n=340)	8%
	Lesbian (n=239)	15%
	Asexual* (n=83)	20%
	Pansexual* (n=79)	22%
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	10%
	Do not know* (n=34)	--
Uncomfortable teaching with advanced technology	Heterosexual (n=21,216)	3%
	Bisexual (n=843)	6%
	Gay (n=340)	5%
	Lesbian (n=239)	5%
	Asexual* (n=83)	--
	Pansexual* (n=79)	--
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	4%
	Do not know* (n=34)	--

Response Options	Sexual Orientations	%
Lack of support and resources*	Heterosexual (n=21,216)	3%
	Bisexual (n=843)	5%
	Gay (n=340)	5%
	Lesbian (n=239)	4%
	Asexual* (n=83)	--
	Pansexual* (n=79)	--
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	%
	Do not know* (n=34)	--
Excessive workload, large class sizes or poor work-life balance*	Heterosexual (n=21,216)	2%
	Bisexual (n=843)	2%
	Gay (n=340)	--
	Lesbian (n=239)	--
	Asexual* (n=83)	--
	Pansexual* (n=79)	--
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	2%
	Do not know* (n=34)	--

Response Options	Sexual Orientations	%
Student behaviour and discipline issues*	Heterosexual (n=21,216)	1%
	Bisexual (n=843)	--
	Gay (n=340)	--
	Lesbian (n=239)	--
	Asexual* (n=83)	--
	Pansexual* (n=79)	--
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	2%
	Do not know* (n=34)	--
Lack of respect and appreciation*	Heterosexual (n=21,216)	1%
	Bisexual (n=843)	1%
	Gay (n=340)	--
	Lesbian (n=239)	--
	Asexual* (n=83)	--
	Pansexual* (n=79)	--
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	1%
	Do not know* (n=34)	--

Response Options	Sexual Orientations	%
Concerns with curriculum direction or ideological content*	Heterosexual (n=21,216)	1%
	Bisexual (n=843)	--
	Gay (n=340)	--
	Lesbian (n=239)	--
	Asexual* (n=83)	--
	Pansexual* (n=79)	--
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	1%
	Do not know* (n=34)	--
Inadequate compensation / financial pressures*	Heterosexual (n=21,216)	0.5%
	Bisexual (n=843)	--
	Gay (n=340)	--
	Lesbian (n=239)	--
	Asexual* (n=83)	--
	Pansexual* (n=79)	--
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	1%
	Do not know* (n=34)	--

Response Options	Sexual Orientations	%
Unfair hiring, promotion or evaluation practices*	Heterosexual (n=21,216)	0.3%
	Bisexual (n=843)	--
	Gay (n=340)	--
	Lesbian (n=239)	--
	Asexual* (n=83)	--
	Pansexual* (n=79)	--
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	1%
	Do not know* (n=34)	--
Other	Heterosexual (n=21,216)	0.4%
	Bisexual (n=843)	--
	Gay (n=340)	--
	Lesbian (n=239)	--
	Asexual* (n=83)	--
	Pansexual* (n=79)	--
	Queer* (n=63)	--
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	0.5%
	Do not know* (n=34)	--

Response Options	Sexual Orientations	%
Not applicable – I do not plan to leave the profession in the next five years	Heterosexual (n=21,216)	31%
	Bisexual (n=843)	31%
	Gay (n=340)	33%
	Lesbian (n=239)	26%
	Asexual* (n=83)	31%
	Pansexual* (n=79)	27%
	Queer* (n=63)	33%
	Two-Spirit (n=16)	--
	Prefer not to answer (n=2,158)	29%
	Do not know* (n=34)	--

2025 survey item: "If you think you will or may permanently leave the profession at some point within the next five years, what would your reasons likely be? Please select all that apply."

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

The response categories 'another sexual orientation' and demisexual are not presented in this table because <10 respondents who self-identified with these sexual orientations completed this item.

-- denotes <10 respondents.

Among Racial Categories

As seen in Table 7.5.12, impact to mental health was the most reported reason for potentially leaving the teaching profession permanently within the next five years among all racial categories with which respondents identified (ranging from 29%–46%), with the exception of respondents who described their racial category as white. The top reported reason for leaving the teaching profession among respondents who self-identified as white was retirement (37%), followed by impact to their mental health (36%). In addition, across all racial categories with which respondents self-identified, larger proportions of respondents who described their racial category as white and/or Indigenous to North America reported that they may retire from the teaching profession in the next five years (37% and 36%, respectively), and a relatively smaller proportion of respondents who self-identified as South Asian reported that retirement may be a reason for permanently leaving the teaching profession (19%).

Respondents who identified their racial category as Jewish reported the highest rate of discrimination influencing thoughts of leaving the profession over the next five years (31%). Respondents in other racial categories reported rates between 11 and 19 percent, while white respondents reported the lowest rate at five percent.

Approximately one-third of respondents who described their racial category as South Asian (38%), Black (37%), Southeast Asian (34%), East Asian (33%) and/or white (30%) reported that they do not plan to permanently leave the teaching profession over the next five years. A relatively smaller proportion of respondents who self-identified as Indigenous to North America reported that they do not plan to leave the teaching profession over the next five years (24%).

Table 7.5.12
Racial categories

By reasons respondents may permanently leave the teaching profession within the next five years

Response Options	Racial Categories	%
Impact to my mental health	White (n=19,060)	36%
	South Asian (n=1,371)	29%
	Black (n=1,306)	29%
	East Asian (n=803)	40%
	Middle Eastern or West Asian (n=556)	35%
	Indigenous to North America (n=473)	39%
	Southeast Asian (n=340)	36%
	Latin American (n=292)	42%
	Jewish* (n=211)	42%
	Mixed race* (n=100)	44%
	Additional identity (n=107)	46%
	Prefer not to answer (n=1,541)	38%
Retirement	White (n=19,060)	37%
	South Asian (n=1,371)	19%
	Black (n=1,306)	24%
	East Asian (n=803)	23%
	Middle Eastern or West Asian (n=556)	24%
	Indigenous to North America (n=473)	36%
	Southeast Asian (n=340)	24%
	Latin American (n=292)	25%
	Jewish* (n=211)	32%
	Mixed Race* (n=100)	31%
	Additional identity (n=107)	41%
	Prefer not to answer (n=1,541)	36%

Response Options	Racial Categories	%
Feelings of lack of safety and/or security in the school or system	White (n=19,060)	24%
	South Asian (n=1,371)	21%
	Black (n=1,306)	20%
	East Asian (n=803)	28%
	Middle Eastern or West Asian (n=556)	28%
	Indigenous to North America (n=473)	30%
	Southeast Asian (n=340)	25%
	Latin American (n=292)	28%
	Jewish* (n=211)	31%
	Mixed Race* (n=100)	25%
	Additional identity (n=107)	36%
	Prefer not to answer (n=1,541)	28%
Overall lack of job satisfaction	White (n=19,060)	19%
	South Asian (n=1,371)	17%
	Black (n=1,306)	14%
	East Asian (n=803)	24%
	Middle Eastern or West Asian (n=556)	19%
	Indigenous to North America (n=473)	16%
	Southeast Asian (n=340)	19%
	Latin American (n=292)	21%
	Jewish* (n=211)	21%
	Mixed Race* (n=100)	26%
	Additional identity (n=107)	28%
	Prefer not to answer (n=1,541)	23%

Response Options	Racial Categories	%
Desire for change: do something different	White (n=19,060)	14%
	South Asian (n=1,371)	12%
	Black (n=1,306)	17%
	East Asian (n=803)	18%
	Middle Eastern or West Asian (n=556)	12%
	Indigenous to North America (n=473)	14%
	Southeast Asian (n=340)	17%
	Latin American (n=292)	16%
	Jewish* (n=211)	14%
	Mixed Race* (n=100)	20%
	Additional identity (n=107)	17%
	Prefer not to answer (n=1,541)	14%
Challenges facing instruction that resulted from the pandemic	White (n=19,060)	13%
	South Asian (n=1,371)	10%
	Black (n=1,306)	8%
	East Asian (n=803)	16%
	Middle Eastern or West Asian (n=556)	13%
	Indigenous to North America (n=473)	12%
	Southeast Asian (n=340)	16%
	Latin American (n=292)	15%
	Jewish* (n=211)	11%
	Mixed Race* (n=100)	20%
	Additional identity (n=107)	22%
	Prefer not to answer (n=1,541)	14%

Response Options	Racial Categories	%
Lack of career growth opportunities	White (n=19,060)	7%
	South Asian (n=1,371)	16%
	Black (n=1,306)	13%
	East Asian (n=803)	12%
	Middle Eastern or West Asian (n=556)	14%
	Indigenous to North America (n=473)	11%
	Southeast Asian (n=340)	14%
	Latin American (n=292)	16%
	Jewish* (n=211)	5%
	Mixed Race* (n=100)	11%
	Additional identity (n=107)	16%
	Prefer not to answer (n=1,541)	11%
Physical health challenges	White (n=19,060)	8%
	South Asian (n=1,371)	10%
	Black (n=1,306)	7%
	East Asian (n=803)	11%
	Middle Eastern or West Asian (n=556)	9%
	Indigenous to North America (n=473)	10%
	Southeast Asian (n=340)	13%
	Latin American (n=292)	8%
	Jewish* (n=211)	6%
	Mixed Race* (n=100)	12%
	Additional identity (n=107)	14%
	Prefer not to answer (n=1,541)	8%

Response Options	Racial Categories	%
Feelings of discrimination	White (n=19,060)	5%
	South Asian (n=1,371)	17%
	Black (n=1,306)	19%
	East Asian (n=803)	11%
	Middle Eastern or West Asian (n=556)	18%
	Indigenous to North America (n=473)	13%
	Southeast Asian (n=340)	14%
	Latin American (n=292)	11%
	Jewish* (n=211)	31%
	Mixed Race* (n=100)	16%
	Additional identity (n=107)	16%
	Prefer not to answer (n=1,541)	10%
Change in family situation	White (n=19,060)	7%
	South Asian (n=1,371)	9%
	Black (n=1,306)	9%
	East Asian (n=803)	11%
	Middle Eastern or West Asian (n=556)	8%
	Indigenous to North America (n=473)	5%
	Southeast Asian (n=340)	14%
	Latin American (n=292)	10%
	Jewish* (n=211)	7%
	Mixed Race* (n=100)	12%
	Additional identity (n=107)	12%
	Prefer not to answer (n=1,541)	7%

Response Options	Racial Categories	%
Lack of long-term stability in job	White (n=19,060)	6%
	South Asian (n=1,371)	16%
	Black (n=1,306)	11%
	East Asian (n=803)	11%
	Middle Eastern or West Asian (n=556)	15%
	Indigenous to North America (n=473)	7%
	Southeast Asian (n=340)	13%
	Latin American (n=292)	13%
	Jewish* (n=211)	--
	Mixed Race* (n=100)	--
	Additional identity (n=107)	12%
	Prefer not to answer (n=1,541)	7%
Uncomfortable teaching with advanced technology	White (n=19,060)	4%
	South Asian (n=1,371)	4%
	Black (n=1,306)	3%
	East Asian (n=803)	4%
	Middle Eastern or West Asian (n=556)	5%
	Indigenous to North America (n=473)	4%
	Southeast Asian (n=340)	4%
	Latin American (n=292)	3%
	Jewish* (n=211)	6%
	Mixed Race* (n=100)	--
	Additional identity (n=107)	--
	Prefer not to answer (n=1,541)	4%

Response Options	Racial Categories	%
Lack of support and resources*	White (n=19,060)	3%
	South Asian (n=1,371)	1%
	Black (n=1,306)	1%
	East Asian (n=803)	4%
	Middle Eastern or West Asian (n=556)	2%
	Indigenous to North America (n=473)	--
	Southeast Asian (n=340)	--
	Latin American (n=292)	4%
	Jewish* (n=211)	--
	Mixed Race* (n=100)	--
	Additional identity (n=107)	--
	Prefer not to answer (n=1,541)	3%
Excessive workload, large class sizes or poor work-life balance*	White (n=19,060)	2%
	South Asian (n=1,371)	1%
	Black (n=1,306)	1%
	East Asian (n=803)	2%
	Middle Eastern or West Asian (n=556)	2%
	Indigenous to North America (n=473)	--
	Southeast Asian (n=340)	--
	Latin American (n=292)	--
	Jewish* (n=211)	--
	Mixed Race* (n=100)	--
	Additional identity (n=107)	--
	Prefer not to answer (n=1,541)	2%

Response Options	Racial Categories	%
Student behaviour and discipline issues*	White (n=19,060)	1%
	South Asian (n=1,371)	1%
	Black (n=1,306)	--
	East Asian (n=803)	2%
	Middle Eastern or West Asian (n=556)	--
	Indigenous to North America (n=473)	--
	Southeast Asian (n=340)	--
	Latin American (n=292)	--
	Jewish* (n=211)	--
	Mixed Race* (n=100)	--
	Additional identity (n=107)	--
	Prefer not to answer (n=1,541)	2%
Lack of respect and appreciation*	White (n=19,060)	1%
	South Asian (n=1,371)	--
	Black (n=1,306)	--
	East Asian (n=803)	--
	Middle Eastern or West Asian (n=556)	--
	Indigenous to North America (n=473)	--
	Southeast Asian (n=340)	--
	Latin American (n=292)	--
	Jewish* (n=211)	--
	Mixed Race* (n=100)	--
	Additional identity (n=107)	--
	Prefer not to answer (n=1,541)	1%

Response Options	Racial Categories	%
Concerns with curriculum direction or ideological content*	White (n=19,060)	1%
	South Asian (n=1,371)	--
	Black (n=1,306)	--
	East Asian (n=803)	--
	Middle Eastern or West Asian (n=556)	--
	Indigenous to North America (n=473)	--
	Southeast Asian (n=340)	--
	Latin American (n=292)	--
	Jewish* (n=211)	--
	Mixed Race* (n=100)	--
	Additional identity (n=107)	--
	Prefer not to answer (n=1,541)	2%
Inadequate compensation / financial pressures*	White (n=19,060)	0.5%
	South Asian (n=1,371)	--
	Black (n=1,306)	--
	East Asian (n=803)	1%
	Middle Eastern or West Asian (n=556)	--
	Indigenous to North America (n=473)	--
	Southeast Asian (n=340)	--
	Latin American (n=292)	--
	Jewish* (n=211)	--
	Mixed Race* (n=100)	--
	Additional identity (n=107)	--
	Prefer not to answer (n=1,541)	1%

Response Options	Racial Categories	%
Unfair hiring, promotion or evaluation practices*	White (n=19,060)	0.3%
	South Asian (n=1,371)	--
	Black (n=1,306)	--
	East Asian (n=803)	--
	Middle Eastern or West Asian (n=556)	--
	Indigenous to North America (n=473)	--
	Southeast Asian (n=340)	--
	Latin American (n=292)	--
	Jewish* (n=211)	--
	Mixed Race* (n=100)	--
	Additional identity (n=107)	--
	Prefer not to answer (n=1,541)	1%
Other	White (n=19,060)	0.4%
	South Asian (n=1,371)	--
	Black (n=1,306)	--
	East Asian (n=803)	--
	Middle Eastern or West Asian (n=556)	--
	Indigenous to North America (n=473)	--
	Southeast Asian (n=340)	--
	Latin American (n=292)	--
	Jewish* (n=211)	--
	Mixed Race* (n=100)	--
	Additional identity (n=107)	--
	Prefer not to answer (n=1,541)	--

Response Options	Racial Categories	%
Not applicable – I do not plan to leave the profession in the next five years	White (n=19,060)	30%
	South Asian (n=1,371)	38%
	Black (n=1,306)	37%
	East Asian (n=803)	33%
	Middle Eastern or West Asian (n=556)	29%
	Indigenous to North America (n=473)	24%
	Southeast Asian (n=340)	34%
	Latin American (n=292)	29%
	Jewish* (n=211)	29%
	Mixed Race* (n=100)	27%
	Additional identity (n=107)	23%
	Prefer not to answer (n=1,541)	28%

2025 survey item: "If you think you will or may permanently leave the profession at some point within the next five years, what would your reasons likely be? Please select all that apply."

The 10 most frequently reported racial categories are presented in this table.

* 2025 survey item response categories reflecting themes created from open-ended answers provided by respondents.

-- denotes <10 respondents.

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 Identity²

Cisgender

Referring to 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.

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>

Sexual orientation³

Asexual

Referring to a person who feels very little or no sexual attraction.

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.

Demisexual

Referring to a person who feels sexual attraction only once a strong emotional bond is formed.

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.

Heterosexual

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

Lesbian

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

Pansexual

Referring to a person who is sexually and/or romantically attracted to another person regardless of their gender or sex. Some people use the term "bisexual" to refer to this concept even though the prefix "bi-" means "two."

Gender identity and sexual orientation⁴

Queer

Referring to a person whose sexual orientation or gender differs from the normative binary vision of gender and sexuality.

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

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

Questioning

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

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.

Disability⁵

- Any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- a condition of mental impairment or a developmental disability,
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- a mental disorder.

⁵ Accessibility for Ontarians with Disabilities Act, 2005, S.O. 2005, c. 11

Core Questions

Question 1: What type(s) of position(s) did you hold in the education system between September 1, 2024 and August 3, 2025? Please select all that apply.

Framework: All respondents.

n=35,449	Count	%
Full-time permanent teaching position	21,188	59.77%
Part-time permanent teaching position	1,071	3.02%
Full-time long-term occasional teaching position	1,996	5.63%
Part-time long-term occasional teaching position	1,069	3.02%
Daily occasional or supply teaching position	4,831	13.63%
Principal / Vice-Principal position	1,492	4.21%
Other limited term contract teaching position	397	1.12%
On leave from a job in education	974	2.75%
Retired and doing any type of work in education (including teaching occasionally whether daily or under long-term contract)	1,988	5.61%
Retired, and not working in education	607	1.71%
Other role in the field of education that requires me to be an OCT	798	2.25%
Other role in the field of education that does not require me to be an OCT	843	2.38%
Self-employed in education	375	1.06%
Not working in education	955	2.69%
Not applicable	460	1.30%

Question 2: In which school panel(s) did you hold your position(s) between September 1, 2024 and August 31, 2025?

Framework: Respondents who hold a teaching position at a school.

n=31,959	Count	%
Elementary	20,020	62.64%
Secondary	9,795	30.65%
Both–Elementary and Secondary	1,682	5.26%
Not applicable	462	1.45%

Question 3: During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?

Framework: All respondents.

n=34,295	Count	%
Not as much as I would have wanted	4,078	11.89%
About as much as I wanted	23,512	68.56%
More than I wanted	3,951	11.52%
Not applicable – I did not work in the teaching profession	2,754	8.03%

Question 4: Which of the following best describes who you consider to be your predominant employer during the 2024/2025 school year? Please either select a district school board or authority from the drop-down list, or another of the employment options below.

Framework: All respondents.

n=34,286	Count	%
English-Language District School Board	21,104	61.55%
French-Language District School Board	1,615	4.71%
A private or public school operated by a First Nation community or school authority in Ontario	4,963	14.48%
A private school in Ontario	1,435	4.19%
Other employer in the field of education in Ontario (please specify)	1,771	5.17%
Other employer outside the field of education in Ontario	647	1.89%

n=34,286	Count	%
An employer in Canada, but outside of Ontario	389	1.13%
An employer outside of Canada	402	1.17%
Not applicable – I did not work during the 2024-2025 school year	1,883	5.49%
Other	77	0.22%

Initial analysis showed that about 14 percent of respondents selected the option "A private or public school operated by a First Nation community or school authority in Ontario." Further review indicated that the way this item's response categories were displayed online likely led some respondents to choose this option unintentionally. To correct the data, Forum compared respondents' selections with current College registration records. Where employer information was available, Forum replaced mismatched responses with the respondents' 2025 employer data on file. The corrected data was then anonymized and analyzed by Forum.

n=34,122	Count	%
English-Language District School Board	24,184	70.88%
French-Language District School Board	1,850	5.42%
A private or public school operated by a First Nation community or school authority in Ontario	1,484	4.35%
A private school in Ontario	1,435	4.21%
Other employer in the field of education in Ontario (please specify)	1,771	5.19%
Other employer outside the field of education in Ontario	647	1.90%
An employer in Canada, but outside of Ontario	389	1.14%
An employer outside of Canada	402	1.18%
Not applicable – I did not work during the 2024-2025 school year	1,883	5.52%
Other	77	0.23%

In future, the College will display the response categories for this survey item in a way that supports accurate employer selection.

Question 5: When were you first employed as a teacher in Ontario, regardless of type of employment?

Framework: All respondents.

n=33,112	Count	%
Within the last 5 years (2021–2025)	4,611	13.93%
Between 6 to 10 years ago (2016–2020)	3,633	10.97%
Between 11 to 15 years ago (2011–2015)	4,325	13.06%
Between 16 to 20 years ago (2006–2010)	5,599	16.91%
More than 20 years ago	13,706	41.39%
Not applicable – I have not started teaching in Ontario	1,238	3.74%

Question 6: Would you say that a job as a certified teacher was your first career?

Framework: All respondents.

n=33,118	Count	%
Yes	21,939	66.24%
No	10,450	31.55%
I am not sure	395	1.19%
Prefer not to answer	334	1.01%

Question 7: Where did you complete your teacher education program?

Framework: All respondents.

n=32,811	Count	%
I completed my initial teacher education program in Ontario	25,325	77.18%
I completed my initial teacher education program(s) in Canada outside of Ontario	1,757	5.35%
I completed my initial teacher education program in another country or countries other than Canada	5,729	17.46%

Question 8: 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 five years.

n=4,552	Count	%
Extremely well	478	10.50%
Well	942	20.69%
Adequately	1,452	31.90%
Poorly	740	16.26%
Extremely poorly	218	4.79%
I am not sure	40	0.88%
Not applicable – I did not receive my initial training in Ontario.	635	13.95%
I prefer not to answer	47	1.03%

Question 9: How well do you believe that 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 five years.

n=4,513	Count	%
Extremely well	224	4.96%
Well	518	11.48%
Adequately	774	17.15%
Poorly	445	9.86%
Extremely poorly	203	4.50%
I am not sure	191	4.23%
Not applicable – I have not had access to NTIP	1,544	34.21%
Not applicable – I am not aware of NTIP	517	11.46%
Prefer not to answer	97	2.15%

Question 10: If you are not currently teaching full-time in Ontario, which of the following barriers do you believe that you are facing? Please select all that apply.

Framework: Respondents who are new teachers, and / or internationally educated, and had less work, or did not work during the 2024/2025 school year.

n=3,018	Count	%
Geographic location — available positions are located far from my place of residence	811	26.87%
Impact of seniority in the job environment	1,113	36.88%
I am told I don't have "Canadian experience"	425	14.08%
Family obligations	310	10.27%
Lack of information about working in northern schools or on reserves	168	5.57%
Not applicable – I'm not interested in teaching full-time	641	21.24%
No full-time positions or vacancies	304	10.07%
Other	201	6.66%
Discrimination or unfair hiring practices	152	5.04%
Burnout or stress-related issues	41	1.36%

All responses noted below "Not applicable – I'm not interested in teaching full-time" were provided through the open-text "Other" field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category.

Question 11: Regarding your teacher education, whether initial or subsequent qualifications, please select all that apply to you.

Framework: All respondents.

n=32,227	Count	%
I hold qualifications to teach in any of Ontario's twelve (12) French-language district school boards	3,556	11.03%
I hold qualifications to teach French as a Second Language in any of Ontario's sixty (60) English-language district school boards	4,819	14.95%
I am not sure	1,158	3.59%
Not applicable – I do not hold any of these qualifications	23,312	72.34%
Prefer not to answer	865	2.68%

Question 12: If you are qualified to teach in a French-language district school board, and are currently working in an English-language district school board, please select all the reason(s) for your choice. Please select all that apply.

Framework: Respondents who hold qualifications to teach in any of Ontario's twelve French-language district school boards.

n=3,302	Count	%
Not applicable – I currently work in a French-language district school board	1,806	54.69%
I prefer to teach in the English-language	349	10.57%
Geographic location — available positions are located closer to my place of residence	275	8.33%
First full-time position obtained	590	17.87%
In general, I believe there are more teaching positions available across the sixty (60) English-language district school boards	251	7.60%
In general, I believe there are more options for professional growth available across the sixty (60) English-language district school boards	153	4.63%
I moved from a French-language to an English-language district school board to take a specific opportunity that was of interest to me	119	3.60%
I feel uncertain of my ability to go directly to a French-language district school board	154	4.66%
Opportunities have not been available for me in a French-language district school board	258	7.81%
Other	178	5.39%

“Other” represents the count of answers that were provided in the question's open-text field. These responses were not coded into thematic groups.

Question 13a: As an Internationally Educated Teacher, do you believe that any of the following situations are impacting your ability to fully integrate into the teaching and work environment? Please select all that apply.

Framework: Respondents who work in a French-language district school board and are internationally educated.

n=109	Count	%
Cultural barriers (e.g. unfamiliar social norms, communication styles)	28	25.69%
Language barriers (e.g. living in Anglophone communities)	15	13.76%
Credentialing challenges	19	17.43%
Geographic isolation	12	11.01%
Settlement challenges (this could include integration in Anglophone communities, rural or urban communities, province of Ontario or nation of Canada)	12	11.01%
Professional advancement challenges	13	11.93%
Not applicable – I'm not experiencing any challenges	51	46.79%

Question 13b: As an Internationally Educated Teacher, do you believe that any of the following situations are impacting your ability to fully integrate into the teaching and work environment? Please select all that apply.

Framework: Respondents who work in an English-language district school board and are internationally educated.

n=3,180	Count	%
Cultural barriers (e.g. unfamiliar social norms, communication styles)	225	7.08%
Language barriers	74	2.33%
Barriers regarding international variations of the English language	100	3.14%
Credentialing challenges	285	8.96%
Geographic isolation	47	1.48%
Settlement challenges (this could include integration in rural or urban communities, province of Ontario or nation of Canada)	51	1.60%
Professional advancement challenges	252	7.92%
Not applicable – I'm not experiencing any challenges	2,497	78.52%

n=3,180	Count	%
Other	25	0.79%
Discrimination	23	0.72%
Limited job opportunities or positions unavailable	18	0.57%
Differences in educational systems and curriculum expectations	15	0.47%
Nepotism / favouritism in hiring practices	13	0.41%
Lack of networking or local connections	13	0.41%

All responses noted below “Not applicable – I’m not experiencing any challenges” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.

Question 14: As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply.

Framework: All respondents.

n=31,936	Count	%
Continue teaching in current subject area and capacity	18,338	57.42%
Move to teaching in another grade or subject area	6,538	20.47%
Seek a secondment to another position	3,517	11.01%
Principal / Vice-Principal	3,648	11.42%
Other School Leader (such as Department Head / School Based Curriculum Leader)	4,632	14.50%
School System Leader (such as Director of Education, Superintendent, System Principal, Coordinator, etc.)	2,088	6.54%
Move to teaching in another panel	1,547	4.84%
Move from a permanent to a daily occasional or supply teaching position	2,389	7.48%
I am not sure	2,573	8.06%
Not applicable	1,914	5.99%
Retirement	1,229	3.85%
Obtain a permanent teaching position	678	2.12%
Other	608	1.90%
Leave teaching profession entirely	481	1.51%

All responses noted below “Not applicable” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.

Question 15: If you were planning on leaving the profession in Ontario (e.g. by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?

Framework: All respondents.

n=31,572	Count	%
Within a year	2,065	6.54%
Within 2 to 3 years	4,506	14.27%
Within 4 to 10 years	8,569	27.14%
More than 10 years	4,409	13.96%
I am not sure	3,413	10.81%
Not applicable – I have no current plans to leave the profession within the next 10 years	8,610	27.27%

Question 16: Given your response to the previous question, if you do leave the teaching profession, when do you plan to (or think you might) discontinue your membership with the College, i.e. discontinue annual renewal of your membership?

Framework: Respondents who plan on leaving the teaching profession in Ontario.

n=19,429	Count	%
In January 2026	317	1.65%
In January 2027	563	2.92%
Later than January 2027	10,174	52.85%
I am not sure	8,195	42.57%

Question 17: If you think that you will or may permanently leave the profession at some point within the next five (5) years, what would your reasons likely be? Please select all that apply.

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

n=26,988	Count	%
Retirement	9,193	34.06%
Lack of career growth opportunities	2,329	8.63%
Lack of long term stability in job (e.g. going from LTO to LTO)	1,910	7.08%
Feelings of lack of safety and / or security in the school or system	6,356	23.55%
Impact to my mental health	9,538	35.34%
Physical health challenges	2,126	7.88%
Change in family situation	1,943	7.20%
Desire for change: do something different	3,731	13.82%
Challenges facing instruction that resulted from the pandemic	3,350	12.41%
Overall lack of job satisfaction	5,084	18.84%
Feelings of discrimination	1,964	7.28%
Uncomfortable teaching with advanced technology	973	3.61%
Not applicable – I do not plan to leave the profession in the next five (5) years	8,281	30.68%
Lack of support / resources / funding from administration, board or government	791	2.93%
Excessive workload, large class sizes or poor work-life balance	523	1.94%
Student behaviour and discipline issues	355	1.32%
Lack of respect or appreciation for the teaching profession	195	0.72%
Concerns with curriculum direction or ideological content	170	0.63%
Inadequate compensation / financial pressures	136	0.50%
Other	118	0.44%
Unfair hiring, promotion or evaluation practices	92	0.34%

All responses noted below “Not applicable – I do not plan to leave the profession in the next five (5) years” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.

Question 18: As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or, if not currently engaged in the profession, what would motivate you to rejoin? Please select all that apply.

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

n=31,232	Count	%
I love supporting the success of students	24,990	80.01%
Working with stimulating and supportive colleagues	14,863	47.59%
Career advancement opportunities	3,459	11.08%
The education profession provides a good work-life balance	8,085	25.89%
Teaching is a noble profession, and I take pride in working in the education sector	15,782	50.53%
I consider it my social duty, giving back to society	7,590	24.30%
Lack of comparable opportunities in other professions/ work situations	3,550	11.37%
Provides me with financial security	15,204	48.68%
Lifelong learning: there are always opportunities for personal growth and learning in the educator sector	12,279	39.32%
I feel entrenched in my teaching career and the seniority I've gained thus far	7,755	24.83%
Being a Francophone role model and promoting the sustainability of French in Ontario	2,112	6.76%
To serve as a role model by teaching and preserving Indigenous language(s)	788	2.52%
I'm interested in providing leadership in education	6,109	19.56%
I am not sure	472	1.51%
Not applicable	794	2.54%
Other	400	1.28%
Serving as a role model / providing representation for marginalized or under-represented groups	100	0.32%

n=31,232	Count	%
Mentoring and supporting less-experienced teachers / colleagues	41	0.13%
Opportunities to coach sports or lead extracurricular activities	34	0.11%

All responses noted below "Not applicable" were provided through the open-text "Other" field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category.

Question 19: Excluding the school or district school board at which you are currently employed, have you applied to any (other) district school boards, First Nation schools or school authorities in Ontario in the last two years?

Framework: All respondents.

n=30,881	Count	%
No, I have not applied to any Ontario district school boards, First Nation schools or school authorities	26,250	85.00%
Yes, I have applied to a district school board in Ontario, First Nation schools or school authorities, other than the one at which I am currently employed	4,631	15.00%

Question 20: If you were interested in changing the geographic location or school community (in which you reside or work) while remaining in the teaching profession, are there barriers preventing you from being able to do so? Please select all that apply.

Framework: All respondents.

n=30,399	Count	%
Not applicable – I don't wish to relocate to another school community	15,177	49.93%
Length of commuting time would be too much	5,260	17.30%
Loss of seniority if I moved to another school or district school board	10,295	33.87%
Lack of opportunities elsewhere	2,874	9.45%
My school is not open to a transfer	470	1.55%
My district school board is not open to a transfer elsewhere within the district school board	779	2.56%

n=30,399	Count	%
Other district school boards are not open to hiring outside their own district school boards	1,959	6.44%
Concern for fit in new school environment	2,437	8.02%
Higher cost of living elsewhere	2,788	9.17%
Difficulty of moving due to connections to current neighbourhood or school community	2,708	8.91%
Family situation and / or connections	4,770	15.69%
Difficulty moving due to strong cultural supports in current school community	479	1.58%
Accessibility challenges (e.g. in rural communities)	761	2.50%
Concerns about discrimination based on race, ethnicity, gender identity, or sexual orientation	1,394	4.59%
Unfair or cumbersome hiring practices / nepotism	153	0.50%
Need to restart career as occasional / supply teacher or loss of permanent status	134	0.44%
Other	117	0.38%
Loss of pension, salary, or benefits when relocating	87	0.29%
Concerns about age discrimination / ageism	50	0.16%
Immigration or work-permit restrictions	41	0.13%
Personal health or disability limitations	33	0.11%
Union or panel barriers	26	0.09%
Lack of available or suitable housing in new location	16	0.05%

All responses noted below “Concerns about discrimination based on race, ethnicity, gender identity, or sexual orientation” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.

Question 21: If you desire to pursue alternative paths in new opportunities within the profession, are there barriers that you perceive in being able to do so?

Framework: All respondents.

n=30,123	Count	%
Not applicable – I do not desire to pursue other opportunities	12,146	40.32%
Too many administrative hurdles to apply for new opportunities (e.g. documents to complete)	5,965	19.80%
Discrimination (racism, ageism, sexual orientation, language, other)	3,041	10.10%
Lack of encouragement from peers or superiors	2,238	7.43%
Loss of seniority (if change district school boards)	6,872	22.81%
Religious affiliation	761	2.53%
Geographic location	2,960	9.83%
Loss of my current support system	2,239	7.43%
Restrictions on the type(s) of positions that I am allowed to hold or subjects I am allowed to teach with my qualifications	2,977	9.88%
The positions that I desire to hold are not frequently available or hiring	5,406	17.95%
Loss of financial security / income (i.e. if wanting to pursue higher education)	2,859	9.49%
I do not perceive any barriers	2,849	9.46%
Other	199	0.66%
Nepotism or favouritism in hiring and promotions	177	0.59%
Excessive workload, stress, or unattractive job duties in desired roles	95	0.32%
Retirement / pension rules	62	0.21%
Lack of information or transparency about available opportunities	58	0.19%
Family responsibilities or time constraints	50	0.17%
Personal health or disability limits ability to pursue opportunities	42	0.14%

All responses noted below “I do not perceive any barriers” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.

Question 22: Within the past school year, as you consider your experience in the profession, has your sense of belonging ever been diminished by any form of discrimination, racism or microaggressions - whether directly, personally or systemically? (Please check one box in each row).

Framework: All respondents.

	Response Options	Count	%
In the classroom n=29,513	Always	505	1.71%
	Often	1,631	5.53%
	Sometimes	5,467	18.52%
	Rarely	5,919	20.06%
	Never	11,426	38.72%
	Not sure	770	2.61%
	Not applicable	3,139	10.64%
	Prefer not to answer	656	2.22%
In the school environment n=28,321	Always	543	1.92%
	Often	2,161	7.63%
	Sometimes	6,802	24.02%
	Rarely	5,693	20.10%
	Never	9,404	33.21%
	Not sure	640	2.26%
	Not applicable	2,459	8.68%
	Prefer not to answer	619	2.19%
With colleagues n=28,503	Always	418	1.47%
	Often	1,617	5.67%
	Sometimes	5,903	20.71%
	Rarely	6,221	21.83%
	Never	11,064	38.82%
	Not sure	543	1.91%
	Not applicable	2,146	7.53%
	Prefer not to answer	591	2.07%

	Response Options	Count	%
With school leadership n=28,382	Always	754	2.66%
	Often	2,015	7.10%
	Sometimes	5,394	19.01%
	Rarely	5,263	18.54%
	Never	11,346	39.98%
	Not sure	645	2.27%
	Not applicable	2,368	8.34%
	Prefer not to answer	597	2.10%
With district school board administration n=28,396	Always	926	3.26%
	Often	2,001	7.05%
	Sometimes	4,673	16.46%
	Rarely	3,979	14.01%
	Never	10,779	37.96%
	Not sure	1,439	5.07%
	Not applicable	3,972	13.99%
	Prefer not to answer	627	2.21%
With parents n=28,409	Always	387	1.36%
	Often	1,938	6.82%
	Sometimes	6,862	24.15%
	Rarely	6,246	21.99%
	Never	8,989	31.64%
	Not sure	720	2.53%
	Not applicable	2,745	9.66%
	Prefer not to answer	522	1.84%
In the broader school community n=28,317	Always	312	1.10%
	Often	1,238	4.37%
	Sometimes	4,979	17.58%
	Rarely	6,170	21.79%
	Never	10,678	37.71%
	Not sure	1,463	5.17%
	Not applicable	2,906	10.26%
	Prefer not to answer	571	2.02%

	Response Options	Count	%
Systematically within the profession n=28,317	Always	941	3.32%
	Often	2,408	8.50%
	Sometimes	6,225	21.98%
	Rarely	5,061	17.87%
	Never	9,045	31.94%
	Not sure	1,695	5.99%
	Not applicable	2,323	8.20%
	Prefer not to answer	619	2.19%

Question 23: As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you.

Framework: All respondents.

n=29,458	Count	%
I have been prepared to embed equitable practices in my daily work	15,820	53.70%
I am committed to embedding equitable practices in my daily work	22,223	75.44%
I am supported in embedding equitable practices in my daily work	12,609	42.80%
I am not sure	2,016	6.84%
Other	407	1.38%
Prefer not to answer	1,362	4.62%

“Other” represents the count of answers that were provided in the question’s open-text field. These responses were not coded into thematic groups.

Question 24: Based on the definition* above, do you consider yourself a person with a disability?

Framework: All respondents.

n=29,547	Count	%
Yes	5,644	19.10%
No	21,870	74.02%
I am not sure	1,045	3.54%
Prefer not to answer	988	3.34%

If yes – disability

n=5,629	Count	%
Cognitive	2,224	39.51%
Mental health-related	2,818	50.06%
Physical	3,033	53.88%
Prefer not to answer	186	3.30%
Neurological disorders	93	1.65%
Chronic illnesses	90	1.60%
Hearing impairment	42	0.75%
Learning disabilities	38	0.68%
Other	37	0.66%
Vision impairment	15	0.27%
Speech impairment	14	0.25%

All responses noted below “Physical” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.

*While some cultures and diverse communities approach disability from an asset perspective, for the purposes of this survey, we are defining disability as 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.

Question 25: Which of the choices below best describes your gender? Please select all that apply.

Framework: All respondents.

n=29,362	Count	%
Woman - Cisgender woman [cis means gender identity (woman) aligns to sex assigned at birth (female)]	21,687	73.86%
Man - Cisgender man [cis means gender identity (man) aligns to sex assigned at birth (male)]	5,980	20.37%
Non-binary [do not identify as singularly male or female]	157	0.53%
Woman - Transgender woman [listed as male at birth but identify as female]	17	0.06%
Man - Transgender man [listed as female at birth but identify as male]	21	0.07%
Two-Spirit [Two-Spirit is used by some Indigenous peoples to describe their gender, sexual and spiritual identity]	29	0.10%
Prefer not to answer	1,432	4.88%
I don't know	55	0.19%
Other	11	0.04%

All responses noted below "Prefer not to answer" were provided through the open-text "Other" field. These responses were coded into thematic groups after the

survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category.

Question 26: Please select the response(s) that best describes your sexual orientation.

Framework: All respondents.

n=29,207	Count	%
Heterosexual (attracted to the opposite sex)	24,691	84.54%
Gay (attracted to people of one's own sex, used especially of a man)	410	1.40%
Lesbian (attracted to people of one's own sex, used especially of a woman)	280	0.96%
Bisexual (attracted to people of multiple sexes / genders)	932	3.19%
Two-Spirit (Two-Spirit is used by some Indigenous peoples to describe their gender, sexual and spiritual identity)	32	0.11%
Prefer not to answer	2,597	8.89%
Asexual	105	0.36%
Pansexual	92	0.31%
Queer	80	0.27%
I don't know	54	0.18%
Other	23	0.08%
Demisexual	11	0.04%

All responses noted below "Prefer not to answer" were provided through the open-text "Other" field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category.

Question 27: Which race category(ies) best describes you? Please select all that apply.

Framework: All respondents.

n=29,223	Count	%
Middle Eastern or West Asian (examples: Afghan, Armenian, Lebanese, Saudi-Arabian, Syrian)	629	2.15%

n=29,223	Count	%
Black (examples: African, African-Canadian, Afro-Caribbean, Afro-Latino)	1,554	5.32%
East Asian (examples: Chinese, Japanese, Korean)	937	3.21%
Latin American (examples: Brazilian, Colombian, Cuban, Mexican, Peruvian)	320	1.10%
Indigenous to North America	567	1.94%
South Asian (examples: Bangladeshi, Indian, Indo-Caribbean, Pakistani)	1,774	6.07%
Southeast Asian (examples: Filipino, Malaysian, Singaporean, Thai, Vietnamese)	413	1.41%
White (examples: English, French, Greek, Portuguese, Ukrainian)	21,973	75.19%
Prefer not to answer	1,803	6.17%
Jewish	263	0.90%
Mixed Race	136	0.47%
Other	126	0.43%
Caribbean	78	0.27%
North African	61	0.21%
Mediterranean	55	0.19%

All responses noted below "Prefer not to answer" were provided through the open-text "Other" field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category.

Indigenous to North America

n=493	Count	%
First Nations	336	68.15%
Inuk / Inuit	<10	
Métis	157	31.85%

Question 28: What is/are your ethnicity(ies)? Multiple entries, separated by commas, can be entered in the field below

Framework: All respondents.

n=27,260	Count	%
Prefer not to answer	7616	27.94%
Canadian	9196	33.73%
British	3505	12.86%
Irish	2935	10.77%
Scottish	2570	9.43%
French-Canadian	2522	9.25%
Italian	2108	7.73%
European (other)	1114	4.09%
German	1049	3.85%
Indian	970	3.56%
Eastern European	835	3.06%
Dutch	704	2.58%
French	699	2.56%
Caribbean	695	2.55%
Jewish	571	2.09%
Chinese	523	1.92%
Polish	515	1.89%
Ukrainian	498	1.83%
Indigenous to North America	488	1.79%
Other	463	1.70%
African	458	1.68%
Portuguese	332	1.22%
Greek	288	1.06%
Latin American	235	0.86%

n=27,260	Count	%
Middle Eastern	210	0.77%
American	172	0.63%
Central African	171	0.63%
Filipino	164	0.60%
Pakistani	122	0.45%
Russian	97	0.36%
Lebanese	95	0.35%
Persian/Iranian	73	0.27%
Sri Lankan	72	0.26%
Egyptian	67	0.25%
Southern African	53	0.19%
North African	52	0.19%
Refused	45	0.17%
Bangladeshi	31	0.11%

All responses noted below "Prefer not to answer" were provided through the open-text "Other" field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category.

Question 29: What interactions with, and services provided by, the College did you access in the last 12 months? Please select all that apply.

Framework: All respondents.

n=29,079	Count	%
Accessed my teaching certificate or professional designation	16,494	56.72%
Accessed Professional Advisories (e.g. Addressing Hate and Discrimination, Professional Boundaries)	3,375	11.61%
Accessed the Ethical Standards and / or Standards of Practice for the Teaching Profession	4,922	16.93%
Accessed resources, such as the Margaret Wilson Library	1,502	5.17%
Applied for Initial certification or re-instatement	805	2.77%
Contacted as part of an investigation	267	0.92%

n=29,079	Count	%
Corresponded via email communication (other than <i>Your College and You</i> newsletter)	1,563	5.38%
Engaged with College social media accounts	980	3.37%
Filed a complaint	150	0.52%
Sat on a College Committee or advisory group	129	0.44%
Looked up a teacher via the public register (e.g. 'Find a Teacher')	13,317	45.80%
Paid annual membership fee	19,842	68.23%
Read monthly electronic publication <i>Your College and You</i>	9,845	33.86%
Searched information on certification procedures	1,537	5.29%
Sourced tax receipt	14,870	51.14%
Other	134	0.46%
I did not interact with the College in last 12 months	2,836	9.75%

Question 1: What type(s) of position(s) did you hold in the education system between September 1, 2024 and August 3, 2025? Please select all that apply.

Framework: All Respondents.

English-Language School Boards n=24,119

French-Language School Boards n=1,841

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Full-time permanent teaching position	16,574	68.72%	1,354	73.55%
Part-time permanent teaching position	787	3.26%	56	3.04%
Full-time long-term occasional teaching position	1,473	6.11%	110	5.98%
Part-time long-term occasional teaching position	777	3.22%	35	1.90%
Daily occasional or supply teaching position	3,200	13.27%	174	9.45%
Principal / Vice-Principal position	1,098	4.55%	96	5.21%
Other limited term contract teaching position	143	0.59%	20	1.09%
On leave from a job in education	553	2.29%	31	1.68%
Retired and doing any type of work in education (including teaching occasionally whether daily or under long-term contract)	1,256	5.21%	59	3.20%
Retired, and not working in education	99	0.41%	-	-

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Other role in the field of education that requires me to be an OCT	274	1.14%	31	1.68%
Other role in the field of education that does not require me to be an OCT	180	0.75%	13	0.71%
Self-employed in education	57	0.24%	-	-
Not working in education	35	0.15%	-	-
Not applicable	25	0.10%	10	0.54%

Question 2: In which school panel(s) did you hold your position(s) between September 1, 2024 and August 31, 2025?

Framework: Respondents who hold a teaching position at a school.

English-Language School Boards n=23,658

French-Language School Boards n=1,793

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Elementary	15,346	64.87%	1,077	60.07%
Secondary	7,343	31.04%	521	29.06%
Both – Elementary and Secondary	872	3.69%	185	10.32%
Not applicable	97	0.41%	10	0.56%

Question 3: During the 2024/2025 school year, did you have as much employment in the teaching profession as you wanted?

Framework: All Respondents.

English-Language School Boards n=23,671

French-Language School Boards n=1,827

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Not as much as I would have wanted	2,336	9.87%	130	7.12%
About as much as I wanted	18,479	78.07%	881	48.22%
More than I wanted	2,368	10.00%	764	41.82%
Not applicable – I did not work in the teaching profession	488	2.06%	52	2.85%

Question 5: When were you first employed as a teacher in Ontario, regardless of type of employment?

Framework: All respondents.

English-Language School Boards n=23,631

French-Language School Boards n=1,707

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Within the last 5 years (2021-2025)	2,911	12.32%	287	16.81%
Between 6 to 10 years ago (2016-2020)	2,671	11.30%	201	11.78%
Between 11-15 years ago (2011-2015)	3,242	13.72%	272	15.93%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Between 16-20 years ago (2006-2010)	4,481	18.96%	299	17.52%
More than 20 years ago	10,231	43.29%	648	37.96%
Not applicable – I have not started teaching in Ontario	95	0.40%	-	-

Question 6: Would you say that a job as a certified teacher was your first career?

Framework: All respondents.

English-Language School Boards n=23,647

French-Language School Boards n=1,713

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Yes	16,033	67.80%	1,140	66.55%
No	7,278	30.78%	539	31.47%
I am not sure	196	0.83%	17	0.99%
Prefer not to answer	140	0.59%	17	0.99%

Question 7: Where did you complete your teacher education program?

Framework: All respondents.

English-Language School Boards n=23,432

French-Language School Boards n=1,709

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
I completed my initial teacher education program in Ontario	18,681	79.72%	1,434	83.91%
I completed my initial teacher education program(s) in Canada outside of Ontario	1,104	4.71%	129	7.55%
I completed my initial teacher education program in another country or countries other than Canada	3,647	15.56%	146	8.54%

Question 8: 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 5 years.

English-Language School Boards n=2,874

French-Language School Boards n=278

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Extremely well	208	7.24%	49	17.63%
Well	541	18.82%	75	26.98%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Adequately	1,038	36.12%	55	19.78%
Poorly	557	19.38%	20	7.19%
Extremely poorly	162	5.64%	10	3.60%
I am not sure	27	0.94%	-	-
Not applicable – I did not receive my initial training in Ontario	313	10.89%	69	24.82%
I prefer not to answer	28	0.97%	-	-

Question 9: How well do you believe that 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 5 years.

English-Language School Boards n=2,849

French-Language School Boards n=272

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Extremely well	89	3.12%	55	20.22%
Well	295	10.35%	74	27.21%
Adequately	566	19.87%	48	17.65%
Poorly	369	12.95%	19	6.99%
Extremely poorly	173	6.07%	-	-
I am not sure	114	4.00%	11	4.04%
Not applicable – I have not had access to NTIP	978	34.33%	53	19.49%
Not applicable – I am not aware of NTIP	210	7.37%	12	4.41%
Prefer not to answer	55	1.93%	-	-

Question 10: If you are not currently teaching full-time in Ontario, which of the following barriers do you believe that you are facing? Please select all that apply.

Framework: Respondents who are new teachers, and/or internationally educated, and had less work, or did not work during the 2024/2025 school year.

English-Language School Boards n=1,295

French-Language School Boards n=85

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Geographic location – available positions are located far from my place of residence	321	24.79%	34	40.00%
Impact of seniority in the job environment	609	47.03%	28	32.94%
I am told I don't have "Canadian Experience"	69	5.33%	-	-
Family obligations	102	7.88%	18	21.18%
Lack of information about working in northern schools or on reserves	26	2.01%	-	-
Not applicable – I'm not interested in teaching full-time	336	25.95%	26	30.59%
No full-time positions or vacancies	155	11.97%	-	-
Discrimination or unfair hiring practices	83	6.41%	-	-
Other	55	4.25%	-	-
Burnout or stress-related issues	14	1.08%	-	-

All responses noted below "Not applicable – I'm not interested in teaching full-time" were provided through the open-text "Other" field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category."

Q11: Regarding your teacher education, whether initial or subsequent qualifications, please select all that apply to you.

Framework: All respondents.

English-Language School Boards n=22,998

French-Language School Boards n=1,675

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
I hold qualifications to teach in any of Ontario's twelve (12) French-language district school boards	1,121	4.87%	1,609	96.06%
I hold qualifications to teach French as a Second Language in any of Ontario's sixty (60) English-language district school boards	3,433	14.93%	437	26.09%
I am not sure	714	3.10%	29	1.73%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Not applicable – I do not hold any of these qualifications	17,907	77.86%	-	-
Prefer not to answer	554	2.41%	16	0.96%

Question 12: If you are qualified to teach in a French-language district school board, and are currently working in an English-language district school board, please select all the reason(s) for your choice. Please select all that apply

Framework: Respondents who hold qualifications to teach in any of Ontario’s twelve (12) French-language district school boards.

English-Language School Boards n=1,045

French-Language School Boards n=1,490

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Not applicable – I currently work in a French-language district school board	56	5.36%	1,434	96.24%
I prefer to teach in the English Language	268	25.65%	-	-
Geographic location — available positions are located closer to my place of residence	209	20.00%	12	0.81%
First full-time position obtained	475	45.45%	20	1.34%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
In general, I believe there are more teaching positions available across the sixty (60) English-language district school boards	192	18.37%	-	-
In general, I believe there are more options for professional growth available across the sixty (60) English-language district school boards	113	10.81%	-	-
I moved from a French-language to an English-language district school board to take a specific opportunity that was of interest to me	78	7.46%	-	-
I feel uncertain of my ability to go directly to a French-language district school board	130	12.44%	-	-
Opportunities have not been available for me in a French-language district school board	131	12.54%	16	1.07%
Other	63	6.03%	11	0.74%

“Other” represents the count of answers that were provided in the question’s open-text field. These responses were not coded into thematic groups.

Question 13a and 13b: As an Internationally Educated Teacher, do you believe that any of the following situations are impacting your ability to fully integrate into the teaching and work environment? Please select all that apply.

Framework: Respondents who work in a French-language or English-language district school board and are internationally educated.

English-Language School Boards n=3,179

French-Language School Boards n=109

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Cultural barriers (e.g. unfamiliar social norms, communication styles)	224	7.05%	28	25.69%
Language barriers	74	2.33%	15	13.76%
Barriers regarding international variations of the English-language	99	3.11%	-	-
Credentialing challenges	285	8.97%	19	17.43%
Geographic isolation	47	1.48%	12	11.01%
Settlement challenges (this could include integration in rural or urban communities, province of Ontario or nation of Canada)	51	1.60%	12	11.01%
Professional advancement challenges	251	7.90%	13	11.93%
Not applicable – I'm not experiencing any challenges	2,497	78.55%	51	46.79%
Other	25	0.79%	-	-
Discrimination	23	0.72%	-	-
Limited job opportunities or positions unavailable	18	0.57%	-	-

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Differences in educational systems and curriculum expectations	15	0.47%	-	-
Lack of networking or local connections	13	0.41%	-	-
Nepotism / favouritism in hiring practices	13	0.41%	-	-

All responses noted below “Not applicable – I’m not experiencing any challenges” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.”

Question 14: As you consider your career over the next five years, which of the following pursuits, if they were available, would interest you? Please select all that apply.

Framework: All respondents.

English-Language School Boards n=22,857

French-Language School Boards n=1,654

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Continue teaching in current subject area and capacity	14,178	62.03%	834	50.42%
Move to teaching in another grade or subject area	4,914	21.50%	297	17.96%
Seek a secondment to another position	2,751	12.04%	285	17.23%
Principal / Vice-Principal	2,543	11.13%	276	16.69%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Other School Leader (such as Department Head / School Based Curriculum Leader)	3,328	14.56%	294	17.78%
School System Leader (such as Director of Education, Superintendent, System Principal, Coordinator, etc.)	1,269	5.55%	177	10.70%
Move to teaching in another panel	1,037	4.54%	126	7.62%
Move from a permanent to a daily occasional or supply teaching position	1,704	7.46%	82	4.96%
I am not sure	1,519	6.65%	102	6.17%
Not applicable – I do not plan to stay in or return to the education sector	1,006	4.40%	81	4.90%
Retirement	942	4.12%	86	5.20%
Obtain a permanent teaching position	463	2.03%	13	0.79%
Leave teaching profession entirely	360	1.58%	21	1.27%
Other	350	1.53%	17	1.03%

All responses noted below “Not applicable – I do not plan to stay in or return to the education sector” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.”

Question 15: If you were planning on leaving the profession in Ontario (e.g. by retiring, moving to another profession, teaching outside of Ontario, etc.) when would you estimate to do this?

Framework: All respondents.

English-Language School Boards n=22,671

French-Language School Boards n=1,649

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Within a year	1,380	6.09%	84	5.09%
Within 2 to 3 years	3,485	15.37%	205	12.43%
Within 4 to 10 years	6,868	30.29%	444	26.93%
More than 10 years	3,369	14.86%	262	15.89%
I am not sure	1,863	8.22%	176	10.67%
Not applicable – I have no current plans to leave the profession within the next 10 years	5,706	25.17%	478	28.99%

Question 16: Given your response to the previous question, if you do leave the teaching profession, when do you plan to (or think you might) discontinue your membership with the College, i.e. discontinue annual renewal of your membership?

Framework: All respondents.

English-Language School Boards n=14,874

French-Language School Boards n=978

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
In January 2026	201	1.35%	17	1.74%
In January 2027	426	2.86%	17	1.74%
Later than January 2027	8,227	55.31%	426	43.56%
I am not sure	6,020	40.47%	518	52.97%

Question 17: If you think that you will or may permanently leave the profession at some point within the next five (5) years, what would your reasons likely be? Please select all that apply.

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

English-Language School Boards n=21,155

French-Language School Boards n=1,551

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Retirement	7,424	35.09%	554	35.72%
Lack of career growth opportunities	1,726	8.16%	119	7.67%
Lack of long-term stability in job (e.g. going from LTO to LTO)	1,305	6.17%	50	3.22%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Feelings of lack of safety and/or security in the school or system	5,288	25.00%	249	16.05%
Impact to my mental health	7,764	36.70%	554	35.72%
Physical health challenges	1,641	7.76%	125	8.06%
Change in family situation	1,468	6.94%	80	5.16%
Desire for change: do something different	2,862	13.53%	218	14.06%
Challenges facing instruction that resulted from the pandemic	2,752	13.01%	178	11.48%
Overall lack of job satisfaction	4,180	19.76%	263	16.96%
Feelings of discrimination	1,434	6.78%	110	7.09%
Uncomfortable teaching with advanced technology (e.g. Artificial Intelligence [AI] tools, online learning)	758	3.58%	51	3.29%
Not applicable – I do not plan to leave the profession in the next five (5) years	6,487	30.66%	461	29.72%
Lack of support / resources / funding from administration, board or government	647	3.06%	60	3.87%
Excessive workload, large class sizes or poor work-life balance	431	2.04%	47	3.03%
Student behaviour and discipline issues	300	1.42%	18	1.16%
Lack of respect or appreciation for the teaching profession	160	0.76%	12	0.77%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Concerns with curriculum direction or ideological content	138	0.65%	-	-
Inadequate compensation / financial pressures	103	0.49%	-	-
Other	88	0.42%	-	-
Unfair hiring, promotion or evaluation practices	67	0.32%	-	-

All responses noted below “Not applicable – I do not plan to leave the profession in the next five (5) years” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.

Question 18: As a member of the profession, whether as a teacher, administrator, etc., what motivates you to continue in the profession, or, if not currently engaged in the profession, what would motivate you to rejoin? Please select all that apply.

Framework: All respondents.

English-Language School Boards n=22,346

French-Language School Boards n=1,635

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
I love supporting the success of students	18,126	81.12%	1,396	85.38%
Working with stimulating and supportive colleagues	10,819	48.42%	906	55.41%
Career advancement opportunities	1,993	8.92%	220	13.46%
The education profession provides a good work-life balance	5,694	25.48%	379	23.18%
Teaching is a noble profession, and I take pride in working in the education sector	11,220	50.21%	802	49.05%
I consider it my social duty, giving back to society	5,236	23.43%	359	21.96%
Lack of comparable opportunities in other professions / work situations	2,783	12.45%	160	9.79%
Provides me with financial security	12,003	53.71%	731	44.71%
Lifelong learning - there are always opportunities for personal growth and learning in the education sector	8,618	38.57%	519	31.74%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
I feel entrenched in my teaching career and the seniority I've gained thus far	6,171	27.62%	617	37.74%
Being a Francophone role model and promoting the sustainability of French in Ontario	896	4.01%	798	48.81%
To serve as a role model by teaching and preserving Indigenous language(s)	372	1.66%	61	3.73%
I'm interested in providing leadership in education	3,931	17.59%	393	24.04%
I am not sure	323	1.45%	11	0.67%
Not applicable	362	1.62%	39	2.39%
Other	271	1.21%	12	0.73%
Serving as a role model / providing representation for marginalized or under-represented groups	70	0.31%	-	-
Opportunities to coach sports or lead extracurricular activities	29	0.13%	-	-
Mentoring and supporting less-experienced teachers / colleagues	24	0.11%	-	-

All responses noted below "Not applicable" were provided through the open-text "Other" field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category.

Question 19: Excluding the school or district school board at which you are currently employed, have you applied to any (other) district school boards, First Nation schools or school authorities in Ontario in the last two years?

Framework: All respondents.

English-Language School Boards n=22,152

French-Language School Boards n=1,617

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
No , I have not applied to any Ontario district school boards, First Nation schools or school authorities	19,273	87.00%	1,360	84.11%
Yes , I have applied to a district school board in Ontario, First Nation schools or school authorities, other than the one at which I am currently employed	2,879	13.00%	257	15.89%

Question 20: If you were interested in changing the geographic location or school community (in which you reside or work) while remaining in the teaching profession, are there barriers preventing you from being able to do so? Please select all that apply.

Framework: All respondents.

English-Language School Boards n=21,851

French-Language School Boards n=1,597

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Not applicable – I do not wish to relocate to another school community	10,664	48.80%	1,014	63.49%
Length of commuting time would be too much	3,870	17.71%	135	8.45%
Loss of seniority if I moved to another school or district school board	8,504	38.92%	371	23.23%
Lack of opportunities elsewhere	1,972	9.02%	80	5.01%
My school is not open to a transfer	310	1.42%	24	1.50%
My district school board is not open to a transfer elsewhere within the district school board	595	2.72%	49	3.07%
Other district school boards are not open to hiring outside their own district school boards	1,511	6.92%	50	3.13%
Concern for fit in new school environment	1,741	7.97%	111	6.95%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Higher cost of living elsewhere	1,834	8.39%	143	8.95%
Difficulty of moving due to connections to current neighbourhood or school community	2,005	9.18%	62	3.88%
Family situation and / or connections	3,278	15.00%	200	12.52%
Difficulty moving due to strong cultural supports in current school community	277	1.27%	21	1.31%
Accessibility challenges (e.g. in rural communities)	428	1.96%	33	2.07%
Concerns about discrimination based on race, ethnicity, gender identity, or sexual orientation	837	3.83%	73	4.57%
Unfair or cumbersome hiring practices / nepotism	108	0.49%	-	-
Need to restart career as occasional / supply teacher or loss of permanent status	102	0.47%	-	-
Other	67	0.31%	10	0.63%
Loss of pension, salary, or benefits when relocating	65	0.30%	-	-
Concerns about age discrimination / ageism	27	0.12%	-	-
Union or panel barriers	23	0.11%	-	-
Personal health or disability limitations	16	0.07%	-	-
Immigration or work-permit restrictions	12	0.05%	-	-
Lack of available or suitable housing in new location	11	0.05%	-	-

All responses noted below “Concerns about discrimination based on race, ethnicity, gender identity, or sexual orientation” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.

Question 21: If you desire to pursue alternative paths in new opportunities within the profession, are there barriers that you perceive in being able to do so?

Framework: All respondents.

English-Language School Boards n=21,611

French-Language School Boards n=1,563

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Not applicable – I do not desire to pursue other opportunities	8,831	40.86%	651	41.65%
Too many administrative hurdles to apply for new opportunities (e.g. documents to complete)	4,455	20.61%	194	12.41%
Discrimination (racism, ageism, sexual orientation, language, other)	2,028	9.38%	133	8.51%
Lack of encouragement from peers or superiors	1,670	7.73%	103	6.59%
Loss of seniority (if change District School Boards)	5,474	25.33%	350	22.39%
Religious affiliation	435	2.01%	26	1.66%
Geographic location	2,041	9.44%	171	10.94%
Loss of my current support system	1,718	7.95%	87	5.57%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Restrictions on the type(s) of positions that I am allowed to hold or subjects I am allowed to teach with my qualifications	2,032	9.40%	124	7.93%
The positions that I desire to hold are not frequently available or hiring	3,878	17.94%	249	15.93%
Loss of financial security / income (i.e. if wanting to pursue higher education)	2,033	9.41%	124	7.93%
I do not perceive any barriers	1,823	8.44%	178	11.39%
Nepotism or favouritism in hiring and promotions	150	0.69%	-	-
Other	142	0.66%	12	0.77%
Excessive workload, stress, or unattractive job duties in desired roles	80	0.37%	-	-
Lack of information or transparency about available opportunities	43	0.20%	-	-
Family responsibilities or time constraints	41	0.19%	-	-
Retirement / pension rules	39	0.18%	-	-
Personal health or disability limits ability to pursue opportunities	23	0.11%	-	-

All responses noted below "I do not perceive any barriers" were provided through the open-text "Other" field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category.

Question 22: Within the past school year, as you consider your experience in the profession, has your sense of belonging ever been diminished by any form of discrimination, racism or microaggressions - whether directly, personally or systemically? (Please check one box in each row).

Framework: All respondents.

In the classroom setting

English-Language School Boards n=21,230

French-Language School Boards n=1,567

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Always	332	1.56%	23	1.47%
Often	1,200	5.65%	102	6.51%
Sometimes	4,181	19.69%	274	17.49%
Rarely	4,608	21.71%	293	18.70%
Never	8,606	40.54%	660	42.12%
Not sure	552	2.60%	34	2.17%
Not Applicable	1,370	6.45%	145	9.25%
Prefer not to answer	381	1.79%	36	2.30%

In the school environment

English-Language School Boards n=20,456

French-Language School Boards n=1,498

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Always	379	1.85%	18	1.20%
Often	1,611	7.88%	136	9.08%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Sometimes	5,292	25.87%	336	22.43%
Rarely	4,415	21.58%	306	20.43%
Never	7,019	34.31%	554	36.98%
Not sure	462	2.26%	34	2.27%
Not Applicable	908	4.44%	83	5.54%
Prefer not to answer	370	1.81%	31	2.07%

With colleagues

English-Language School Boards n=20,658

French-Language School Boards n=1,516

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Always	278	1.35%	23	1.52%
Often	1,166	5.64%	83	5.47%
Sometimes	4,541	21.98%	285	18.80%
Rarely	4,823	23.35%	339	22.36%
Never	8,341	40.38%	649	42.81%
Not sure	375	1.82%	29	1.91%
Not Applicable	777	3.76%	75	4.95%
Prefer not to answer	357	1.73%	33	2.18%

With school leadership

English-Language School Boards n=20,600

French-Language School Boards n=1,502

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Always	538	2.61%	33	2.20%
Often	1,516	7.36%	95	6.32%
Sometimes	4,183	20.31%	225	14.98%
Rarely	4,156	20.17%	228	15.18%
Never	8,500	41.26%	745	49.60%
Not sure	470	2.28%	34	2.26%
Not Applicable	885	4.30%	105	6.99%
Prefer not to answer	352	1.71%	37	2.46%

With district school board administration

English-Language School Boards n=20,622

French-Language School Boards n=1,511

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Always	691	3.35%	29	1.92%
Often	1,549	7.51%	106	7.02%
Sometimes	3,779	18.33%	203	13.43%
Rarely	3,137	15.21%	218	14.43%
Never	8,074	39.15%	731	48.38%
Not sure	1,122	5.44%	55	3.64%
Not Applicable	1,879	9.11%	132	8.74%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Prefer not to answer	391	1.90%	37	2.45%

With parents

English-Language School Boards n=20,650

French-Language School Boards n=1,512

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Always	266	1.29%	21	1.39%
Often	1,490	7.22%	121	8.00%
Sometimes	5,420	26.25%	377	24.93%
Rarely	4,865	23.56%	339	22.42%
Never	6,652	32.21%	497	32.87%
Not sure	517	2.50%	35	2.31%
Not Applicable	1,129	5.47%	91	6.02%
Prefer not to answer	311	1.51%	31	2.05%

In the broader school community

English-Language School Boards n=20,581

French-Language School Boards n=1,512

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Always	203	0.99%	-	-
Often	942	4.58%	61	4.07%

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Sometimes	3,907	18.98%	201	13.42%
Rarely	4,793	23.29%	333	22.23%
Never	7,990	38.82%	661	44.13%
Not sure	1,088	5.29%	83	5.54%
Not Applicable	1,316	6.39%	123	8.21%
Prefer not to answer	342	1.66%	36	2.40%

Systematically within the profession

English-Language School Boards n=20,600

French-Language School Boards n=1,500

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Always	683	3.32%	20	1.33%
Often	1,856	9.01%	127	8.47%
Sometimes	4,873	23.66%	271	18.07%
Rarely	3,837	18.63%	300	20.00%
Never	6,736	32.70%	561	37.40%
Not sure	1,262	6.13%	85	5.67%
Not Applicable	968	4.70%	99	6.60%
Prefer not to answer	385	1.87%	37	2.47%

Question 23: As it relates to embedding equitable practices in your daily work, please select as many of the following statements which you believe apply to you.

Framework: All respondents.

English-Language School Boards n=21,201

French-Language School Boards n=1,557

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
I have been prepared to embed equitable practices in my daily work	11,698	55.18%	736	47.27%
I am committed to embedding equitable practices in my daily work	16,579	78.20%	1,082	69.49%
I am supported in embedding equitable practices in my daily work	9,460	44.62%	597	38.34%
I am not sure	1,234	5.82%	163	10.47%
Other	260	1.23%	18	1.16%
Prefer not to answer	787	3.71%	77	4.95%

“Other” represents the count of answers that were provided in the question’s open-text field. These responses were not coded into thematic groups.

Question 24: Based on the definition* above, do you consider yourself a person with a disability?

Framework: All respondents.

Disability

English-Language School Boards n=21,218

French-Language School Boards n=1,575

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Yes	4,320	20.36%	191	12.13%
No	15,475	72.93%	1,308	83.05%
I am not sure	732	3.45%	46	2.92%
Prefer not to answer	691	3.26%	30	1.90%

*While some cultures and diverse communities approach disability from an asset perspective, for the purposes of this survey, we are defining disability as 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.

IF YES

English-Language School Boards n=4,310

French-Language School Boards n=185

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Cognitive (e.g. neurodivergent, such as autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), dyslexia, obsessive compulsive disorder (OCD), etc.)	1,712	39.72%	83	44.86%
Mental health-related (e.g. anxiety, mood disorders, depression, etc.)	2,222	51.55%	103	55.68%
Physical (e.g. pain-related, sight, hearing, mobility, chronic health condition, etc.)	2,315	53.71%	116	62.70%
Prefer not to answer	136	3.16%	-	-
Neurological disorders	68	1.58%	-	-
Chronic illnesses	54	1.25%	-	-
Learning disabilities	31	0.72%	-	-
Hearing impairment	29	0.67%	-	-
Other	24	0.56%	-	-
Speech impairment	10	0.23%	-	-

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Vision impairment	10	0.23%	-	-

All responses noted below “Prefer not to answer” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.

Question 25: Which of the choices below best describes your gender? Please select all that apply.

Framework: All respondents.

English-Language School Boards n=21,108

French-Language School Boards n=1,553

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Woman - Cisgender woman	15,832	75.00%	1,113	71.67%
Man - Cisgender man	4,209	19.94%	345	22.22%
Non-binary	100	0.47%	10	0.64%
Woman - Transgender woman	11	0.05%	-	-
Man - Transgender man	15	0.07%	-	-
Two-Spirit	15	0.07%	-	-
Prefer not to answer	899	4.26%	85	5.47%
Don't know	40	0.19%	-	-

“Don’t know” represents the count of answers that were provided in the question’s open-text field. These responses were not coded into thematic groups.

Question 26: Please select the response(s) that best describes your sexual orientation.

Framework: All respondents.

English-Language School Boards n=20,985

French-Language School Boards n=1,530

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Heterosexual	17,895	85.28%	1,371	89.61%
Gay	291	1.39%	18	1.18%
Lesbian	204	0.97%	-	-
Bisexual	696	3.32%	34	2.22%
Two-Spirit	18	0.09%	-	-
Prefer not to answer	1,703	8.12%	107	6.99%
Asexual	71	0.34%	-	-
Pansexual	63	0.30%	-	-
Queer	61	0.29%	-	-
Don't know	34	0.16%	-	-
Other	17	0.08%	-	-

All responses noted below "Prefer not to answer" were provided through the open-text "Other" field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category.

Question 27: Which race category(ies) best describes you? Please select all that apply.

Framework: All respondents.

English-Language School Boards n=21,014

French-Language School Boards n=1,531

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Middle Eastern or West Asian (examples: Afghan, Armenian, Lebanese, Saudi-Arabian, Syrian)	380	1.81%	48	3.14%
Black (examples: African, African-Canadian, Afro-Caribbean, Afro-Latino)	711	3.38%	264	17.24%
East Asian (examples: Chinese, Japanese, Korean)	687	3.27%	-	-
Latin American (examples: Brazilian, Colombian, Cuban, Mexican, Peruvian)	237	1.13%	-	-
Indigenous to North America	330	1.57%	-	-
South Asian (examples: Bangladeshi, Indian, Indo-Caribbean, Pakistani)	1,041	4.95%	-	-
Southeast Asian (examples: Filipino, Malaysian, Singaporean, Thai, Vietnamese)	275	1.31%	-	-
White (examples: English, French, Greek, Portuguese, Ukrainian)	16,668	79.32%	1,116	72.89%
Prefer not to answer	1,274	6.06%	66	4.31%

Response Options	English- Language School Boards Count	%	French- Language School Boards Count	%
Jewish	191	0.91%	-	-
Other	93	0.44%	-	-
Mixed Race	92	0.44%	-	-
Caribbean	54	0.26%	-	-
Mediterranean	41	0.20%	-	-
North African	14	0.07%	26	1.70%

All responses noted below "Prefer not to answer" were provided through the open-text "Other" field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the "Other" category.

Indigenous to North America

English-Language School Boards n=282

French-Language School Boards n=45

Response Options	English- Language School Boards Count	%	French- Language School Boards Count	%
First Nations	181	64.18%	15	32.61%
Métis	101	35.82%	31	67.39%

Question 28: What is/are your ethnicity(ies)? Multiple entries, separated by commas, can be entered in the field below.

Framework: All respondents.

English-Language School Boards n=19,467

French-Language School Boards n=1,487

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Prefer not to answer	5,616	28.85%	241	16.21%
Canadian	7,068	36.31%	225	15.13%
British	2,746	14.11%	29	1.95%
Irish	2,311	11.87%	41	2.76%
Scottish	2,059	10.58%	24	1.61%
Italian	1,699	8.73%	23	1.55%
French-Canadian	1,129	5.80%	973	65.43%
European (other)	856	4.40%	26	1.75%
German	805	4.14%	-	-
Eastern European	612	3.14%	14	0.94%
Indian	560	2.88%	-	-
Dutch	522	2.68%	-	-
Caribbean	495	2.54%	14	0.94%
French	477	2.45%	62	4.17%
Polish	407	2.09%	-	-
Jewish	400	2.05%	-	-
Ukrainian	389	2.00%	-	-
Chinese	387	1.99%	-	-
Other	338	1.74%	-	-
Indigenous to North America	284	1.46%	57	3.83%
Portuguese	260	1.34%	-	-
Greek	223	1.15%	-	-

Response Options	English- Language School Boards Count	%	French- Language School Boards Count	%
African	208	1.07%	56	3.77%
Latin American	172	0.88%	-	-
Middle Eastern	131	0.67%	13	0.87%
American	123	0.63%	-	-
Filipino	110	0.57%	-	-
Pakistani	75	0.39%	-	-
Russian	65	0.33%	-	-
Sri Lankan	52	0.27%	-	-
Lebanese	51	0.26%	12	0.81%
Persian/Iranian	48	0.25%	-	-
Egyptian	42	0.22%	-	-
Southern African	35	0.18%	-	-
Refused	31	0.16%	-	-
Bangladeshi	18	0.09%	-	-
North African	13	0.07%	23	1.55%
Central African	11	0.06%	86	5.78%

All responses noted below “Prefer not to answer” were provided through the open-text “Other” field. These responses were coded into thematic groups after the survey closed and are sorted by count. Responses that could not be coded remain in the “Other” category.

Question 29: What interactions with, and services provided by, the College did you access in the last 12 months? Please select all that apply.

Framework: All respondents.

English-Language School Boards n=20,892

French-Language School Boards n=1,549

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Accessed my teaching certificate or professional designation	11,812	56.54%	779	50.29%
Accessed Professional Advisories (e.g. Addressing Hate and Discrimination, Professional Boundaries)	2,363	11.31%	223	14.40%
Accessed the Ethical Standards and / or Standards of Practice for the Teaching Profession	3,482	16.67%	296	19.11%
Accessed resources, such as the Margaret Wilson Library	1,048	5.02%	81	5.23%
Applied for Initial certification or re-instatement	385	1.84%	34	2.20%
Contacted as part of an investigation	162	0.78%	40	2.58%
Corresponded via email communication (other than <i>Your College And You</i> newsletter)	895	4.28%	179	11.56%
Engaged with College social media accounts	704	3.37%	26	1.68%
Filed a complaint	108	0.52%	-	-

Response Options	English-Language School Boards Count	%	French-Language School Boards Count	%
Sat on a College Committee or advisory group	62	0.30%	27	1.74%
Looked up a teacher via the public register (e.g. Find a Teacher)	10,482	50.17%	511	32.99%
Paid annual membership fee	14,351	68.69%	734	47.39%
Read monthly electronic publication Your College and You	6,930	33.17%	522	33.70%
Searched information on certification procedures	964	4.61%	59	3.81%
Sourced tax receipt	11,404	54.59%	608	39.25%
I did not interact with the College in last 12 months	1,898	9.08%	262	16.91%
Other	83	0.40%	-	-

"Other" represents the count of answers that were provided in the question's open-text field. These responses were not coded into thematic groups.

College Registration Data

Member Registration Data – as of October 2025

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

Employer	OCTs in good standing
English-language and School Authority Boards	139,527
French-language and School Authority Boards	9,476
Sub-total	149,003
Schools operated by a First Nation community	190
Private/Independent Schools	3,145
Other employer in education	40
No employer information	77,659
Total	230,037

Certificate type

Current Certification Type	Count	%
Certificate of Qualification and Registration	227,328	98.9%
Multi-session Transitional CQR 6 years	650	0.28%
Transitional Certificate of Qualification and Registration	1,984	0.86%
Total	229,962	100%

Age bands

Age band	Count	%
20 years	1	0.000%
21-25 years	7,285	3.2%
26-30 years	19,183	8.3%
31-35 years	24,276	10.6%
36-40 years	30,529	13.3%
41-45 years	35,817	15.6%
46-50 years	36,760	16.0%
51-55 years	33,153	14.4%
56-60 years	22,258	9.7%
61-65 years	12,311	5.4%
66-70 years	5,114	2.2%
71+ years	3,350	1.5%
Total	230,037	100%

Note: Age was calculated from date of birth to October 20, 2025 (survey close date)

Preferred Language

Current Certification Type	Count	%
English	215,457	93.7%
French	14,580	6.3%
Total	230,037	100%

English-language and French Language School Boards and Jurisdiction of Initial Teacher Education Program

Region	Total
Central	42,619
West	39,957
East	32,658
Northeast	6,711
Northwest	2,340
Toronto	24,565
Prov and Dem Branch	145
Grandview School Authority	8

Ontario

Region	Frequency	%
Central	33,133	77.7%
West	31,037	77.7%
East	26,548	81.3%
Northeast	6,036	89.9%
Northwest	2,083	89.0%
Toronto	19,996	81.4%
Prov and Dem Branch	100	69.0%
Grandview School Authority	6	75.0%

Canada (Ontario Labour Mobility)

Region	Frequency	%
Central	911	2.1%
West	814	2.6%
East	2,087	6.4%
Northeast	153	2.3%
Northwest	177	7.6%

Region	Frequency	%
Toronto	776	3.2%
Prov and Dem Branch	3	2.1%
Grandview School Authority	-	-

International

Region	Frequency	%
Central	8,575	20.1%
West	8,106	20.3%
East	4,023	12.3%
Northeast	522	7.8%
Northwest	80	3.4%
Toronto	3,793	15.4%
Prov and Dem Branch	42	29.0%
Grandview School Authority	2	25.0%

Language of Instruction - English

Total

Region	Total
Central	42,619
West	39,196
East	28,179
Northeast	4,801
Northwest	2,340
Toronto	22,239
Prov & Dem Branch	145
Grandview School Authority	8
TOTAL	139,527

Ontario

Region	Frequency	%
Central	33,133	77.7%
West	30,322	77.4%
East	22,591	80.2%
Northeast	4,217	87.8%
Northwest	2,083	89.0%
Toronto	18,071	81.3%
Prov and Dem Branch	100	69.0%
Grandview School Authority	6	75.0%
TOTAL	110,523	79.2%

Canada (Ontario Labour Mobility)

Region	Frequency	%
Central	911	2.1%
West	782	2.0%
East	1,709	6.1%
Northeast	104	2.2%
Northwest	177	7.6%
Toronto	564	2.5%
Prov and Dem Branch	3	2.1%
Grandview School Authority	-	0.0%
TOTAL	4,250	3.0%

International

Region	Frequency	%
Central	8,575	20.1%
West	8,106	20.3%
East	4,023	12.3%
Northeast	522	7.8%

Region	Frequency	%
Northwest	80	3.4%
Toronto	3,793	15.4%
Prov and Dem Branch	42	29.0%
Grandview School Authority	2	25.0%
TOTAL	4,250	3.0%

Member Registration Data for Attrition Statistics – extracted December 17, 2025

Member status – Number of members in good standing who were certified between 2015-2025, at the end of 2025 and number of members who became inactive by year

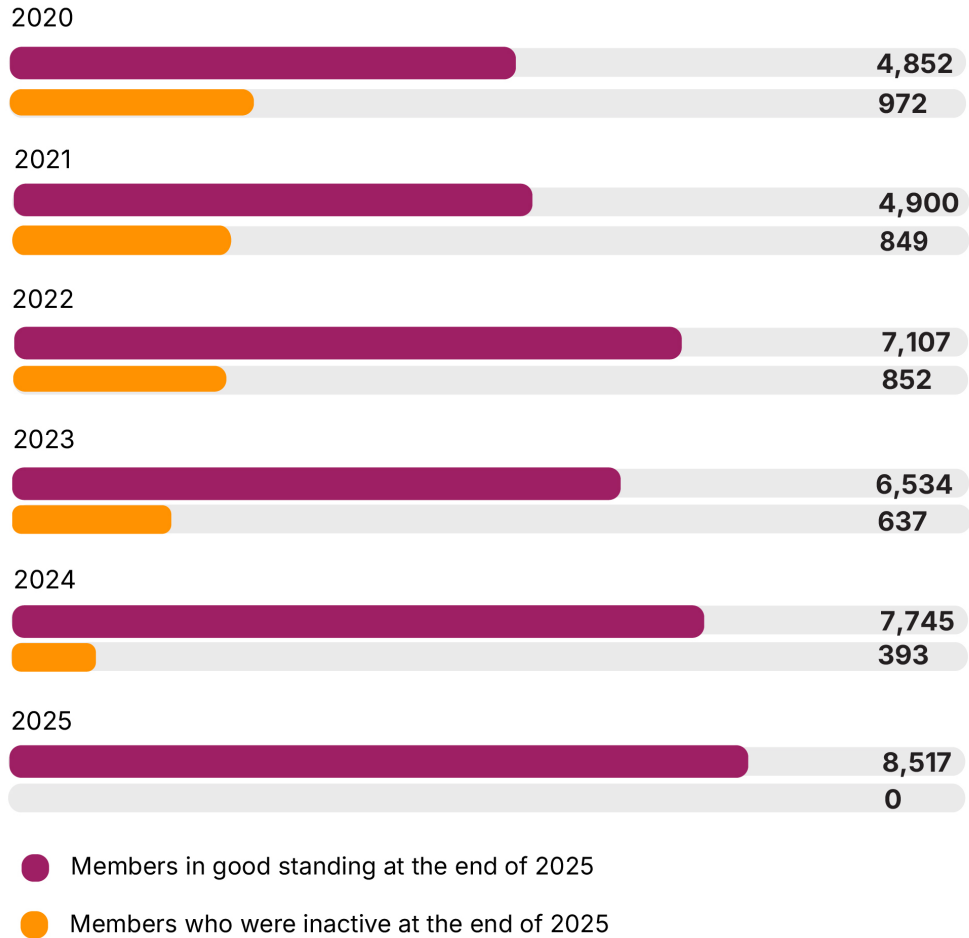
Year of certification	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total number of members in good standing	8,524	2,500	4,201	4,500	4,379	4,852	4,900	7,107	6,534	7,745	8,517
Became inactive in 2016	918*										
Became inactive in 2017	688*	316*									
Became inactive in 2018	573*	195*	387*								
Became inactive in 2019	275*	77*	163*	263*							
Became inactive in 2020	304*	133*	189*	199*	306*						
Became inactive in 2021	189**	75*	119*	136*	157*	228*					
Became inactive in 2022	324**	105**	177*	213*	261*	258*	346*				
Became inactive in 2023	244**	83**	136**	155*	180*	221*	222*	388*			
Became inactive in 2024	200**	72**	102**	88**	131*	155*	169*	291*	388*		
Became inactive in 2025	159**	43**	78**	103**	112**	110*	112*	173*	249*	393*	
Members who were inactive at the end of 2025	3,874	1,099	1,351	1,157	1,147	972	849	852	637	393	0
Total number of members certified	12,398	3,599	5,552	5,657	5,526	5,824	5,749	7,959	7,171	8,138	8,517

● *Became inactive within the first five years of certification

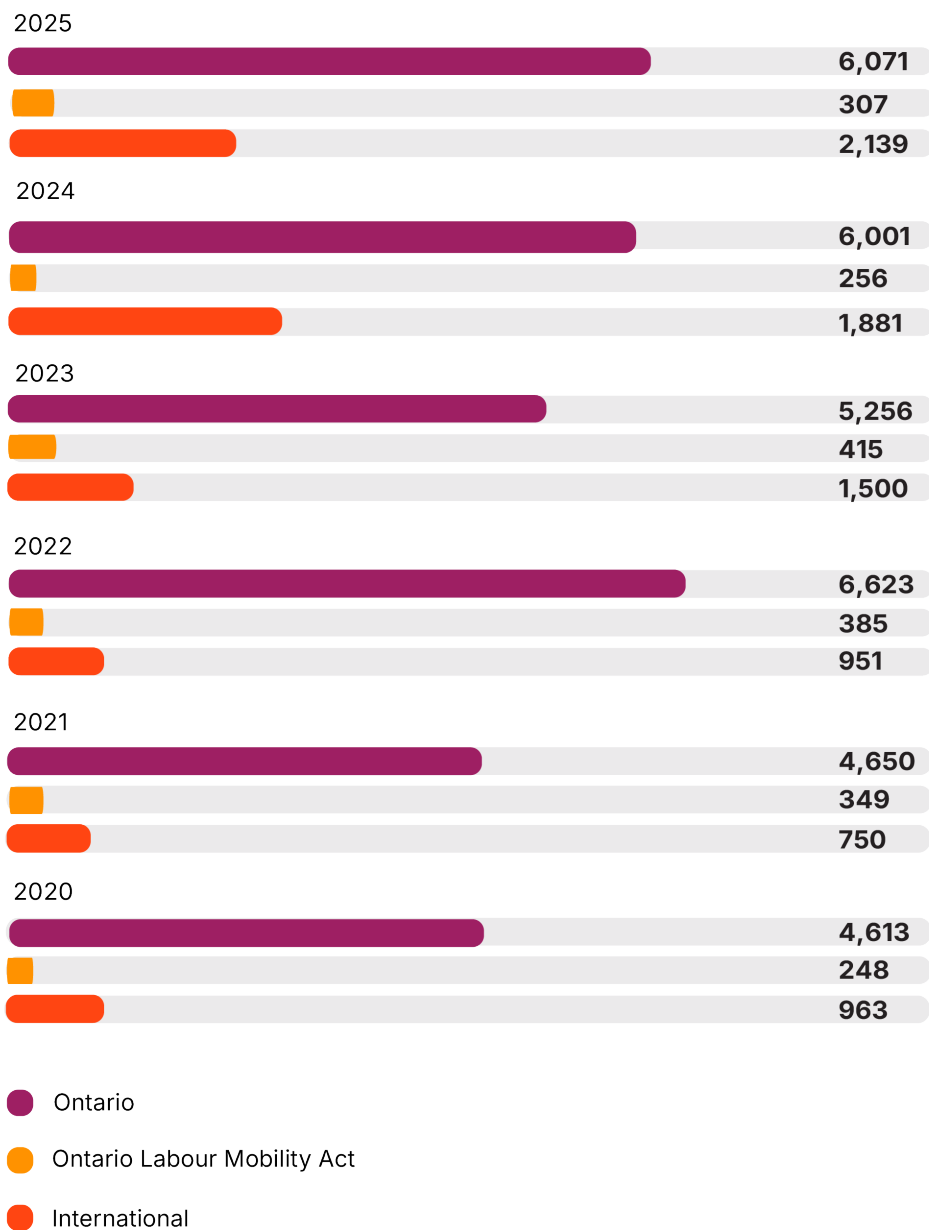
● **Became inactive after more than five years of certification

For this chart, "inactive" refers to members during the period shown who are not currently practising. See the College's online [glossary](#) for detailed membership statuses.

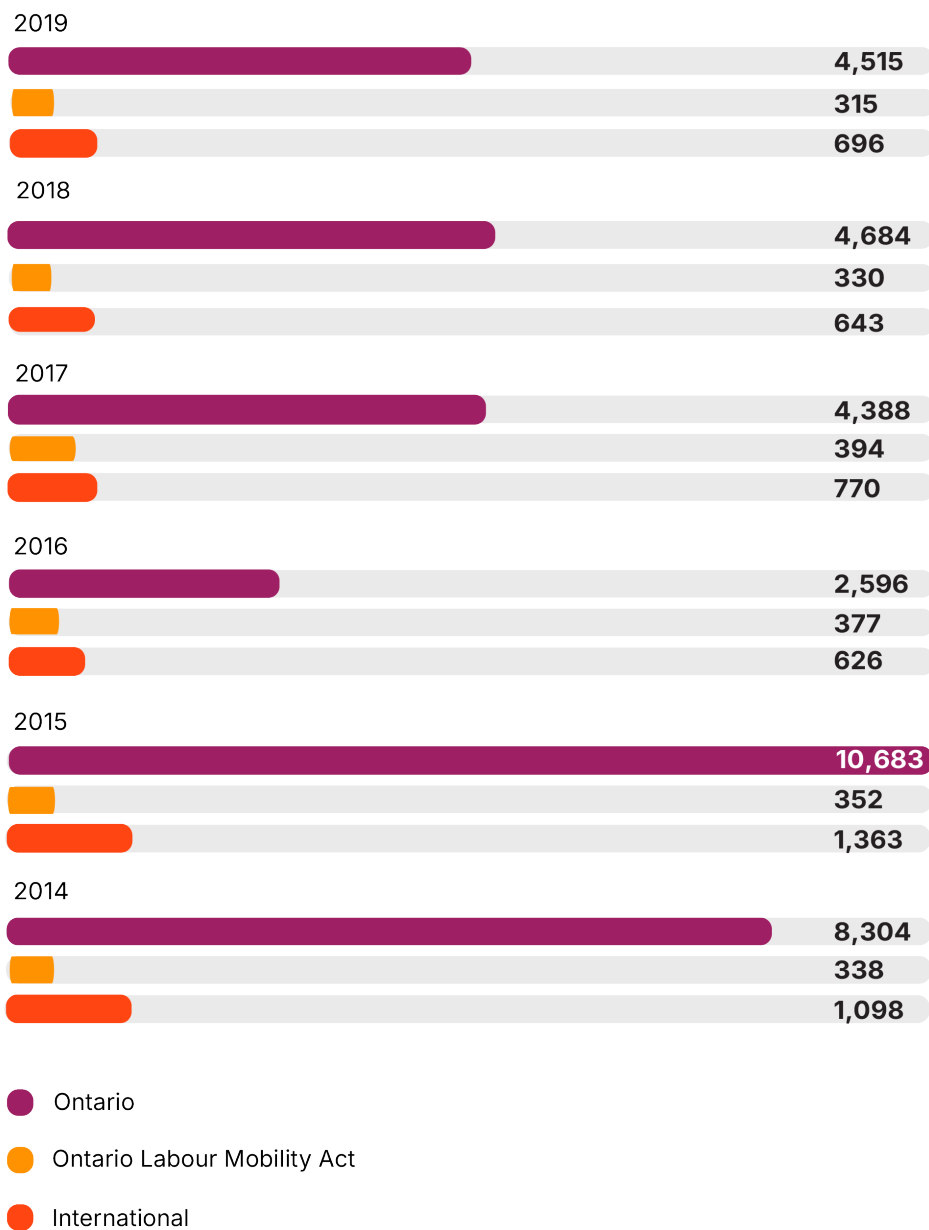
All members in good standing and inactive at the end of 2025 (over 5 Years)



Jurisdiction by year of initial certification in 2022-2025



Jurisdiction by year of initial certification in 2014-2019



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**Ontario
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