

## Teacher Supply and Demand Survey

### - Executive Summary -

As part of a number of initiatives to enable the Ministry of Education to better predict teacher trends in Ontario and to ensure that school boards have access to teachers with the qualifications and background that they need, the Ministry conducted an online teacher supply and demand survey in the winter of 2007/08. The Teaching Policy and Standards Branch, Instruction and Leadership Development Division, distributed a nine-question survey, and requested completion by Human Resources Superintendents at the 72 publicly funded school boards, 31 school authorities, and provincial schools in Ontario. 66 school boards and 11 school authorities responded. All school boards and authorities were asked to report on:

- The number of individuals employed in 2006-07 under Letters of Permission (LOPs) by grade and subject;
- The number of teachers granted Temporary Letters of Approval (TLAs) in 2006-07 by grade and subject; and
- Their perception of the shortage and surplus of teachers by grade and subject, based on applications for teaching positions in 2006-07 and 2007-08.

#### Letters of Permission

Letters of Permission (LOPs) may be granted to a school board, authorizing the board to employ individuals who are not teachers to teach in an elementary or secondary school for a period not exceeding one year. The number of LOPs granted indicates shortages in specific teaching areas.

Survey results indicate that, in 2006-07, a total of 698<sup>1</sup> LOPs were issued to the school boards and authorities that responded to the survey: 379 for elementary subjects and 319 for secondary subjects. The percentage of individuals employed under LOPs in that school year was 0.5% of the total reported workforce. The elementary subject for which the greatest number of LOPs was issued was French as a Second Language or French Immersion. The secondary subjects for which the greatest number of LOPs was issued across the province were Technological Education courses, with the highest number issued for personal services, followed by health, hospitality and tourism, and then construction. The secondary subject for which the greatest total number of LOPs was issued was Classical and International Languages, although this was primarily reported by one school board.

The responses of French-language school boards and authorities indicate a broad shortage of teachers for General Subject Grades JK-8, particularly JK-3, followed by French Language (actualisation linguistique en français/perfectionnement du français) in elementary. LOPs were granted in roughly equal numbers for several secondary subjects including English, Special Education (resource), Canadian and World Studies (economics, geography, history, law, politics) and Arts (music, visual arts, drama etc).

#### Temporary Letters of Approval

The Registrar of the Ontario College of Teachers may grant a Temporary Letter of Approval (TLA) to a board for up to one year, to allow a teacher to teach a subject or hold a position for which he or she is not qualified. The number of TLAs granted may indicate that certain subject areas are experiencing a shortage of teachers. It may also indicate that teachers are expanding their qualifications to meet a demand.

Survey results indicate that, in 2006-07, a total of 1071<sup>2</sup> TLAs were issued to the school boards and authorities that responded to the survey: 880 for elementary subjects and 191 for secondary subjects. The percentage of teachers granted TLAs in that school year was 0.8% of the total reported workforce. The elementary subject for which the greatest number of TLAs was issued was French as a Second Language or French Immersion. The secondary subject for which the greatest number of TLAs was issued was Special Education (resource).

The French-language responses indicate that Special Education (resource) was the subject area with the greatest number of TLAs granted in elementary, and Technological Education (construction) in secondary.

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<sup>1</sup> LOP and TLA numbers were derived from the responses to the "Subject LOP TLA" questions in the survey, rather than to the questions pertaining to "Teaching Staff on TLAs and LOPs".

<sup>2</sup> Ibid

## **Teacher Supply and Demand**

The subject areas that were identified by school boards and authorities as having the greatest shortage of applicants were French as a Second Language or French Immersion in elementary and Technological Education (construction) in secondary. The subject areas with the greatest surplus were combined General Subject Grades JK-6 in elementary and Canadian and World Studies (economics, geography, history, law, and politics) in secondary.

The responses from French-language school boards and authorities indicate that there were no surplus areas in elementary and that only one school board reported a surplus of applicants in three secondary subject areas. The subject areas with the greatest shortage in elementary include General Subject Grades 4-8, Special Education (resource) and Music. A broad range of secondary subjects were reported as shortage areas including; Science, Chemistry, Technological Education (construction, manufacturing), English, Mathematics, Business and Arts (music, visual arts, drama etc).

Secondary Mathematics and Science courses (chemistry, physics and biology) have anecdotally been regarded as shortage areas, although the survey results indicate that school boards and authorities did not request a high number of LOPs for these subjects in 2006-07. The results do, however, indicate that a significant number of school boards and authorities consider physics and chemistry to be areas of shortage and a smaller number consider biology to be an area of surplus. Mathematics is commonly considered an area of shortage or surplus depending on the region.

## **Participant Feedback**

All survey participants were asked to provide general feedback regarding teacher supply and demand in Ontario. The most significant areas of concern reported by school boards and authorities include:

- Difficulty in finding qualified occasional teachers;
- Shortage of Technological Education programs offered at Faculties of Education, and difficulty that individuals have in applying to Technological Education programs;
- The need for teacher candidates and new teachers to learn more about Special Education, either in their pre-service programs or through Additional Basic Qualification (ABQ) courses; and
- Difficulty in recruiting teachers in remote areas of the province.

## **Summary**

Declining student enrolment throughout most of Ontario continues to impact the demand for teachers. According to the survey results, there continues to be an oversupply of English-language teachers, particularly teachers who are qualified to teach General Subject Grades K-6 in Primary/Junior divisions. There is a significant shortage of French-language teachers in virtually all subjects. In English language boards, French as a Second Language or French Immersion remain areas of concern as do some Technological Education courses.

# Teacher Supply and Demand Survey

## - Summary Report -

### I. Purpose

The goal of this survey was to generate data on the supply of, and demand for, teachers in Ontario, with a view to providing insights into the current shortages and/or surpluses of teachers for elementary and secondary publicly funded schools. The intent is to share this data with education stakeholders for information purposes.

### II. Methodology

The Teaching Policy and Standards Branch distributed a nine-question survey for completion by Human Resources Superintendents at all publicly funded school boards and school authorities in the province in the winter of 2007-08. All school boards and authorities were asked to report on the number of individuals employed under Letters of Permission (LOPs) and the number of teachers granted Temporary Letters of Approval (TLAs) by grade and subject for the 2006-07 school year. They were also asked to report their perception of teacher shortages and surpluses by grade and subject, based on applications for teaching positions in 2006-07 and 2007-08.

### III. Survey Response Statistics

- 75% (77/103) of all publicly funded **school boards and school authorities** responded
- 92% (66/72) of publicly funded **school boards** responded
- 35% (11/31) of publicly funded **school authorities** responded
- 93% (56/60) of publicly funded **English-language school boards** responded
- 83% (10/12) of publicly funded **French-language school boards** responded
- 36% (9/25) of publicly funded **English-language school authorities** responded
- 33% (2/6) of publicly funded **French-language school authorities** responded
  
- **Barrie region – 100%** (11/11) of publicly funded school boards and **67%** (2/3) of publicly funded school authorities responded
- **Toronto and Area (GTA) region – 90%** (10/11) of publicly funded school boards and **100%** (1/1) of publicly funded school authorities responded
- **London region – 88%** (14/16) of publicly funded school boards and **0%** (0/3) of publicly funded school authorities responded
- **North Bay region – 93%** (13/14) of publicly funded school boards and **33%** (4/12) of publicly funded school authorities responded
- **Ottawa region – 92%** (11/12) of publicly funded school boards and **0%** (0/3) of publicly funded school authorities responded
- **Thunder Bay region – 75%** (6/8) of publicly funded school boards and **44%** (4/9) of publicly funded school authorities responded

#### IV. Letters of Permission (LOPs)

**Barrie** region reported a 27,702 teacher headcount and 202 individuals working under LOPs<sup>3</sup> (110 Elementary, 92 Secondary). The percentage of total reported workforce employed under LOPs in 2006-07 was 0.7%.

**Toronto and Area (GTA)** region reported a 45,701 teacher headcount and 297 individuals working under LOPs (205 Elementary, 92 Secondary). The percentage of total reported workforce employed under LOPs in 2006-07 was 0.6%.

**London** region reported a 29,397 teacher headcount and 31 individuals working under LOPs (8 Elementary, 23 Secondary). The percentage of total reported workforce employed under LOPs in 2006-07 was 0.1%.

**North Bay** region reported a 6,506 teacher headcount and 64 individuals working LOPs (33 Elementary, 31 Secondary). The percentage of total reported workforce employed under LOPs in 2006-07 was 1%.

**Ottawa** region reported a 15,432 teacher headcount and 97+<sup>4</sup> individuals working under LOPs (21 Elementary, 76 Secondary). The percentage of total reported workforce employed under LOPs in 2006-07 was 0.6%.

**Thunder Bay** region reported a 2,227 teacher headcount and 7 individuals working under LOPs (2 Elementary, 5 Secondary). The percentage of total reported workforce employed under LOPs in 2006-07 was 0.3%.

The following table identifies the most common grade or subject areas for which individuals were employed under LOPs in 2006-07 in the **77 school boards and authorities** that responded to the survey:

Grade/Subject Area	Panel	Number of individuals employed under LOPs	Number of school boards/authorities that reported LOPs in this grade/subject area
French as a Second Language or French Immersion	Elementary	201	25
General Subject Grades JK-3		72	7
General Subject Grades 7-8		36	8
General Subject 4-6		28	10
Physical Education		12	3
Classical and International Languages	Secondary	74 +	8
Technological Education (personal services)		54	12
Technological Education (health, hospitality and tourism)		41	17
Technological Education (construction)		27	11
Arts (music, visual arts, drama etc.)		16	6

<sup>3</sup> LOP and TLA numbers were derived from the responses to the "Subject LOP TLA" questions in the survey, rather than to the questions pertaining to "Teaching Staff on TLAs and LOPs".

<sup>4</sup> Survey respondents selected the number of LOPs and TLAs per grade and subject area from a drop-down menu in the survey, which included "100+" as an option. No respondent stated that "100+" individuals were employed under LOPs in a particular subject area, but one board in the Ottawa region stated that, in 2006-07, "50+" individuals were employed under LOPs to teach "Classical/International Languages". For the purpose of data analysis, the "50+" was treated as "50".

The following table identifies the most common grade or subject areas *per region* for which individuals were employed under LOPs in 2006-07 in the **77 school boards and authorities** that responded to the survey:

Region	Panel	Number of individuals employed under LOPs	Grade/Subject Area
Barrie	Elementary	101	French as a Second Language or French Immersion
		3	General Subject Grades JK-3
		2	General Subject Grades 4-6
	Secondary	40	Technological Education (personal services)
		12	Technological Education (health, hospitality and tourism)
		9	Classical/International Languages
		6	Arts (music, visual arts, drama etc.)
		5	Technological Education (manufacturing)
5	French as a Second Language		
GTA	Elementary	72	French as a Second Language or French Immersion
		65	General Subject JK-3
		19	General Subject Grades 4-6
		19	General Subject Grades 7-8
		12	Physical Education
	Secondary	21	Technological Education (health, hospitality and tourism)
		11	Technological Education (construction)
		9	Arts (music, visual arts, drama etc.)
		8	Social Studies and Humanities
6	Technological Education (transportation, personal services)		
London	Elementary	8	French as a Second Language or French Immersion
	Secondary	12	Classical/International Languages
		4	Technological Education (health, hospitality and tourism)
		4	Technological Education (Personal Services)
		2	Technological Education (manufacturing)
		1	Computer Science
North Bay/Sudbury	Elementary	9	French as a Second Language or French Immersion
		8	General Subject Grades 7-8
		6	Music
		5	General Subject Grades 4-6
		3	General Subject Grades JK-3
	Secondary	4	Canadian and World Studies (Economics, Geography, History, Law, Politics)
		4	Technological Education (construction)
		4	Technological Education (transportation)
4		English	
Ottawa	Elementary	9	French as a Second Language or French Immersion
		8	General Subjects Grades 7-8
		2	General Subjects 4-6
	Secondary	50+	Classical/International Languages
		8	Technological Education (construction)
		3	French as a Second Language
2	Technological Education (manufacturing)		
Thunder Bay	Elementary	2	French as a Second Language or French Immersion
	Secondary	3	Technological Education (health, hospitality and tourism)
		1	Technological Education (construction)
		1	Native Studies

The following table identifies the most common grade or subject areas for which individuals were employed under LOPs in 2006-07 in the **56 English-language school boards** that responded to the survey:

Grade/Subject Area	Panel	Number of individuals employed under LOPs	Number of school boards that reported LOPs in this grade/subject area
French as a Second Language or French Immersion	Elementary	200	24
General Subject Grades 7-8		7	3
Music		7	2
General Subject Grades 4-6		6	4
General Subject Grades JK-3		5	3
Classical and International Languages	Secondary	71+	4
Technological Education (personal services)		53	11
Technological Education (health, hospitality and tourism)		40	16
Technological Education (construction)		26	10
French as a Second Language		11	7
Arts (music, visual arts, drama etc.)		11	4

The following table identifies the most common grade or subject areas for which individuals were employed under LOPs in 2006-07 in the **10 French-language school boards** that responded to the survey:

Grade/Subject Area	Panel	Number of individuals employed under LOPs	Number of school boards that reported LOPs in this grade/subject area
General Subject Grades JK-3	Elementary	67	4
General Subject Grades 7-8		29	5
General Subject Grades 4-6		21	4
Physical Education		11	2
French Language (actualisation linguistique en français/perfectionnement du français)		10	3
Special Education (resource)		3	2
Music		2	2
English	Secondary	6	5
Special Education (resource)		6	3
Canadian and World Studies (economics, geography, history, law, politics)		5	5
Arts (music, visual arts, drama etc.)		5	2
Classical and International Languages		3	3
Mathematics		3	3
Physical Education		3	3
Science (biology)	3	3	

The following table identifies the most common grade or subject areas for which individuals were employed under LOPs in 2006-07 in the **11 school authorities**<sup>5</sup> that responded to the survey:

Grade/Subject Area	Panel	Number of individuals employed under LOPs	Number of school authorities that reported LOPs in this grade/subject area
Special education (resource)	Elementary	2	1
French as a Second Language or French Immersion		1	1
General Subject Grades 4-6		1	1
Physical Education		1	1
Teacher in Charge of Library (Librarian)		1	1
English	Secondary	1	1
Mathematics		1	1

<sup>5</sup> One of the school authority respondents only offers elementary education.

## V. Temporary Letters of Approval (TLAs)

**Barrie** region reported a 27,702 teacher headcount and 214 teachers working with TLAs (176 Elementary, 38 Secondary). The percentage of total reported teacher workforce granted TLAs in 2006-07 was 0.8%.

**Toronto and Area (GTA)** region reported a 45,701 teacher headcount and 449+<sup>6</sup> teachers working with TLAs (379 Elementary, 70 Secondary). The percentage of total reported teacher workforce granted TLAs in 2006-07 was 1%.

**London** region reported a 29,397 teacher headcount and 151 teachers working with TLAs (117 Elementary, 34 Secondary). The percentage of total reported teacher workforce granted TLAs in 2006-07 was 0.5%.

**North Bay** region reported a 6,506 teacher headcount and 19 teachers working with TLAs (15 Elementary, 4 Secondary). The percentage of total reported teacher workforce granted TLAs in 2006-07 was 0.3%.

**Ottawa** region reported a 15,432 teacher headcount and 205 teachers working with TLAs (176 Elementary, 29 Secondary). The percentage of total reported teacher workforce granted TLAs in 2006-07 was 1.3%.

**Thunder Bay** region reported a 2,227 teacher headcount and 33 teachers working with TLAs (17 Elementary, 16 Secondary). The percentage of total reported teacher workforce granted TLAs in 2006-07 was 1.5%.

The following table identifies the most common grade or subject areas for which teachers were granted TLAs in 2006-07 in **77 school boards and authorities** that responded to the survey:

Grade/Subject Area	Panel	Number of teachers granted TLAs	Number of school boards/authorities that reported TLAs in this grade/subject area
French as a Second Language or French Immersion	Elementary	578	41
Special Education (resource)		133	22
English as a Second Language		73	9
Teacher in charge of Library (librarian)		49	8
Special Education (self-contained classroom)		29	10
Special Education (resource)	Secondary	47	13
French as a Second Language		30	12
English as a Second Language		19	8
Technological Education (construction)		12	8

<sup>6</sup> One school board in the GTA region stated that "100+" teachers were employed under TLAs to teach "French as a Second Language." For the purpose of data analysis, the "100+" was treated as "100".

The following table identifies the most common grade or subject areas *per region* for which teachers were granted TLAs in 2006-07 in the **77 school boards and authorities** that responded to the survey:

Region	Panel	Number of teachers granted TLAs	Grade/Subject Area
Barrie	Elementary	134	French as a Second Language or French Immersion
		14	English as a Second Language
		13	Special education (resource)
		10	Teacher in Charge of Library
	Secondary	5	Special Education (resource)
		4	French as a Second Language
		3	Technological Education (health, hospitality and tourism, construction, communication)
		3	Teacher in Charge of Library
3		English as a Second Language	
3	Guidance		
GTA	Elementary	210+	French as a Second Language or French Immersion
		77	Special education (resource)
		47	English as a Second Language
		21	Teacher in Charge of Library
		17	Special education (self contained classroom)
	Secondary	38	Special Education (resource)
		9	English as a Second Language
5		French as a Second Language	
3	Special Education (self contained)		
London	Elementary	78	French as a Second Language or French Immersion
		18	Teacher in Charge of Library
		11	Special Education (resource)
	Secondary	5	English as a Second Language
		4	Technological Education (construction)
4		Technological Education (health, hospitality and tourism)	
North Bay/Sudbury	Elementary	5	French as a Second Language or French Immersion
		4	Special Education (Self Contained)
		4	Special Education (Resource)
	Secondary	3	Technological Education (construction)
		1	French as a Second Language
Ottawa	Elementary	137	French as a Second Language or French Immersion
		26	Special Education (Resource)
		10	English as a Second Language
	Secondary	14	French as a Second Language
		3	Special Education (self contained classroom)
Thunder Bay	Elementary	14	French as a Second Language or French Immersion
		2	Special Education (resource)
	Secondary	3	French as a Second Language
		3	Technological Education (manufacturing)
		3	Technological Education (design)
		2	Technological Education (communication)
		2	Technological Education (health, hospitality and tourism)



The following table identifies the most common grade or subject areas for which teachers were granted TLAs in 2006-07 in the **56 English-language school boards** that responded to the survey:

Grade/Subject Area	Panel	Number of teachers granted TLAs	Number of school boards that reported TLAs in this grade/subject area
French as a Second Language or French Immersion	Elementary	575	38
Special Education (resource)		123	19
English as a Second Language		73	9
Teacher in Charge of Library (librarian)		49	8
Special Education (resource)	Secondary	46	12
French as a Second Language		30	12
English as a Second Language		19	8
Technological Education (health, hospitality and tourism)		10	7
Technological Education (construction)		9	7
Teacher in Charge of Library (librarian)		9	7
Technological Education (communication)	9	6	

The following table identifies the most common grade or subject areas for which teachers were granted TLAs in 2006-07 in the **10 French-language school boards** that responded to the survey:

Grade/Subject Area	Panel	Number of teachers granted TLAs	Number of school boards that reported TLAs in this grade/subject area
Special Education (resource)	Elementary	10	3
General Subject Grades JK-3		4	2
General Subject Grades 4-6		1	1
Special Education (self-contained classroom)		1	1
Technological Education (construction)	Secondary	3	1
Technological Education (communication)		1	1
Special Education (resource)		1	1
Computer Science		1	1

The following table identifies the most common grade or subject areas for which teachers were granted TLAs in 2006-07 in the **11 school authorities**<sup>7</sup> that responded to the survey:

Grade/Subject Area	Panel	Number of teachers granted TLAs	Number of school authorities that reported TLAs in this grade/subject area
French as a Second Language or French Immersion	Elementary	3	1
---	Secondary	0	0

<sup>7</sup> One of the school authority respondents only offers elementary education.

## VI. Teacher Supply and Demand

School boards and authorities were asked to identify areas of teacher shortage, equilibrium and surplus based on the number of applications they received for teaching positions in 2006-07 and 2007-08.

The following table identifies the most common grade or subject areas that were identified as areas of teacher shortage and surplus by the **77 school boards and authorities** that responded to the survey:

### Shortage

Grade/Subject Area of projected shortage/extreme shortage of teacher applicants	Panel	Number of school boards/authorities that reported this
French as a Second Language or French Immersion	Elementary	55
Music		32
Special Education (resource)		30
Special Education (self-contained classroom)		25
Technological Education (construction)	Secondary	48
Technological Education (transportation)		45
Technological Education (manufacturing)		44
Technological Education (health, hospitality and tourism)		44
French as a Second Language		42
Technological Education (personal services)		41
Technological Education (design)		40
Technological Education (communication)		38
Science (physics)		36
Science (chemistry)		34
Arts (music, visual arts, drama etc.)		31
Mathematics		29

### Surplus

Grade/Subject Area of projected surplus/extreme surplus of teacher applicants	Panel	Number of school boards/authorities that reported this
General Subject Grades JK-3	Elementary	47
General Subject Grades 4-6		46
General Subject Grades 7-8		21
Physical Education		20
Canadian and World Studies (economics, geography, history, law, politics)	Secondary	30
Physical Education		25
English		24
Social Studies and Humanities (family studies, social sciences)		15

The following table identifies the most common grade or subject areas *per region* that were identified as areas of teacher shortage and surplus by the **77 school boards and authorities** that responded to the survey:

### Shortage

Region	Panel	Grade/Subject Area of projected shortage/extreme shortage of teacher applicants	Number of school boards/authorities that reported this
Barrie	Elementary	French as a Second Language or French Immersion	11/13
		Music	6/13
		Special Education (resource)	4/13
		Special Education (self-contained classroom)	4/13
	Secondary	French as a Second Language	9/13
		Technological Education (personal services)	8/13
		Technological Education (health, hospitality and tourism)	8/13
		Technological Education (manufacturing)	8/13
		Technological Education (communication)	7/13
		Technological Education (construction)	7/13
		Technological Education (transportation)	7/13
		Technological Education (design)	6/13
		Science (chemistry)	6/13
Arts (music, visual arts, drama etc.)	6/13		
GTA	Elementary	French as a Second Language or French Immersion	8/11
		Music	8/11
		Special Education (resource)	7/11
		English as a Second Language	5/11
		Special Education (self-contained classroom)	5/11
	Secondary	Technological Education (health, hospitality and tourism)	10/11
		Technological Education (manufacturing)	10/11
		Technological Education (construction)	10/11
		Technological Education (transportation)	10/11
		Technological Education (personal services)	9/11
		Technological Education (design)	9/11
		Technological Education (communication)	8/11
		Science (chemistry)	7/11
		Science (physics)	7/11
French as a Second Language	7/11		
London	Elementary	French as a Second Language or French Immersion	14/14
		Special Education (resource)	6/14
		Music	5/14
	Secondary	Technological Education (construction)	12/14
		Technological Education (health, hospitality and tourism)	10/14
		Technological Education (design)	10/14
		Technological Education (transportation)	10/14
		Technological Education (personal services)	9/14
		Technological Education (manufacturing)	9/14
		Technological Education (communication)	9/14
		Mathematics	8/14
		Science (physics)	7/14
		Science (chemistry)	7/14
North Bay/Sudbury	Elementary	French as a Second Language or French Immersion	10/17
		Music	9/17
		General Subject Grades 7-8	6/17
	Secondary	Technological Education (transportation)	10/17
		Technological Education (construction)	10/17
		Technological Education (manufacturing)	8/17
		Technological Education (health, hospitality and tourism)	7/17
		Technological Education (design)	7/17
		Science (chemistry)	7/17
		Science (physics)	7/17
		Native Studies (includes Native languages)	7/17
		French as a Second Language	7/17
		Arts (music, visual arts, drama)	7/17

Region	Panel	Grade/Subject Area of projected shortage/extreme shortage of teacher applicants	Number of school boards/authorities that reported this
Ottawa	Elementary	French as a Second Language or French Immersion	6/11
		Music	5/11
	Secondary	Special Education (self-contained classroom)	5/11
		Technological Education (health, hospitality and tourism)	7/11
		Technological Education (manufacturing)	6/11
		Technological Education (transportation)	6/11
		Technological Education (personal services)	6/11
		Technological Education (construction)	6/11
		French as a Second Language	6/11
		Technological Education (communication)	5/11
		Mathematics	5/11
Science (physics)	5/11		
Thunder Bay	Elementary	French as a Second Language or French Immersion	8/11
		Special Education (resource)	5/11
		Teacher in Charge of Library (Librarian)	3/11
		Music	3/11
	Secondary	French as a Second Language	5/11
		Native Studies (includes native languages)	5/11
		Technological Education (construction)	4/11
		Technological Education (design)	4/11
		Technological Education (manufacturing)	4/11

## Surplus

Region	Panel	Grade/Subject Area of projected surplus/extreme surplus of teacher applicants	Number of school boards/authorities that reported this
Barrie	Elementary	General Subject Grades JK-3	12/13
		General Subject Grades 4-6	11/13
		General Subject Grades 7-8	5/13
		Physical Education	4/13
	Secondary	Canadian and World Studies (economics, geography, history, law, politics)	6/13
		English	5/13
Physical Education		5/13	
GTA	Elementary	General Subject Grades JK-3	7/11
		General Subject Grades 4-6	7/11
		General Subject Grades 7-8	2/11
		Physical Education	2/11
	Secondary	Canadian and World Studies (economics, geography, history, law, politics)	4/11
		Science (biology)	4/11
		English	3/11
		Social Studies and Humanities (family studies, social science)	3/11
		Physical Education	3/11
		Mathematics	3/11
London	Elementary	General Subject Grades JK-3	13/14
		General Subject Grades 4-6	13/14
		General Subject Grades 7-8	7/114
		Physical Education	7/14
	Secondary	Canadian and World Studies (economics, geography, history, law, politics)	10/14
		English	8/14
		Physical Education	7/14
		Social Studies and Humanities (family studies, social science)	6/14
North Bay/Sudbury	Elementary	General Subject Grades JK-3	5/17
		General Subject Grades 4-6	5/17
		General Subject Grades 7-8	2/17
		Physical Education	2/17
	Secondary	Canadian and World Studies (economics, geography, history, law, politics)	3/17
		Physical Education	3/17
		English	2/17
		Science (biology)	2/17
Ottawa	Elementary	General Subject Grades JK-3	6/11
		General Subject Grades 4-6	6/11
		General Subject Grades 7-8	3/11
		Physical Education	3/11
	Secondary	Physical Education	2/11
Science (biology)	2/11		
Thunder Bay	Elementary	General Subject Grades JK-3	4/11
		General Subject Grades 4-6	4/11
		General Subject Grades 7-8	3/11
		Physical Education	2/11
	Secondary	Canadian and World Studies (economics, geography, history, law, politics)	3/11
		Physical Education	3/11
		Social Studies and Humanities (family studies, social science)	3/11

The following table identifies the most common grade or subject areas that were identified as areas of teacher shortage and surplus by the **56 English-language school boards** that responded to the survey:

### Shortage

Grade/Subject Area of projected shortage/extreme shortage of teacher applicants	Panel	Number of school boards that reported this
French as a Second Language or French Immersion	Elementary	50
Music		24
Special Education (self-contained classroom)		20
Special Education (resource)		20
French as a Second Language	Secondary	41
Technological Education (construction)		40
Technological Education (transportation)		39
Technological Education (health, hospitality and tourism)		37
Technological Education (manufacturing)		36
Technological Education (personal services)		35
Technological Education (design)		32
Technological Education (communication)		32
Science (chemistry)		27
Arts (music, visual arts, drama etc.)		24

### Surplus

Grade/Subject Area of projected surplus/extreme surplus of teacher applicants	Panel	Number of school boards that reported this
General Subject Grades JK-3	Elementary	45
General Subject Grades 4-6		44
General Subject Grades 7-8		19
Physical Education		19
Canadian and World Studies (economics, geography, history, law, politics)	Secondary	29
Physical Education		23
English		21
Science (biology)		15
Social Studies and Humanities (family studies, social science)		15

The following table identifies the most common grade or subject areas that were identified as areas of teacher shortage and surplus by the **10 French-language school boards** that responded to the survey:

### Shortage

Grade/Subject Area of projected shortage/extreme shortage of teacher applicants	Panel	Number of school boards that reported this
General Subject Grades 7-8	Elementary	6
Special Education (resource)		6
General Subject Grades 4-6		5
Music		5
Science	Secondary	7
Chemistry		7
Technological Education (construction)		7
Technological Education (manufacturing)		7
English		6
Mathematics		6
Business		6
Arts (music, visual arts, drama etc.)		6

## Surplus

Grade/Subject Area of projected surplus/extreme surplus of teacher applicants	Panel	Number of school boards that reported this
---	Elementary	0
Canadian and World Studies (economics, geography, history, law, politics)	Secondary	1
Physical Education		1
Special Education (resource)		1

The following table identifies the most common grade or subject areas that were identified as areas of teacher shortage and surplus by the **11 school authorities** that responded to the survey:

## Shortage

Grade/Subject Area of projected shortage/extreme shortage of teacher applicants	Panel	Number of school authorities that reported this
French as a Second Language or French Immersion	Elementary	6
Music		6
Special Education (resource)		4
Native Studies (includes Native languages)	Secondary	2
Special Education (resource)		2
Technological Education (manufacturing)		2

## Surplus

Grade/Subject Area of projected surplus/extreme surplus of teacher applicants	Panel	Number of school authorities that reported this
General Subject Grades JK-3	Elementary	2
General Subject Grades 4-6		2
General Subject Grades 7-8		2
---	Secondary	0

## VII. Participant Feedback

Survey participants were asked to provide general feedback regarding teacher supply and demand in Ontario. The common areas of concern among school boards and authorities that responded to the survey include the following:

- Difficulty in finding qualified occasional teachers;
- Shortage of Technological Education programs offered at Faculties of Education, and difficulty that individuals have in applying to Technological Education programs;
- The need for teacher candidates and new teachers to learn more about Special Education, either in their pre-service programs or through Additional Basic Qualification (ABQ) courses; and
- Difficulty in recruiting teachers in remote areas of the province.