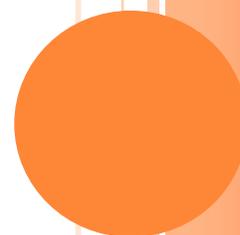


2010 TEACHER SUPPLY/DEMAND SURVEY

*Saskatchewan School Divisions' Teacher Supply Demand
Experience for the 2010-11 Academic Year*



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The Saskatchewan School Boards Association undertook a survey of the teacher supply-demand experience of the province's 28 publicly funded school divisions for this academic year. The Saskatchewan School Boards Association invited all boards of education to participate. The survey was undertaken to support the work of school divisions individually as well as the work of the Government Trustee Bargaining Committee. All 28 boards of education participated.

The data verified that the earlier research done and published within the BTEC (Board of Teacher Education and Certification) Report : *Teacher Supply and Demand to 2011* holds true. The responses go on to further identify initiatives, practices, and policies that individual school divisions are undertaking to attract and retain teachers.

Anecdotally, while Saskatchewan residents believe that recent increases in immigrant residents are placing pressures upon the education system, the survey determined that few school divisions are experiencing pressures due to immigration. Student decline continues to be a trend in many of the province's 28 school divisions

TEACHER DEMAND FOR FALL 2010

Teacher hiring while on-going throughout the year, is significantly compressed into the May-August timeline each academic year. When actual class needs and student numbers are determined, there may be some adjustments made at the classroom or school level. The Saskatchewan School Boards Association asked each Board of Education:

1. How many vacancies in teaching positions did you have going into the 2010-11 academic year (do not include leaves)? Please specify both number and FTE.
2. How many of the vacancies were new positions that were added for 2010-11
3. Were you able to fill all of the vacant positions you wanted to fill?
4. Please specify:
 - a. Number of new teachers hired
 - b. Number of teachers hired from out of province:
5. Did you face any challenges in recruiting teachers (for example, low number of applicants generally, insufficient pool of candidates in specific subject areas, in specific geographical areas, school-based administrators)? Please provide details.

The summary of responses:

Number of Vacancies (Headcount)	Number of Boards Experiencing:
None	1
1 to 9	8
10 to 20	2
21 to 40	5
More than 40	12

Number of New Positions (head count; included in vacancy total)	Number of Boards Experiencing:
5 or less	16
6 to 10	3
11 to 20	5
More than 20	4

Were all Vacancies Filled?	Number of Boards Experiencing:
No Vacancies to fill	1
Yes	19
No	5
*Yes except principal or Psychologist/SLPs	3

Sk Teachers hired “New to Division” (headcount)	Number of Boards Experiencing:	Teachers hired “New to Sk” (headcount)	Number of Boards Experiencing:
Zero	-	Zero	3
1 to 5	4	1 to 5	14
6 to 10	5	6 to 10	2
11 or more	17	11 or more	6
No vacancies to fill	1	No vacancies to fill	1
Did not respond / Not tracked	1	Did not respond / Not Tracked	2

Three specific areas were noted as “Challenges in recruitment”. Individual boards may have identified multiple challenge areas. Four boards indicated that they experienced a small pool of candidates generally. Five boards indicated that they experienced difficulty hiring due to their rural or remote geography. The unique challenges of recruiting and retaining staff in Northern Saskatchewan must be noted. Specialty areas/positions were also noted as a challenge in recruitment and are consistent with the predictions noted in the BTEC report. School-based administrators; Senior Math; Senior Sciences; Languages; Student Support Services and Practical and Applied Arts teachers; Psychologists and Speech Language Pathologists were the positions noted by individual boards of education.

TEACHER RECRUITMENT AND RETENTION

Boards of education do many things that attract and retain teachers to their school division; What attracts employees? The answers are dynamic and interdependent. It can be the culture of the school or the division; it can be particular supports that a board provides to teachers; it can be the result of a specific recruitment strategy; it can be the commitment to providing supports for professional development.

Each board of education has specific hiring needs as well as challenges and develop strategies specific to their board’s needs around recruitment and retention of staff. The Saskatchewan School Boards Association asked boards of education about their supports, recruitment and retention strategies:

1. What supports do you provide for new (to the profession) teachers? In particular – “on-boarding” / orientation; mentoring programs; financial assistance for moving or training; etc.
2. What supports do you provide for experienced teachers new to your division?
3. Do you have a recruitment / retention strategy/program. Please provide a brief description

All 28 boards of education clearly articulated programs and initiatives (formal and informal) supports for teachers – including those new to the profession; new to the division; new administrators as well as supports for all teachers. The raw data of this survey will be shared with all boards of education as examples of practices in other jurisdictions for consideration in ongoing recruitment and retention planning at the local level.

Examples of initiatives are found in boards’ practices, policies and local agreements. They include orientation programs; mentoring; financial assistance (moving; advances on first month’s pay); professional development & growth plans and opportunities to actualize; bursaries for ongoing University study; living allowances/teacherages in remote rural/northern communities; and staff recognition and appreciation programs.

IMPACT OF IMMIGRATION ON TEACHER DEMAND

Saskatchewan residents have been hearing messages around “growth” and “boom” from a variety of sources including economic indicators, media and in provincial government messaging. Many infer that this means the past trend of student decline is over and numbers are going up. The numbers of Saskatchewan residents have increased but we did not know how immigration numbers are affecting the province’s classrooms and therefore the impacts on teacher demand. The Saskatchewan School Boards Association was able to determine that in a few school divisions this is true – but the reality is in the majority of school divisions our student numbers are still falling. For those divisions that are experiencing immigration pressures, the Saskatchewan School Boards Association wanted to understand how they are being impacted and how they are responding. The Saskatchewan School Boards Association asked:

1. In recent years, what if any impact has immigration or ESL needs had on
 - a. staffing,
 - b. programming challenges or
 - c. otherwise impacted on students in your school division?
2. Approximate number of immigrant students in last two years?
3. Approximate number of non-English speaking students in last two years?

“Immigrant students” and “EAL students” (English as Additional Language) are not necessarily the same students. Some immigrant students first language is English. Some students demonstrate learning challenges due to experiences in their country of origin or as a refugee. Saskatchewan Education has responded to “EAL” students for generations in our Hutterian and First Nations Communities where first languages include German, Cree, Saulteaux, Dene, etc. The challenges currently being faced is due to the diversity in languages and cultures being introduced at one time; and the “sudden” impact of immigration in a community.

School divisions currently experiencing challenges due to immigration include Horizon; Saskatchewan Rivers; Lloydminster school divisions as well as the school divisions within the cities of Regina and Saskatoon. Examples of their challenges are given below. It was noted by these boards that the increased demand for teachers with EAL experience as well as additional support services professionals may be a challenge in the short term going forward. These divisions have incorporated this need into their local recruitment and retention strategies.

Horizon School Division’s number of immigrant children over the past two academic years total 161 students with an additional 121 expected within the 2010/11 academic year. Horizon has a number of communities with small manufacturing companies that have attracted immigrant families. The impact of immigration on a small school can be quite significant. Horizon has responded by increasing both classroom teacher allocations and support services. Examples of impact on some of these small schools include:

- Anaheim – 9 students (3 languages) - 1 each in grades 1-5,7 & 9; 2 in grade 6
- Cudworth – 8 students (3 languages) – 2 in grade 2; 3 in grade 5; 1 each in grades 6,7,8
- Drake – 4 students (2 languages) – 1 each in grades 1,2,6 & 7
- St. Brieux – 22 students (3 languages) – 2 in grade 1; 2 in grade 2; 3 in grade 3; 4 in grade 4; 2 in grade 5; 4 in grade 6; 1 in grade 7; 1 in grade 8; 2 in grade 9; 1 in grade 10

Saskatoon Public’s response to the needs to their new immigrant student population is consistent with the approaches taken by other city systems. Saskatoon Public articulated a number of programming challenges including:

- Classroom teacher must learn how to differentiate instruction to support EAL student(s) in the classroom
- Secondary EAL class sizes are challenging with a diverse range of learning needs, social needs and language proficiency levels in the same classroom
- EAL students bring additional challenges with need for translation, interpretation, counseling, settlement and family support

In response, Saskatoon Public has increased a number of supports for students and teachers including a significant increase in EAL teachers over the past few years. In 2006 the board employed 3.0 FTE Elementary and 3.5 FTE Secondary EAL teachers. In 2010, the board employed 15.5 FTE Elementary and 11.5 Secondary EAL teachers. Saskatoon Public also proudly partners with a number of community based organizations to provide supports to its students and their families.

In school divisions surrounding the major cities (Prairie Spirit School Division; Prairie Valley School Division) where you would expect significant growth, immigrant student numbers are surprisingly low. Over the past two years Prairie Valley School Division has seen immigration student numbers of only 26 students. Overall, Prairie Valley School division student numbers continued to decline; declining by 87 students this fall.

The Provincial Immigrant Nominee Program continues to be a priority of the Province of Saskatchewan. Immigration numbers are expected to grow at unprecedented rates. Boards of education will need to continue sharing best practices allowing them to meet the needs of students and families in a proactive manner. Ongoing discussions and work with the ministry; sector and community partners are required to appropriately plan and deliver services to immigrant families.

IN CONCLUSION

Based on the data reported by boards, the Saskatchewan School Boards Association confirms that the BTEC report: Teacher Supply and Demand to 2011 predictions hold true. The Saskatchewan School Boards Association supports and anticipates future study by BTEC in this regard.

The context of “education” has changed dramatically in the province over the past ten years. Each board of education has very unique challenges and opportunities in meeting the diverse needs of its students. These challenges and opportunities include language; culture; geography; immigration growth; rural depopulation; LINC agreements; program offerings; socio-economic factors; provincial operating and capital funding and achievement levels - all of which influence the decisions Boards make. Overall, teacher supply is meeting demand.