



British Columbia Teachers' Federation

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The lived experience of Teachers Teaching on Call in British Columbia's public schools: *The 2014 TTOC Working Conditions survey*

Key findings

To access the full report, see bctf.ca/TeachersOnCall.aspx?id=5022

BCTF Research,
in collaboration with the Teachers Teaching on Call Advisory Committee

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A Union of Professionals



Teacher and employment characteristics

Demographic characteristics

Zone: TTOC responding to the survey compared to all TTOC in the province

- A comparison of the proportion of the respondents in the survey sample in each zone to the proportion of all TTOC (in the BCTF member database in each zone) found that most zones are well represented.
- Vancouver Island North (12.3% of the sample vs. 9.6%) and Metro Vancouver area and West (29.2% of the sample vs. 25.6%), are slightly over-represented, and Metro/Fraser Valley (20.2% of the sample vs. 26.8%) and North Central/Peace River (2.9% of the sample vs. 6.2%) are slightly under-represented.

Type of geographic area

- About one-third of TTOC respondents teach in an Urban (37%) and one in five teach in a Suburban (22.6%) or a Semi-urban (22.2%) area.
- About one in six respondents teach in a Rural area (15.6%), and less than 1% in a Remote area. “Other” types of geographic area were specified as island, Port Alberni, and both Urban and Suburban.

Gender

- Female teachers are slightly over-represented in the TTOC survey (78.6%) compared to full-time and part-time teachers in BC public schools (72.8%).
- There was a lower proportion of male teachers in the survey sample (16%) compared to the province (27.2%).

Source: Ministry of Education. *Teacher Statistics - 2013/14*, p. 3. <http://www.bced.gov.bc.ca/reporting/province.php>

Age group: TTOC in survey compared to contract teachers (province)

- The TTOC who completed the survey are considerably younger than BC teachers on part-time and full-time contracts, up to the age of 35 years. Compared to the province, a higher proportion of survey respondents are Under 25 (4.5% of the sample vs. 0.6%) and 25–34 years (43.6% of the sample vs. 18.7%).
- Compared to the province, a lower proportion of survey respondents are 35–44 years (25.1% of the sample vs. 32.1%), 45–54 years (11.5% of the sample vs. 29.5%), and 55–64 years (11.1% of the sample vs. 17.7%).
- Teachers aged 65 years and older represent a higher proportion of the TTOC survey sample (3.7%) compared to full-time and part-time teachers in the province (1.5% of these teachers are 65 or older).

Ministry of Education. *Teacher Statistics - 2013/14*, p. 4. <http://www.bced.gov.bc.ca/reporting/province.php>

TTOC who are retired

- In 2014 (May), there were 12,329 TTOC in the BCTF member database. Of these, 1,270 are retired teachers (10.3%) working as a TTOC (or on a TTOC list).
- Of the 243 TTOC who responded to the survey, 9.1% indicated they are retired, similar to their overall representation in the member database. When asked, “For how long have you been retired?” 9.1% indicated Less than 1 year, 50% indicated 1–4 years, and 36.4% indicated 5–8 years.
- Of the twenty-two respondents who indicated they are retired and working as a TTOC, twenty indicated they retired from a BC teaching position.

Teaching characteristics

Years working as a TTOC

- About one in six respondents (16.5%) are new teachers teaching on call with less than one year experience, and 26.7% have 1–2 years experience.
- One in five (19.3%) respondents indicated having 3–4 years experience as a TTOC, and 25.9%, 5–9 years experience.
- One in ten respondents has worked for 10 or more years as a TTOC (8.2% for 10–19 years and 2.9% for 20+ years).

Combination of TTOC work and teaching contracts

The survey asked, “Over the course of the 2013–14 school year to date which best describes your TTOC work?”

- One-half of respondents indicated that “All of my work has been as a TTOC” (50.6%), one-third worked on both a temporary teaching contract and as a TTOC (34.2%), and another 12.3% worked on a continuing contract and as a TTOC.
- A few respondents (2.5%) indicated “Other combination”, specifying that in addition to working as a TTOC, working on a temporary contract in another job with the school district, working part-time at a private school, having a 0.2 job sharing teaching position, and working in other non-teaching jobs.

Continuing contract prior to becoming a TTOC

- One in five (21%) survey respondents indicated having had a continuing contract as a teacher in a BC public school prior to becoming a TTOC.
- Of the 51 respondents who had a continuing contract prior to becoming a TTOC, 35.3% had retired from a BC teaching position, 23.5% had moved or relocated from another district, 3.9% had moved to BC from another country, and 2% indicated having resigned and then returned to teaching later.
- One in five of these TTOC (19.6%) indicated having been laid off from a continuing teaching position.

Term contract prior to becoming a TTOC

- Of the 243 survey respondents, 76 TTOC indicated they had had a term contract as a teacher, prior to becoming a TTOC.
- Of these 76 respondents, 61.8% indicated having had 1–2 term contracts, 26.3% 3–5 term contracts, and about one in ten (9.2%) more than 5 term contracts.

Salary category of TTOC, based on educational qualifications

The survey asked respondents to indicate their salary category (years of post-secondary training related to education), as set by the Teacher Qualification Service.

- Of the 201 TTOC who answered the question, over two-thirds are at Category 5 (69.2%), 12.4% are at Category 5+, and 10% at Category 6. Only 6.5% of these TTOC are at Category 4.

Professional development and orientation for TTOC

Information provided by the district for TTOC orientation

- Two-thirds indicated the district provided an “Orientation to the district” (68.3%) and “A district handbook” (69.5%) when they were first hired as a TTOC. Just over one-third of respondents indicated the district provided “Information on PD opportunities” (38.7%).

TTOC eligibility for PD funds

- When asked, “Are TTOC eligible for PD funds in your district?” about one-half (46.5%) of survey respondents answered “Yes” and 15.2% answered “No”.
- One in three survey respondents were not aware of whether TTOC in the local/district were eligible for PD funds—37% of the sample answered “Don’t know” to the question.

Mentorship program in the district

The survey asked TTOC, “Is there a Mentoring program in your district?”

- Over one-third of the 243 respondents (38.7%) answered “Yes”, indicating they are aware of a mentorship program.
- Almost one-half (43.6%) of respondents answered “Don’t know”, indicating a need for more information for TTOC on district mentorship programs.

Teacher preparation and TTOC assignments

Area of teacher preparation

- Of the TTOC who answered the survey, 45.3% indicated their area of teacher preparation as Elementary, 40.7% as Secondary, and 7% as Middle school.
- Sixteen respondents provided a description of “Other type of teacher preparation”. Seven of these TTOC indicated having teacher preparation in all grade groupings (elementary, middle, and secondary, or K–12), four respondents indicated a combination of two grade groupings (elementary/middle or middle/secondary), two respondents had preparation in Adult Education (one also indicated ESL training), and one respondent indicated special education as an area of teacher preparation. Two respondents made general comments about area of teacher preparation.

Grades taught as a TTOC

- Six in ten of the TTOC responding to the survey indicated teaching Kindergarten (58%).
- Many TTOC in the survey teach in more than one grade grouping, with about two-thirds teaching Grades 1–3 (65%) and Grades 4–7 (66.3%).
- While 7% of respondents indicated their area of teacher preparation as Middle school, about one-third (35.8%) indicated they currently teach Middle school grades.
- Six in ten of the TTOC in the survey indicated teaching Secondary (60.5%).
- Only 6.6% indicated currently teaching as a TTOC in Adult Education.

Accepting TTOC assignments outside area of expertise

- When asked, “Do you accept teaching assignments outside your area of expertise?”, about half (48.6%) answered “Sometimes” and 41.2% answered “Always”. Only 6.2% of respondents indicated they never accept teaching assignments outside their area of expertise.
- About one in ten respondents (11.9%) had no assignments outside their area of expertise and about one-half of TTOC (55.6%) indicated this situation occurs in “Less than one-quarter” of their assignments.

- For about one in six TTOC in the survey, at least one-half of their TTOC assignments were outside of their area of expertise (8.6% indicated “Between one-half and three-quarters” and 7.4% indicated “More than three-quarters”).

TTOC assignments and call-out system

Number of districts in which TTOC is on the TTOC list

- Most TTOC responding to the survey are on the TTOC list for one school district (82.7%).
- About one in seven (14.4%) are on the TTOC list for two school districts, and only 1.6% are on the TTOC list for three or more districts.

Number of districts TTOC worked in as a TTOC

- Of the 243 TTOC who responded to the survey, most (84.8%) worked as a TTOC in one district, 12.8% worked as a TTOC in two districts, and only 1.6% worked in three or more districts in 2013–14.

Travel to and from TTOC assignments

- Almost three-quarters (72%) of respondents indicated they spend “Less than 1 hour per day” and 22.6% indicated “1 to 2 hours per day” to travel to and from a TTOC assignment.
- The 210 TTOC who provided data travelled an average of 96.74 kilometres per week to and from work as a TTOC.
- On average, respondents in the Okanagan (108.88 km) and in the Fraser Valley (152.6 km) zones travelled the greatest number of kilometres per week, and respondents in Kootenay (27.31 km/week) travelled the least kilometres to and from work as a TTOC.
- Most (88.1%) of respondents indicated they need a vehicle to travel to the schools where they work as a TTOC. Only 6% of these 214 TTOC indicated the school district reimburses them for mileage.

TTOC call-out system and procedures

The survey asked TTOC what type of call-out system is used in the school district.

- About one-half (46.5%) of respondents selected “Direct contact”, 26.3% selected “Web-based”, and another 24.7% selected “Combination” of both.
- When asked about the policy/procedure for TTOC assignment used in their school district, one-third (34.6%) of respondents selected “Preferential”, 15.2% selected “Rotational”, 11.1% selected “Random”, and 2.9% selected “Seniority”. One-third (32.5%) of respondents selected “Combination” of the above.
- Three-quarters (76.1%) of respondents indicated the teacher who is going to be away can request a specific TTOC when they contact the school/district office to make their request.
- About four in ten respondents (42.4%) indicated the teacher who will be away can indicate that they’ve already spoken to the TTOC.

Employment intentions, job search, and TTOC experience

Employment intentions and job search

- Almost two-thirds (63%) of survey respondents indicated they work as a TTOC but would prefer full-time teaching employment, and another 13.2% would prefer part-time teaching employment.
- One in ten (10.7%) TTOC who responded to the survey choose TTOC work for lifestyle reasons other than retirement.
- Some TTOC are retired and intend to work as a TTOC for the foreseeable future (7.4%).
- One in three (33.3%) TTOC who responded to the survey indicated it would be possible to relocate to find employment as a teacher.

What TTOC had to say about employment intentions and job search

- Teachers teaching on call comments regarding employment intentions and job search reveal the great difficulty many TTOC are having obtaining stable employment in the teaching profession.
- A few TTOC indicated that the amount of TTOC work they have is working to help them balance between teaching and other interests or responsibilities.
- Some TTOC shared their views on district policies or procedures that made it more difficult for TTOC to acquire the seniority or otherwise qualify for term or continuing positions.

Amount of TTOC work and Barriers to accepting TTOC assignments

- Over one-third (37.4%) of survey respondents indicated they have “As much TTOC work as I want” and over one-half (57.2%) indicated they had “Less TTOC work than I want”. Only 1.6% indicated they have had “More TTOC work than I want”.
- Factors that limited TTOC from working as many days as they would like include “Health” (15.6%), “Childcare” (13.2%) “Non-teaching work” (7.8%), “Transportation” (4.1%) and “Poor travel conditions” (3.7%).
- One in ten TTOC (11.5%) indicated “Other” factors such as personal reasons (*Bereavement, Child illness, maternity leave, illness, moving, disruptive to household*), not enough TTOC work available in the district, and volunteer commitments.

Days worked as a TTOC in 2013–14

(Days worked as a TTOC in 2013–14 refers to the period September, 2013 to May 13, 2014.)

- Of the 243 TTOC in the survey sample, 214 provided data on the number of TTOC days worked. On average, these TTOC worked 58.95 days since the beginning of the 2013–14. Retired teachers who worked as a TTOC worked an average of 37.55 TTOC days in 2013–14.
- TTOC under 35 years old had the highest average days of TTOC employment (65.58 days) in 2013–14, while TTOC who are 45 years or older had the lowest average TTOC days (46.52 days for 45–54 years and 48.39 for the age group 55 years and older).
- TTOC in semi-urban areas (67.51 days) had higher than average, and TTOC in rural/remote areas (42.97 days) had lower than average, days of TTOC employment in 2013–14.

- Of the 214 survey respondents who provided data on days worked as a TTOC in 2013–14:
 - 20.6% worked 20 or fewer days, 20.1% worked 21 to 40 days, and 19.6% worked 41 to 60 days as a TTOC in 2013–14.
 - One in ten of these respondents (10.3%) worked 61 to 80 days, and another 14.5% worked 81 to 100 days as a TTOC. A small proportion of the 214 respondents worked more than 100 days as a TTOC.

Local/union activity and supports

Participation in BCTF activities

- The BCTF activity with the highest proportion of TTOC participating is Professional Development workshop/session (58.8%).
- About one-third of TTOC have attended a Local TTOC committee meeting (30.5%) and Local/Union social function (30.0%), and about one-quarter (27.6%) have attended a Local general meeting/RA/AGM.
- Only one in five respondents (18.9%) have attended a Local teacher union induction, and slightly fewer a workshop on union participation (17.7%).
- About one in six (16%) survey respondents have participated in Federation activities for which they received TTOC pay and reimbursement for expenses.
- The BCTF activities with the lowest participation include PSA (13.2%), a Mentoring program (8.6%), a Zone meeting (7.8%), and a BCTF committee (3.3%). Very few TTOC (3.3%) indicated that since becoming a TTOC, they have been a facilitator for a BCTF workshop.

Sources of information on or assistance with issues related to teaching on call

The survey asked, “Have you contacted any of the following for information or assistance about issues related to teaching on call?”

- One-third of respondents (32.5%) indicated contacting other colleagues for information/assistance related to teaching on call, followed by the school district office (30.5%), local president (30%), school union representative (29.2%), and TTOC Advisory Committee Rep in their local (29.2%).
- One-quarter (24.7%) indicated having contacted their administrative officer for information/assistance related to teaching on call.

TTOC webpage on BCTF website

The BCTF website provides a Teachers Teaching on Call web page with information and resources on topics such as employment, an online seminar on navigating the Employment Insurance claim process, conferences, publications, health and safety, and more.

- About one-half (48.1%) of respondents indicated being aware of the TTOC webpage on the BCTF website.
- Of the 117 survey respondents who were aware of the TTOC webpage, 41.9% accessed information on the *BCTF Members’ Guide*, 36.8% on Employment Insurance, and 27.4% on the “A Day in the Life” video. About one in five of these TTOC accessed information on conferences (21.4%), employment (21.4%), the TTOC Advisory Committee (19.7%), and Health and safety (17.9%). “Seniority for all” was the topic the least TTOC (13.7%) accessed on the TTOC webpage.

TTOC earnings, other sources of income and employment

Supplemented TTOC work in 2013–14

- Almost one-half of respondents (44%) indicated they had supplemented their TTOC work with other types of employment in addition to teaching in a public school in 2013–14.
- TTOC worked in a wide range of employment activities, many in areas that utilize teaching or instructional skills. Some TTOC have training in and were employed in other professions or skilled trades. Other areas of employment include family/community services, office and office administration, the service and retail industry, self-employed, artist/entertainer, and construction occupations.

TTOC earnings, personal income, and household income

Income from TTOC employment

The survey asked TTOC, “Which of the following best describes your approximate gross income (before taxes) for the 2013 tax year from teaching-on-call employment?”:

- About one-quarter (25.9%) of TTOC earned less than \$10,000, one in five (22.2%) earned from \$10,000 to \$19,999, and 16% earned from \$20,000 to \$29,999 before taxes for the 2013 tax year.
- One in ten respondents earned from \$30,000 to \$39,999.
- Only 6.1% of the TTOC in the survey earned \$40,000 or more (based on the combined percentages).

Personal income from all sources

The survey also asked TTOC, “Which of the following best describes your personal total gross income from all sources of employment in the 2013 tax year?”

- For about one-half of TTOC responding to the survey, total income from all sources (before taxes) is below \$30,000, with 14.8% earning under \$10,000, 17.3% earning \$10,000 to \$19,999, and 18.1% earning \$20,000 to \$29,999.
- In the mid-range, 16.5% of TTOC total earnings from all sources are between \$30,000 and \$39,999, and 14% are between \$40,000 and \$49,999.
- About one in eight TTOC earned \$50,000 or more, with 7.8% earning from \$50,000 to \$59,999, 2.9% earning from \$60,000 to \$69,999, and 2.1% earning \$70,000 or more.

Total household income before taxes

The survey asked TTOC to indicate the level of their total household income (*includes all family members living in your household*) before taxes in 2013.

- As this takes the income of all family members in the household into account, a much lower proportion fall below \$30,000, with 3.7% having a household income less than \$10,000, 6.2% between \$10,000 and \$19,999, and 6.6% between \$20,000 and \$29,999.
- There is also a much higher proportion of respondents with a household income of at least \$70,000, with 9.1% between \$70,000 and \$79,999, 5.8% between \$80,000 and \$89,999, and 22.2% with a household income over \$90,000.
- More polarization is evident in these results—16.5% have a household income of less than \$30,000, while 37.1% report a household income over \$70,000.

Student-loan debt

- One in three (33.3%) of the TTOC who responded to the survey answered Yes, they currently have student loan debt. Of these 80 TTOC who have student loan debt:
 - One in five (18.8%) have under \$10,000 in student loan debt, one-third (33.8%) have between \$10,000 and \$19,999, and 13.8% have between \$20,000 and \$29,999 in student loan debt.
 - About one in three of the TTOC have at least \$30,000 or more in student loan debt, with 10% owing \$30,000 to \$39,999, and 3.8% owing \$40,000 to \$49,999.
 - One in five of the TTOC with student-loan debt owe more than \$50,000.

What TTOC have to say about financial issues

The survey provided space for teachers teaching on call to add any comments they would like to make about financial issues.

- Several comments reveal the burden many TTOC are experiencing as a result of student loan debt and insufficient income to repay it. Some TTOC raised the issue that the PDP program demands so many hours that it is difficult to work part-time, thus increasing the amount of debt.
- Some TTOC expressed frustration over the shortage of available teaching positions in BC, with one TTOC describing a decade-long struggle to obtain a secure teaching position.
- Several TTOC commented on the difficulty of earning enough to keep pace with the cost of living. A number of issues were raised related to teacher pay, including lower salaries compared to Alberta, experience credit for TTOC, the length of time it takes to move up a step on the salary grid, and salary category assignment (by TQS).

Employment Insurance and teachers teaching on call

Experience with applying for Employment Insurance benefits

- Over one-half (53.5%) of TTOC responded “None” when asked about the number of times they have applied for Employment Insurance since becoming a TTOC.
- Many TTOC had applied for Employment Insurance benefits at least once, with 17.3% applying one time, 5.8% two times, and 17.3% three or more times.
- Of the 85 TTOC who indicated having applied for Employment Insurance since becoming a TTOC, and responded to the question asking how many times their application was successful, 40% were successful one time, 17.6% two times, and 42.4% three times.
- The comments made by several teachers reveal that many TTOC feel discouraged from trying to apply for Employment Insurance. A few teachers teaching on call commented on the challenges they encountered with Employment Insurance claims.

BCTF online resource for TTOC on Employment Insurance

- About one in seven respondents (14%) indicated they have used BCTF online resources for TTOC on Employment Insurance, the *Employment Insurance seminar: Navigating the EI claim process for Teachers Teaching on Call*.
- Of the 33 TTOC who have used the online resources for TTOC on employment insurance, one-third (33.3%) indicated these sources were “Very helpful”, and about two-thirds (63.6%) indicated they were “Somewhat helpful”. Very few (3%) indicated they were “Not at all helpful”.

Contract provisions: TTOC paid on scale and Portability of seniority

TTOC assignments 4 days in a row to be paid on scale

The 2014 TTOC survey was conducted in May-June of 2014, while BCTF was in negotiations for a new teacher collective agreement. Prior to reaching a new collective agreement, TTOC were paid on scale if they worked on TTOC assignments four days in a row. For this reason the survey asked TTOC about the proportion of their TTOC assignments that were four days in a row.

- The majority of TTOC in this survey had no or few assignments for four days in a row, with 30% indicating “None” and 37.9% indicating “Less than one-quarter” of all TTOC assignments in 2013–14 were four days in a row.
- About 1 in 7 (14%) indicated “Between one-quarter and one-half”, 9.1% indicated “Between one-half and three-quarters”, and 6.6% indicated “More than three-quarters” of their TTOC assignments were four days in a row.
- Three-quarters of respondents answered Yes and one in five (20.6%) answered “No” when asked, “If you are offered 4 consecutive days’ TTOC work, would you normally be able to accept those days?”
- Of the 50 respondents who answered “No”, 70% indicated “Part-time contract” as the reason, 28% indicated “Family responsibility”, 8% indicated “Non-teaching work commitments”, and 2% indicated “Other reasons” that prevented them from accepting 4 consecutive days’ TTOC work.

NOTE: In September 2014, a six-year collective agreement was reached between the British Columbia Teachers’ Federation and the British Columbia Public School Employers’ Association. The new agreement includes improvements in TTOC pay, benefits, and experience credit. Teachers on call are no longer required to work four days in a row to be paid on scale. Article B.2.6 Teacher Teaching on Call Pay and Benefits states, “An Employee who is employed as a teacher teaching on call shall be paid 1/189 of his/her category classification and experience, to a maximum of the rate at Category 5, Step 7, for each full day worked”. As of July 1, 2016, the maximum pay rate will increase to Category 5, Step 8.

Portability of seniority

The survey asked TTOC, “Since 2006, have you been hired into a different district?”

- Of the 243 respondents, 19.1% (45 survey respondents) answered “Yes” to the question.
- Of these 45 respondents, about two-thirds (62.2%) indicated being “Aware of seniority portability provisions”.
- This means about one-third of TTOC who were hired in a different district since 2006 were not aware of seniority portability provisions. Only one in four (24.4%) TTOC indicated being “Credited with TTOC seniority from your other district”.

TTOC working conditions and priority solutions

TTOC experience with working conditions

Based on the number of respondents who answered the question, the percentage who either “strongly” or “somewhat” agreed with the statements about their experience as a TTOC are:

- “Pressure to be available by telephone” (77.8%).
- “As a TTOC, I sometimes feel isolated from the rest of the school staff” (71.3%).
- Just over one-half (57.3%) of respondents either “strongly” or “somewhat” agreed with the statement “Pressure to accept an assignment even when feeling unwell.”
- Almost two-thirds (62.4%) of respondents either “strongly” or “somewhat” agreed with the statement “Call-out procedures are fair”; only one-quarter (28.6%) did so for the statement “Hiring procedures for contracts are fair.”

Satisfaction with TTOC working conditions

The survey asked respondents to rate how satisfied or dissatisfied they are with each type of working conditions, on a scale of 1 to 5.

- On average, TTOC responding to this question were most satisfied with “Your work assignments” (3.63).
- The level of satisfaction was mid-range (somewhat satisfied) for “The call-out system” (3.24), “The amount of work you are offered in your area of expertise” (3.24), “Your daily wage as a TTOC” (3.1), and “The amount of TTOC work each week” (3.04).

Challenges associated with the unpredictability of TTOC assignments

The survey asked TTOC to rate challenges associated with the unpredictability of TTOC assignments, on a scale of 1 to 5, where 1 is “not at all” challenging and 5 is “very” challenging.

- About three-quarters of TTOC who answered the question rated “Lack of job security makes it hard to set long-term goals” (75.4%) and “Uncertainty over monthly income” (72.1%) as either “quite” or “very” challenging (based on combined percentage).
- One-third or fewer find the other aspects of the unpredictability of TTOC work to be so.

Strategies to improve working conditions for TTOC

Working conditions

- Almost eight in ten teachers (78.4%) rated the strategy “Improving and expanding benefits, including sick leave” as either “quite” or “very” important.
- About seven in ten teachers rated “Improving hiring procedures for contract positions” (68.8%), and “Improving the daily rate/address salary issues” (68.3%), as either “quite” or “very” important, suggesting these are the three strategies for improving working conditions that TTOC responding to the question would most like to see addressed.

Professional issues

- Two-thirds (65.6%) of TTOC who answered the question rated “Improving opportunities for Pro-D” and 60.6% rated “Improving opportunities for collaboration” as either quite or very important, suggesting they would value more opportunities for professional growth.
- Over one-half (55.2%) of TTOC who answered the question would like to see strategies to “Improve status of TTOC among non-TTOC teachers”.

Reasons why TTOC are considering leaving the teaching profession

- About one-third (31.7%) of respondents indicated they are considering leaving teaching in BC public schools system for reasons other than retirement.
- The reasons TTOC provided for why they are for considering leaving the profession include working as a TTOC is not financially sustainable; lack of job security with little hope for the future; too long to wait for a continuing teaching position; discouraged by the political climate in BC public education; and considering changing to another occupation (for example, nursing or other health professional) that offers more stable employment.
- The responses to this question reveal the amount of financial and other sources of distress many TTOC are experiencing as they are unable to get as much TTOC work as they need to support themselves and/or their families.
- One of the most often-mentioned reasons for considering leaving the teaching profession relates to job security and the loss of hope that they will be able to find a permanent teaching position. Several TTOC indicated the difficulty in obtaining a continuing teaching contract is the reason they are considering leaving the profession. These comments reveal the level of discouragement TTOC are feeling about the length of time they have been working as a TTOC and still being unable to obtain a permanent teaching position.
- A few TTOC, discouraged with the teaching situation in British Columbia, considered moving to another jurisdiction to seek teaching employment. A few TTOC indicated they are considering teaching in the independent school system.
- Some TTOC indicated they are considering changing to another occupation (for example, nursing or other health professional) that offers more stable employment.