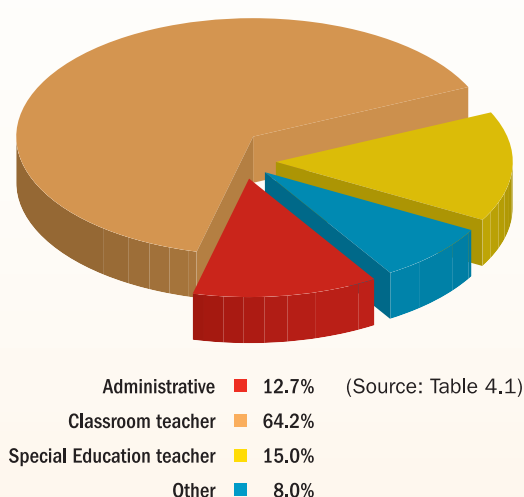


Chapter 4: The Province's Teachers

In 2009/10, 5,569 full-time equivalent³ teachers worked in the province's schools with the majority serving as regular classroom teachers (64.2%). An additional 15.0% of the teaching workforce was employed as special education teachers and 12.7% were administrators (see Figure 4.1). The 'other' category listed in Figure 4.1 includes positions such as itinerant teachers, guidance counsellors and English as a second language (ESL) teachers.

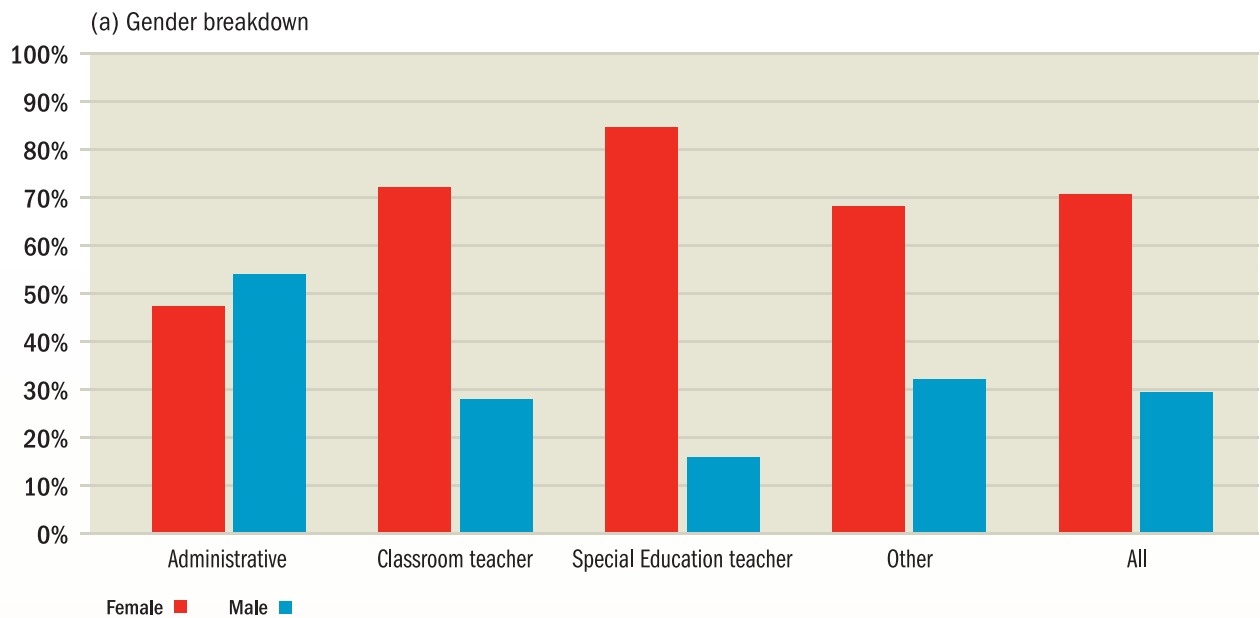
Figure 4.2 provides information about a variety of teacher characteristics. Along gender lines, women make up a larger proportion of the province's teachers. For example, in 2009/10, 70.4% of teachers were women. The administrative positions (i.e., principal, assistant principal and departmental head) had a higher percentage of males present (see Figure 4.2a). Finally, the majority of teachers were 40 years of age or older (61.1%) and had more than 10 years of experience (64.1%).

Figure 4.1: The 2009/10 teacher workforce

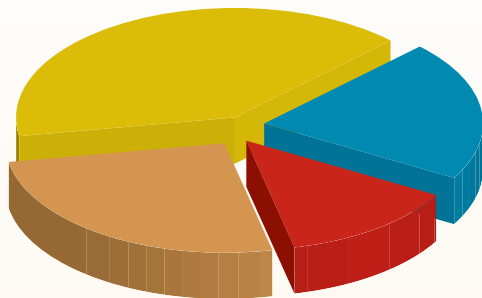


³ This refers to the head count of full-time teachers, that is, those employed as 100% of an allocated unit, plus part-time teachers according to the percent of an allocated unit. Teachers who are employed less than full-time are counted in accordance with the percentage employed. In other words, a teacher who is employed in a 75% position is counted as 0.75 of a full-time equivalent teacher.

Figure 4.2: Teacher characteristics (2009/10)

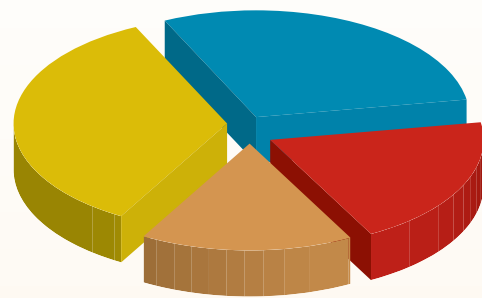


(b) Breakdown by age



Younger than 30 years ■ 13.2%
 30-39 years ■ 25.8%
 40-49 years ■ 40.4%
 50 years or older ■ 20.7%

(c) Years of experience



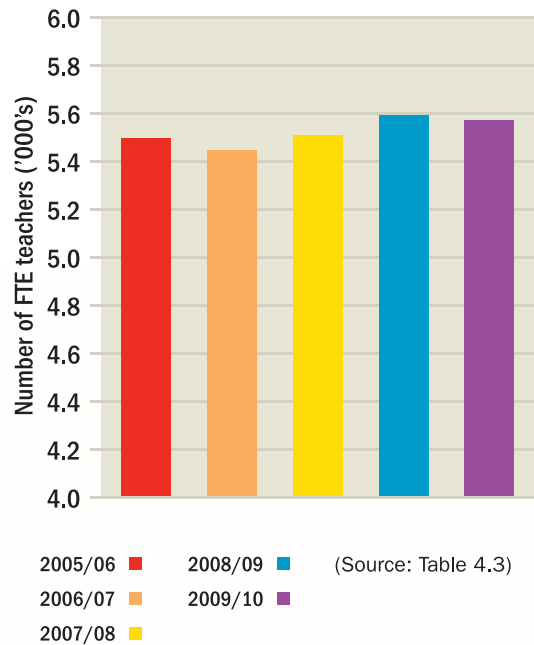
Less than 5 years ■ 19.8%
 5-9.9 years ■ 16.1%
 10-19.9 years ■ 34.7%
 20 years or more ■ 29.4%

(Source: Table 4.2)

Trends in the number of teachers (2005/06-2009/10)

Despite the decline in student enrolment over the past five years, the number of teachers has remained somewhat stable. This stability can be attributed to the current model for teacher allocation which includes class size maximums.

Figure 4.3: FTE teachers in Newfoundland and Labrador (2005/06-2009/10)



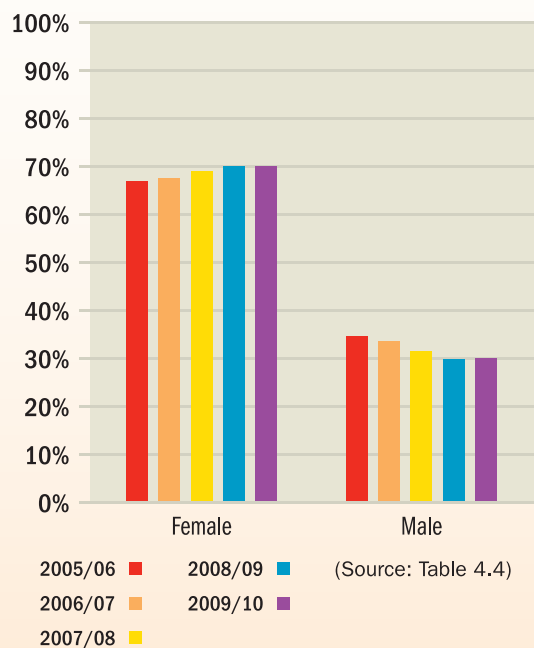
The changing profile of the province's teachers (2005/06-2009/10)

Throughout the years, the composition of the teacher workforce has been changing. As shown in the following sections, an increasing percentage of the province's teachers are younger and are more often women.

Gender

The gender composition of the province's teachers has gradually changed during the past five years. Since 2005/06, the percentage of female teachers has gradually increased from 66.3% to 70.4% in 2009/10 (see Figure 4.4).

Figure 4.4: Gender composition of teachers (2005/06-2009/10)



Age

Since 2005/06, approximately 40.0% of the province's teachers have been between 40 and 49 years of age. Between 2005/06 and 2009/10, clear trends are seen in the percentage of teachers who were either younger than 30, or between 30 and 39 years of age. The percentage of teachers under 30 years of age increased from 10.2% in 2005/06 to 13.5% in 2008/09. In 2009/10, this percentage dropped slightly to 13.2%. On the other hand, the percentage of teachers between the ages of 30 and 39 has steadily declined, dropping from 29.8% in 2005/06 to 25.8% in 2009/10. The percentage of teachers in the other two age groups has remained stable during this time (see Figure 4.5).

Figure 4.5: Teachers' age (2005/06-2009/10)

