

A BCTF Research Report

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Section III
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TEACHERS ON CALL IN BRITISH COLUMBIA: A REPORT

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I. Introduction and Methodology

A. Introduction

Late last year, BCTF research staff developed a survey questionnaire for distribution to a sample of the approximately 6,000 teachers on call currently members of the BCTF. The purpose of the survey was to give the Federation an opportunity to learn more about the people who work as teachers on call, their experiences, needs and aspirations. By February of this year, a response rate close to fifty per cent had been achieved.

This report analyzes the survey information. It attempts to increase our knowledge of who teachers on call are, where they come from, how often they work and what they earn. At the same time, the report examines teacher on call career experience and aspirations, as well as perceptions regarding evaluation and professional development. It presents its findings in the expectation that a better understanding of these areas is a necessary part of the BCTF better meeting the needs of its teacher on call members.

B. Methodology and Data Confidence ¹

An important consideration in the analysis of any survey is the degree to which the results can be viewed as representative of the larger population — i.e. do the data in this survey generally reflect the attributes of teachers on call in general in this province? One way of assessing this area is to measure indicators from the survey results against known attributes for the overall teacher on call population. With the foregoing in mind, comparisons of survey and larger population data were made on the basis of the variables gender and geographic location.

¹ In analyzing the data, responses were filtered to remove null or empty responses and obvious errors. For this reason, many of the tables and summary tabulations draw upon subsets of the complete sample.

The table that follows compares the gender breakdown of the survey sample against that of the total teaching on call population.

Table 1: Gender Breakdown: Sample and Total Teacher On Call Membership

Category	% Males	% Females
Research Sample	27.2%	72.8%
Total Teaching on Call Membership	24.9%	75.5%
Variance of Sample from Population	2.7%	

This comparison shows there to be less than three per cent variance in the gender breakdown of the two groups.

The second indicator analyzes the geographic distribution of survey respondents against that of the overall teacher on call population. The following table the geographic distribution of both groups.

Table 2: Geographic Distribution: Sample and Total Teacher On Call Membership

Category	Lower Mainland	South Vancouver Island	Other
Research Sample	38.0%	11.3%	50.7%
Total Teaching on Call Membership	36.6%	14.7%	48.5%
Average Variance	2.3%		

Again the test reveals variance of the sample from the total teacher on call membership at well under three per cent.

These indicators afford a high degree of confidence as to the representative nature of the sample. For this reason, the survey results can, with confidence of an acceptably small margin of error, be seen as broadly reflective of the overall teacher on call population in B.C.

C. The General Attributes of Teachers on Call

Overall, the survey results indicate that factors such as gender, age and prior background play a significant role in accounting for different patterns of response to the questionnaire. Despite a range of differences in areas such as background, employment, earnings and outlook, if there is a typical teacher on call in B.C. today, the survey results suggest that individual:

- is female,
- is in her early 40s,
- is either a recent graduate from teacher training, or has returned from a period of family responsibilities,
- earns substantially less than \$10,000 from teaching on call work,

- wants more on-call work than she is currently getting,
- aspires to continuing contract employment with her school board,
- does not supplement teaching on call income with other employment income,
- sees a general problem with the non-availability of continuing employment,
- feels that district hiring is unfairly handled,
- wants more recognition and support from the local teachers' association
- perceives herself to have professional development needs broadly similar to those of contract teachers,

These attributes describe a typical or "average" pattern of response. To know more about the factors underlying this profile requires that we examine in greater detail responses in the areas covered by the survey.

II. Demographic and Work Background Information

A. Age Breakdowns of Teachers on Call

There are perceptible differences in the age profile of teachers on call when compared with that of the larger teacher force in B.C.² The following table summarizes the nature of these differences by broad age cohort.

Table 3: Age Comparison of Teachers on Call and Total Teacher Force

Age Groups	Teacher on Call Respondents	Total Teacher Population	Teaching on Call Variance from Total Population
Under 35	31.1%	21.5%	+ 9.6%
35 to 55	55.4%	72.2%	-16.8%
Over 55	13.6%	6.2%	+ 7.4%

As the table shows, the teachers on call population has significantly larger concentrations in both the "Young" and "Old" cohorts and, a commensurably smaller concentration of teachers in the "Middle" cohort that currently contains close to three-quarters of all teachers in the province. This distribution itself suggests that there are distinctive patterns and relations of teaching on call work that differ substantially from those evidenced for the regular contract teacher force.

B. Gender Breakdowns of Teachers on Call

As will become evident, gender distinctions account for significant variance in a range of survey responses. The following table compares the gender composition of the survey

² Age data is taken from B.C. Ministry of Education, Standard Report 2059, Age Distribution of Public School Teachers and Administrative Officers By Position within the Public School System, 1991/92 school year.

sample with that of the total teacher force in B.C. It indicates the teacher on call population to be even more heavily female-dominated than the total teacher force.

Table 4: Gender Comparison of Teachers on Call and Total Teacher Force

Gender	% of Total Survey	% of Total Teacher Force	Variance of Survey From Teacher Force
Females	72.8%	62.0%	+10.8%
Males	27.2%	38.0%	-10.8%

Of those currently employed in the schools on a continuous basis, about 2 to 1 are female. The above data show the teacher on call population to be closer to 4 to 1 female.

1. The Relationship Between Age and Gender

The following two tables examine aspects of the relationship between age and gender. The first table shows the percentage gender breakdown by age cohort. The "Under 35" cohort shows itself to be 2 to 1 female which is below average for the overall survey sample. At the same time, the middle "35 to 55" cohort is more heavily female while the "Over 55" cohort is predominantly male, both in relation to overall percentage breakdowns.

Table 5: Age and Gender I

% of Total Age Cohort	Under 35	35 to 55	Over 55	Total
Females	66.7%	78.5%	47.6%	72.8%
Males	33.3%	21.5%	52.4%	27.2%
Total	100.0%	100.0%	100.0%	100.0%
% Age Variance (Men To Women)	-33.4%	-57.0%	-4.8%	-45.6%

The second table shows percentage age cohort by gender. The summary line at the bottom shows that males tend to occupy the younger and older age groups while women predominate in the middle "35 to 55" category.

Table 6: Age and Gender II

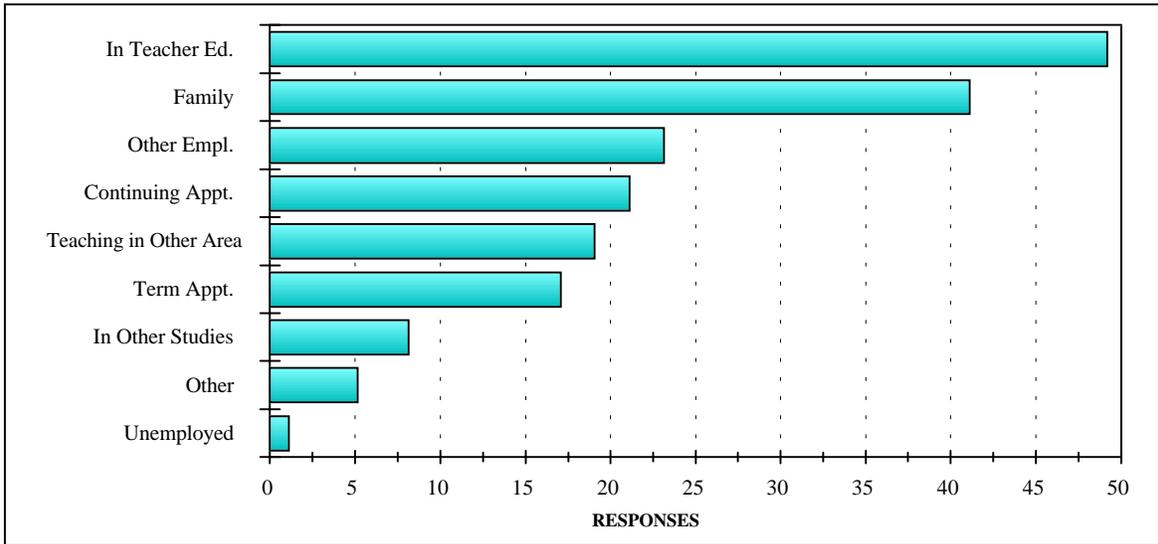
% of Gender Group	Under 35	35 to 55	Over 55	Total
Females	29.8%	60.3%	9.9%	100.0%
Males	38.3%	42.6%	19.1%	100.0%
% Gender Variance (Men To Women)	+ 8.5%	-17.8%	+ 9.2%	

A distribution of this sort may suggest that males are proportionately more inclined to rely upon teaching on call work as a temporary situation on the road to more permanent and continuing forms of teaching employment. It may also suggest that males are more likely to secure continuing contract employment and do so more quickly than females.

C. Activity Prior to Becoming a Teacher on call

The largest single block of teachers on call in the sample report coming directly from "Teacher Education" with the second largest block coming out of a period of "Family Responsibilities". The following table summarizes the overall breakdown.

Table 7: Activity Immediately Prior to Becoming a Teaching on Call



Close to one-half of the survey sample cite the top two "Prior Activities". As will be seen, these backgrounds offer a clue as to a range of internal distinctions that characterize teachers on call as a group.

1. "Prior Activity" and Age

Age is a significant factor accounting for differences in regards to "prior activity" responses. The following table cross-tabulates what teachers on call did immediately prior to becoming a Teaching on Call with the age cohorts.

Table 8: "Prior Activity" and Age Cohort*

Prior Activity	Under 35	35 to 55	Over 55	Total
Continuing Appointment	7.9%	10.8%	29.4%	12.5%
Family Responsibility	13.2%	21.5%	23.5%	19.2%
In Other Studies	5.3%	6.2%	11.8%	6.7%
In Teacher Education	28.9%	18.5%	-	19.2%
Other	2.6%	3.1%	11.8%	4.2%
Other Employment	15.8%	12.3%	11.8%	13.3%
Teacher Another	10.5%	12.3%	11.8%	11.7%
Term Appointment	13.2%	15.4%	-	12.5%
Unemployment	2.6%	-	-	0.8%

* Modal groups (those with the largest percentage) are shown in bold.

The table shows that the oldest age cohort was most likely to come to teaching on call from prior involvement with a continuing teaching appointment, family responsibilities or "other" activities. Conversely, the youngest age cohort — those below the age of 35 — was most likely to come straight out of teacher education with sizable groupings coming from other types of employment or other areas of study. Teachers on call in the middle, "35 to 55" age cohort typically had a "Prior Activity" distribution more closely in line with overall averages for the sample with the largest categories being "Family Responsibility" and "Teacher Education" respectively.

The data are broadly suggestive of the existence of different career paths into as well as through teaching on call work. The first represents choice of teaching on call as a career. The second view teaching on call employment as a form of career "way station" on the route to continuing types of employment. In each instance, it would appear that age is a significant role in the career choices of individual teachers on call.

2. "Prior Activity" and Gender

"Prior Activity" responses were significantly affected by the gender of the respondent. The group coming directly from "Teacher Education" had a gender split roughly equal to that of the overall sample. Those coming from the second largest group — a prior involvement in "Family Responsibilities" — were exclusively female. A full 22 per cent of the total survey and 31 per cent of all female respondents indicated involvement in "Family Responsibilities" prior to becoming a Teaching on Call.

The following table shows gender breakdowns in the area of "Prior Activity".

Table 9: "Prior Activity" and Gender*

Activity Prior To Becoming a Teacher on Call	% of Women	% of Men
Family Responsibilities	31.3%	0.0%
Teacher Education	24.4%	32.7%
Continuing Appt.	13.0%	8.2%
Term Appointment	10.7%	6.1%
Other Employment	8.4%	22.4%
Teacher In Another Jurisdiction	8.4%	14.3%
In Other Studies	3.1%	8.2%
Other	0.8%	8.2%

* Sorted by gender and then rank ordered by "prior activity" of Women. Modal points are in bold.

The data in the table suggest that women are more inclined to enter teaching on call in various ways — as new and predominantly younger teachers emerging from teacher education, or as older teachers coming back into teaching on call work from activities such as "Family Responsibilities". Together, these two activities accounted for close to 56 per cent of all responses by female teachers on call. At the same time, a larger percentage of female teachers on call indicate past experience teaching in other capacities — 32 per cent for women versus 29 per cent for men. Taken together, these two variables suggest

that career interruption for family reasons is a reality common only to female teachers on call and to a considerable number at that.

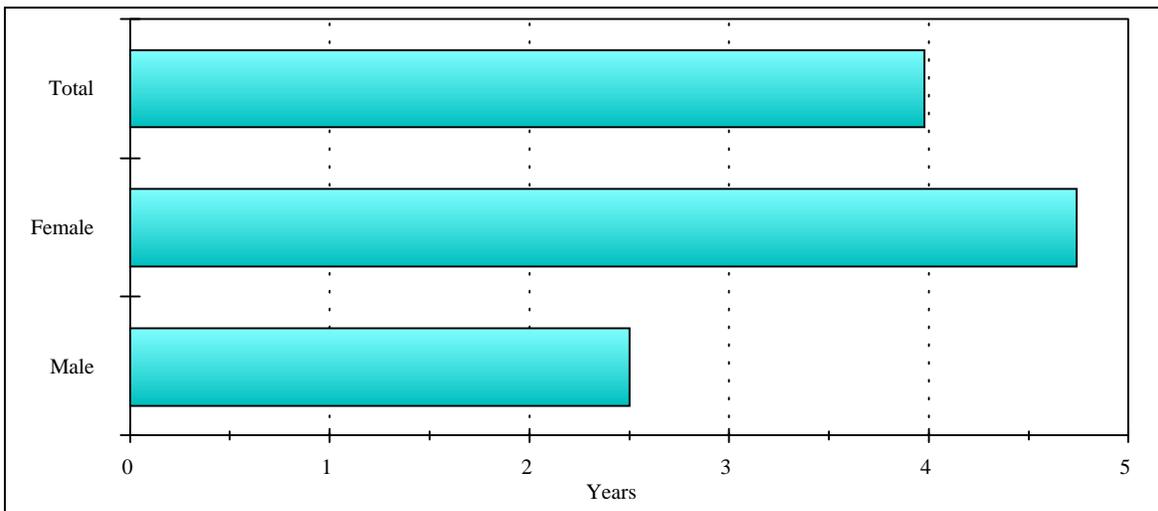
At the same time, no male respondents indicated "Family Responsibilities" as a "Prior Activity". For men, the most common activities in order of importance were "Teacher Education" and "Other Employment" which together counted for close to 55 per cent of all male respondents. The breakdown revealed here may also shed some light on factors accounting for the different age profiles of the genders. Women have a higher percentage predominance in the middle "35 to 55" age cohort", a group out of which emerge large numbers of women re-entering the job market after time spent caring for families.

D. The Employment and Earnings Experience of Teachers on Call

1. Years of Teaching Experience

The preceding section drew attention to the fact that a larger number of female teacher on call indicate past experience as teachers. At the same time and as the following chart indicates, female teachers on call also tend to have longer experience than their male counterparts.

Table 10: Average Years of Experience of Teachers on call by Gender

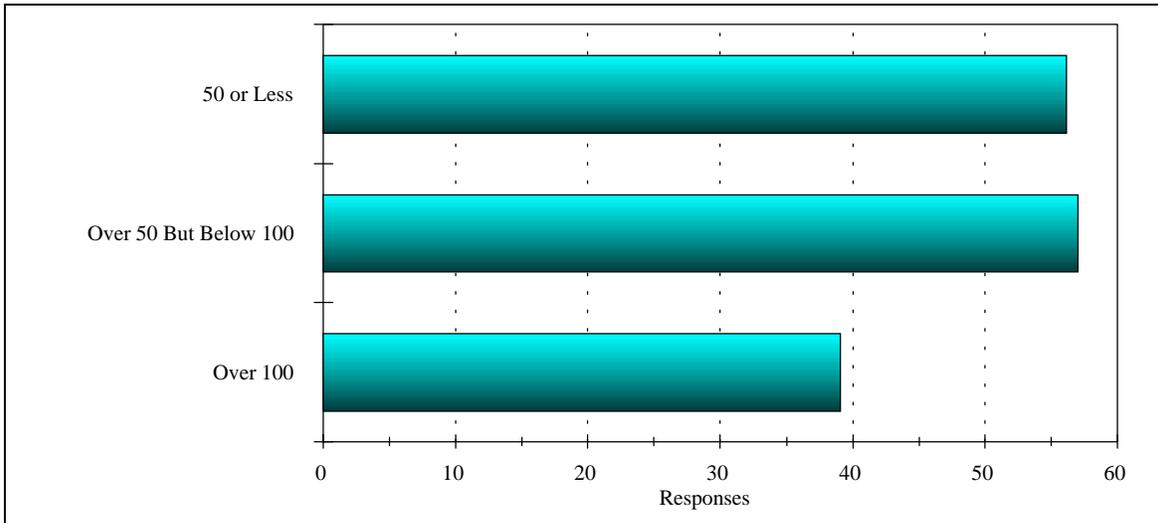


Overall, the average female respondent had about two years more experience than her male counterpart. The average for all survey respondents was close to four years.

2. Days of Employment

Relatively few teachers on call indicate working anything approximating full-time. The average length of employment was 62.4 days for 1991/92 school year. The following chart shows the breakdown of responses by major time groupings, indicating a fairly even distribution of respondents by blocks of days worked.

Table 11: Days of Employment by Time Group



The pattern may again point to different patterns of participation in the teacher on call job market. To measure this would require examining teacher on call employment expectations and aspirations. The latter task will be taken up later in the report.

a) Days Worked and Gender

The survey data provide the following frequency distribution of days worked by gender.

Table 12: Days of Employment and Gender

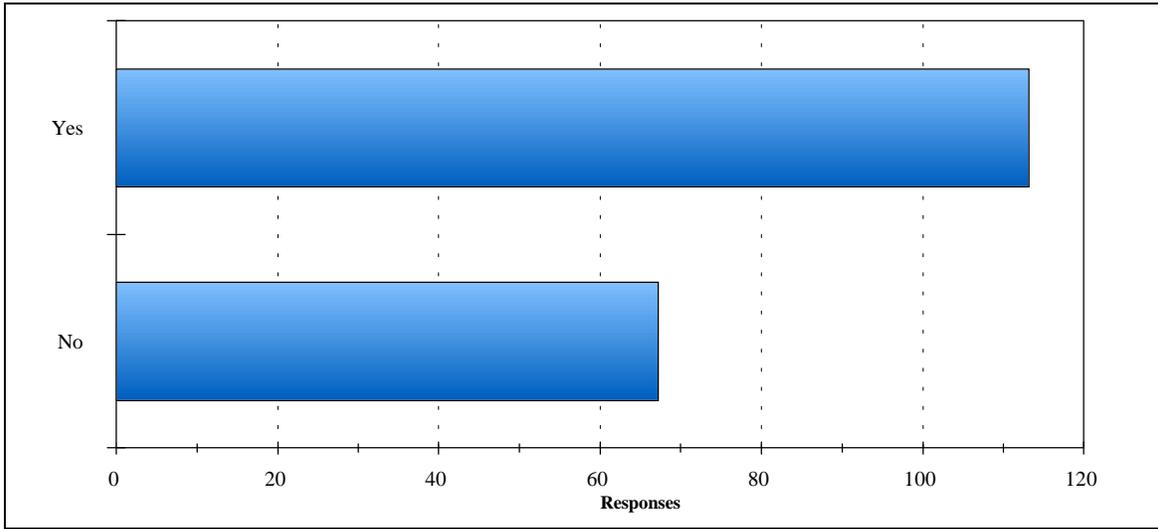
Days Worked in 1991/92	% of Men	% of Women	% Difference (Men to Women)
More than 100	20.5%	20.4%	+0.1%
50 to 99	38.4%	40.8%	-2.4%
Less than 50	41.0%	38.9%	+2.1%

The above distribution shows there to be only slight variations in male and female employment frequencies by broad time group. On average for the sample as a whole, male teachers on call worked about two days more in 1991/92 than did females.

3. The Desire to Get More Teaching on call Work

A clear majority of those currently working as teachers on call indicated they wanted more work than they currently get. This result is not surprising in view of the average work frequency and income levels reflected in the previous graph. The next chart shows the numeric breakdown of responses

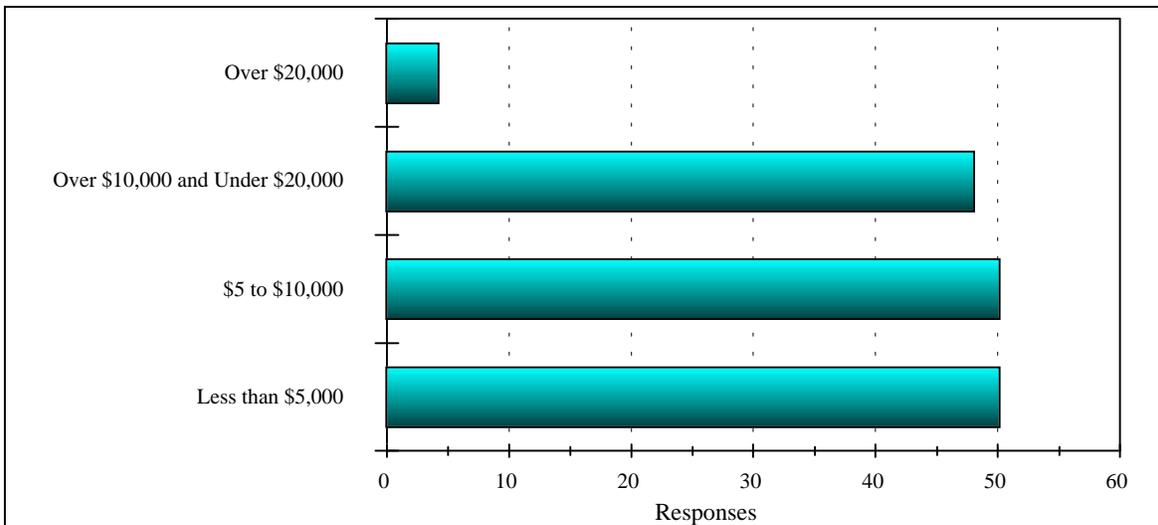
Table 13: Teachers on Call "Wanting More Work"



4. Gross Earnings

From the survey responses, the average teacher on call earned \$8,466 teaching 62.4 days in 1991/92.³ Teachers on call can be broadly stratified on the basis of earnings. The following chart summarizes earnings' breakdowns on the basis of major income categories.

Table 14: Earnings Distribution of Teachers on Call



The data indicate that teachers on call are relatively evenly distributed between the major income categories with a small minority earning above \$20,000. In effect, the earnings

³ Not all respondents reported days of employment or earnings. To standardize, the data was calculated only for respondents indicating both actual days worked and positive earnings in 1991/92.

data tend to match patterns of work time fairly closely. All in all, though, the data show that teachers on call have extremely low income from teaching on call employment. At \$8,466, the average teacher on call earns about 18.5 per cent of the average teacher salary in the province.⁴ This despite the fact that the average time spent teaching is roughly one-third that of a full-time continuing contract teacher. For the average teacher on call, earning a living from teaching is not highly remunerated work.

a) Income and Gender

Survey responses also indicated differences in the average income between men and women. The following table provides the relevant detail.

Table 15:

Gender	Average Days Worked	Average Annual Earnings
Female	61.9	\$8,233
Male	63.8	\$9,041
Difference	1.9	\$808
% Difference	3.0 %	8.9 %

Some of the gender income difference can be attributed to the fact that men work on average about two days more than women. Males might also have a higher average Teacher Qualification Service (TQS) certification than females; such would be consistent with attributes of the overall teacher population and would account for pay differentials in the 29 districts which, in 1991/92, based daily pay rates on an individual teacher's TQS category.⁵ It might also be the case that a larger portion of the male teaching on call respondents gain access to pay on scale after having worked in the same job for the minimum number of days. However, earlier tabulations did not indicate males working longer periods so this last factor is not likely to be significant.⁶

One might expect that significant numbers of teachers on call have difficulty surviving on these levels of income and are forced to supplement their income from other types of employment. The following section analyzes this area in greater detail.

⁴ The average teacher salary in 1991/92 was \$45,830 (not including administrative officers). The foregoing was calculated using data from Ministry of Education Standard Report 2063 for 1991/92.

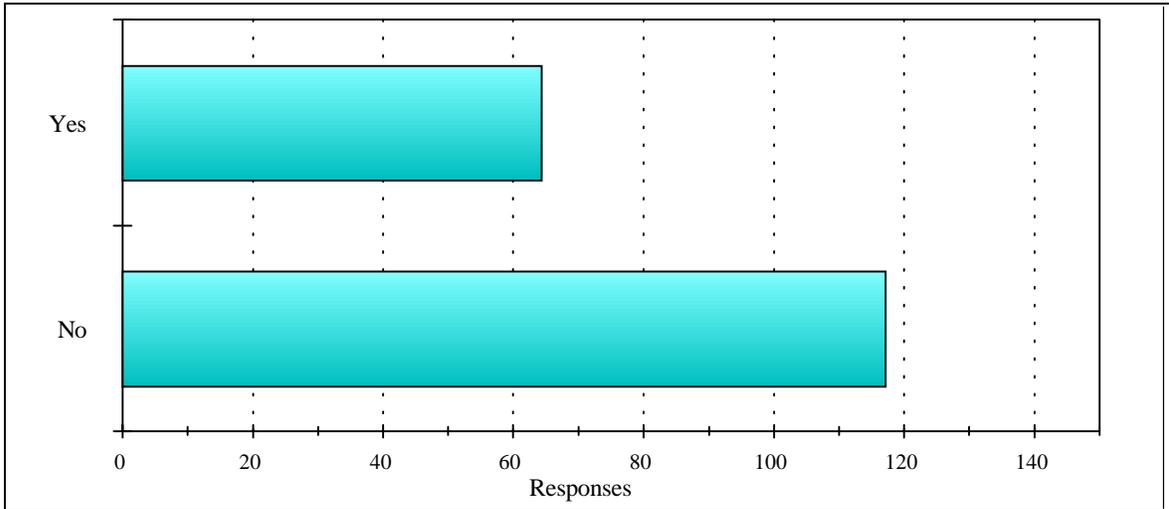
⁵ BCTF Contract database.

⁶ The data in Table 10 showed that female teachers on call tend to have more experience than males but it is likely that much of this experience is not credited or recognized for purposes of determining pay levels.

5. Supplementing Income from Other Employment

Interestingly, close to two-thirds of respondents stated they did not supplement their income. The following table provides the overall response breakdown.

Table 16: Numbers of Teachers Who Supplement Their Income



The one-third that did supplement typically received a substantial portion of total income from other sources. The following table shows % Supplementary Income breakdowns for those reporting specific percentages.

Table 17: Breakdown of Teachers Supplementing Income

% of Income From Supplementary Sources	Responses	% of Those Who Supplement
Less than 25%	15	25.0%
25 to 50%	17	26.6%
Over 50%	22	34.4%
% figure not reported	9	14.1%
Total	64	100.0%

Although a relatively small minority of the overall sample, the largest group of teachers on call supplementing its income reports deriving more than one-half its total income from other sources. More than a third of income-supplementing teachers fall into this category while close to 60 per cent of those who supplement receive more than 25 per cent of their total income from other sources. Relatively equal percentages report deriving smaller amounts from supplementary sources.

The following table shows the gender breakdown of income supplementation.

Table 18: Gender and Supplementing of Income

Gender	% Supplementing Their Income	% of Income from Non-Teaching Work (Average)
Women	33.3%	40.9%
Men	42.3%	46.0%
Total	36.0%	42.6%
Variance (Women from Men)	(9.0%)	(5.1%)

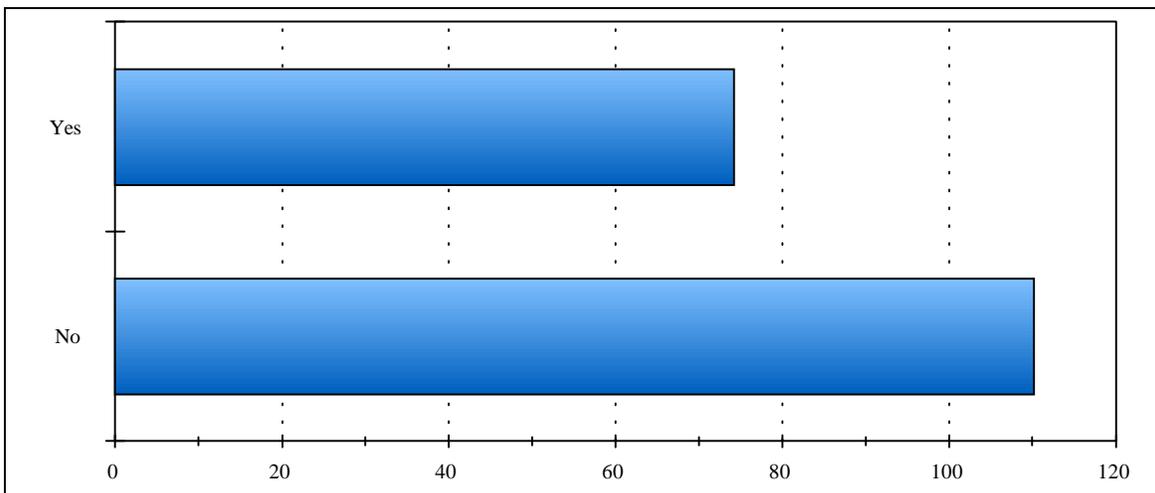
The data indicate that, although most teachers on call do not supplement their income from other employment, amongst those who do, men were much more likely than women to supplement. About 9 per cent more men than women supplemented their income. At the same time, men on average earned about 5 per cent more of their total income from supplementary sources as did women.

Again, the data underline different patterns of teacher on call employment. The nature of these patterns is something explored in greater detail later in this report.

6. Teachers on Call Re-entering the Teacher Force

Survey respondents were also asked to indicate whether their current status as teachers on call came as a result of a decision to re-enter the teacher force after a period of absence. As the following table shows, a small majority answered "No". However, a sizable four out of every ten teachers on call indicated they were re-entering after a period of absence.

Table 19: Re-entering the Teacher Force



a) Gender and Age of those Re-Entering the Teacher Force

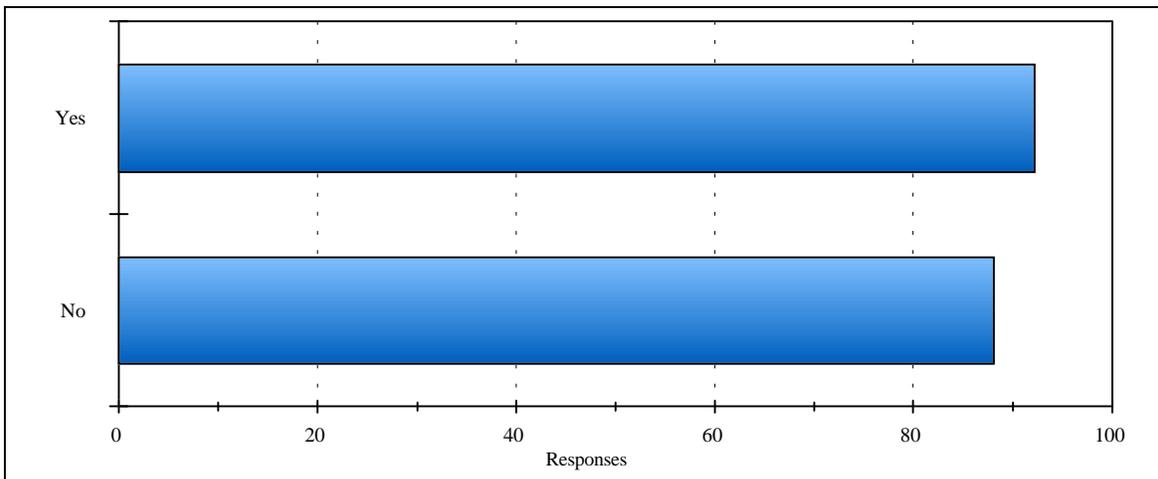
Women shows a much higher tendency to be re-entering teaching on call work than did men. Of those surveyed 43.5 per cent of women indicated they were re-entering teaching after a period of absence. For men, the corresponding figure was 30.6 per cent.

Also, as might be expected, re-entry to the teacher force correlates positively with age. Of those less than 35 years of age, 20 per cent report re-entering the teacher force after a period of absence. For those between 35 and 55, the figure increased to 50.5 per cent before tapering somewhat to 42.9 per cent for those over the age of 55.

7. Searching for Work Full-Time

Survey respondents were also asked to indicate whether they typically searched for teaching on call work on a full-time basis. In this area, the split between those answering "yes" and those answering "No" was relatively even.

Table 20: Numbers Searching for Work Full-Time



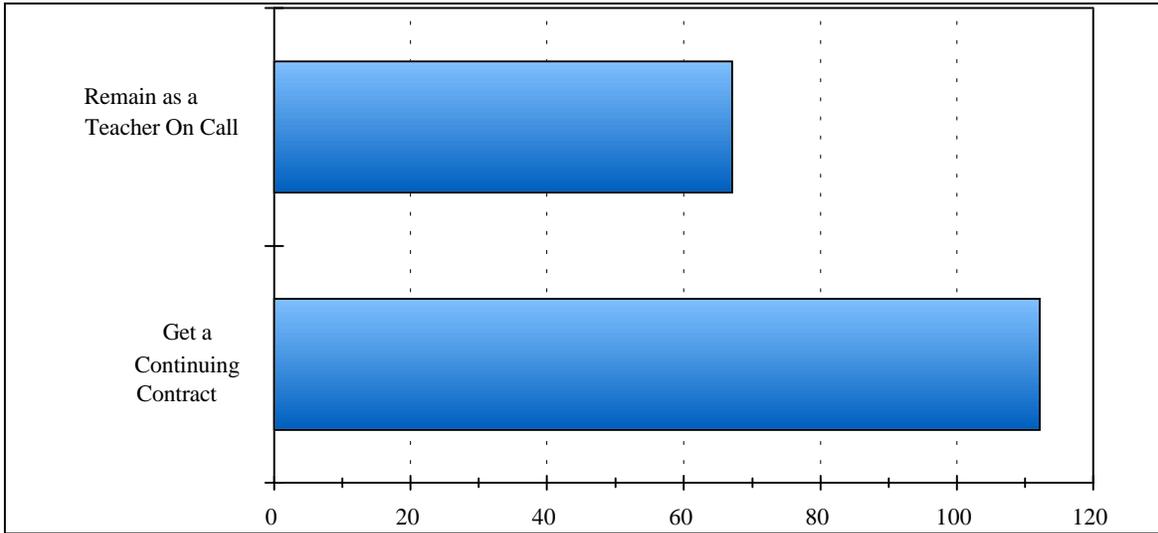
In age terms, those answering the above question in the affirmative were considerably younger than those answering in the negative — 36 as opposed to 42 years of age. In gender terms, male teachers on call were about 10 per cent more likely to answer "Yes" than were females — 58 per cent for men as opposed to 48 per cent for women.

8. Job Preferences of Teachers on Call

a) Getting a Continuing Position

Most teachers on call indicated a preference for getting continuing contract employment with a school board. The following chart shows the breakdown in this area.

Table 21: Desire to Get a Continuing Position

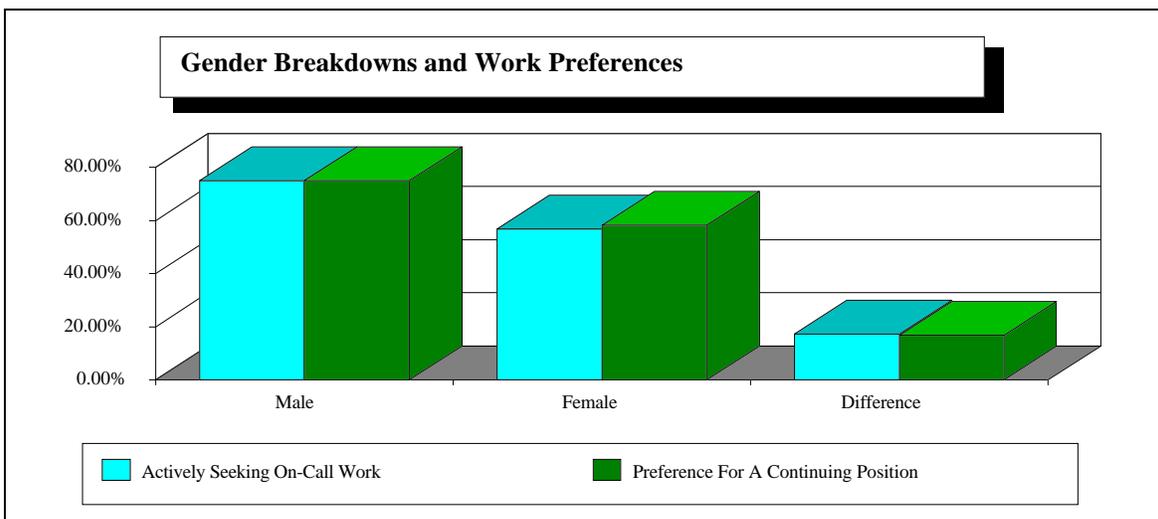


Again, the data show a significant minority of teachers on call indicating a desire to remain as teachers on call.

b) Job Preference and Gender

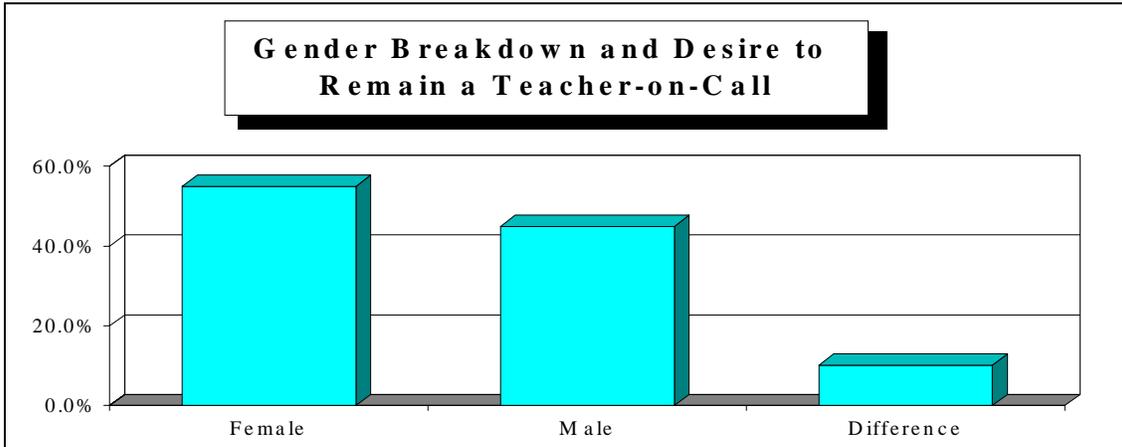
Job preferences also varied considerably on the basis of gender. The following table cross-tabulates these two variables. It shows women teachers on call to be significantly less likely to be either seeking teaching on call work full-time or to be wanting a continuing contract. In each area, male teachers on call has close to a 20 percentage point greater likelihood of offering an affirmative response.

Table 22: Gender And Work Preferences



Gender breakdowns in the areas of work preference and the pursuit of full-time teaching on call employment are paralleled when respondents commented on whether they would chose to remain as teachers on call if benefits and working conditions were equalized with those of continuing contract teachers. Using this measure, females demonstrated a significantly greater interest in staying as teachers on call than did males.

Table 23: Gender And Desire to Remain a Teaching on Call

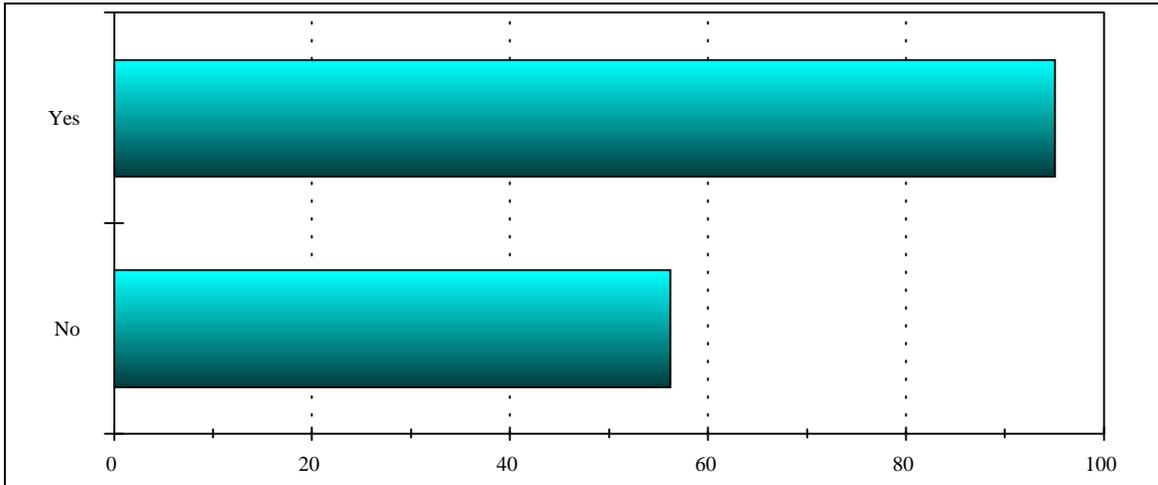


All in all, the data reveal significant differences in the pattern of responses when differentiated by gender. Female teachers on call were less inclined than their male counterparts to be seeking full-time teaching on call work, had less interest in finding a continuing position and had a higher likelihood of wanting to stay with teaching on call work, particularly if the pay, benefits and overall status of teaching on call work were enhanced. In a general way, these factors point to significant gender-based differences in the pattern of participation in teacher on call employment.

c) Actively Seeking a Continuing Position

Close to two out of three respondents who answered this question indicated they were actively seeking a continuing contract. This represents close to 85 per cent of those in the previous chart who indicated a preference for continuing contract employment.

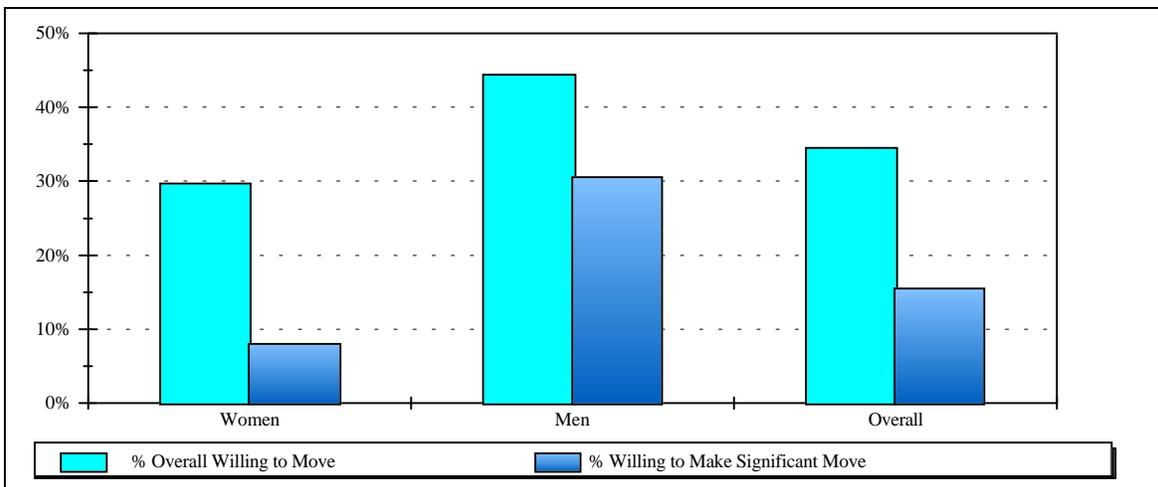
Table 24: Actively Seeking Continuing Contract Employment



d) Moving to Get a Continuing Position

Survey respondents also indicated if they were willing to move to secure a continuing contract, and where they might be willing to move. Overall, the survey results reflected a general unwillingness on the part of most teachers on call to move for this reason. Of the total sample, only a third indicated an openness to the idea of moving for the purpose of getting more secure employment. Only half as many again indicated a willingness to undertake a "significant" relocation — defined here as a willingness to go anywhere in the province if a continuing appointment was available — for this purpose. The following chart shows this along with the breakdown of survey responses along gender lines.

Table 25: Willingness to Move and to Make A Significant Move



Only those with a preference for continuing contract employment would conceivably be inclined to change location in order to find such employment. However, as the above table demonstrated only 1 out of 3 people in this category indicated a general willingness

to move. When asked whether they would contemplate a "significant" move, only 1 in 6 answered "yes".

The data also show that, on average, women were considerably less willing to move than are men, particularly when it came to contemplating a significant move. Male teachers on call were close to 50 per cent more likely to contemplate moving. At the same time, men are more than three times as likely to consider a "significant" move for the purpose of finding continuing contract employment.

In view of the restrictions placed on provincial funding support over the past two years and the impact these restrictions have on the creation of new teaching positions, the overall reluctance of most teachers on call to move can be seen as placing significant additional barriers in the path of their finding continuing contract employment.

e) Job Aspirations and Age

The following table presents the "Career Aspirations" of survey respondents broken down by major age cohort.

Table 26: Job Aspirations

Job Aspiration	Under 35	35 to 55	Over 55	Responses
Continuing Contract	45	64	1	110
% of age group	83.3%	64.6%	5.3%	
% of "Continuing Contract" group	40.9%	58.2%	.9%	
Teacher On Call	9	35	18	62
% of age group	16.7%	35.4%	94.7%	
% of "Teaching on Call" group	14.5%	56.5%	29.0%	

The data show clearly that the older a teacher on call gets, the less likely she is to want a continuing contract job. For those "under 35", 5 out of 6 respondents aspired to continuing contract work. For those in the middle age cohort (age 35 to 55), continuing appointments are still favoured, but now by only a 2 to 1 margin, the same as the sample average. Those over the age of 55 overwhelmingly favour staying as teachers on call. For the overall survey sample as a whole, about 64 per cent aspired to continuing employment with the balance indicating a preference for remaining as teachers on call.

Analyzed from another vantage point, close to 41 per cent of those seeking continuing appointments were under age 35 with the rest typically in the age 35 to 55 cohort. Less than 15 per cent of those seeking to remain as teachers on call were under 35.

Age differences can therefore be seen as playing a significant role in conditioning individual teaching on call participation in the teaching labour market and in shaping career aspirations and expectations. The youngest sample cohort is more likely to be coming out of teacher education and to be seeking continuing employment. The oldest cohort tends to come from "Family Responsibilities" or from "Continuing Contract" work

and wants to stay as teachers on call. The group falling between 35 and 55 years of age tends to exhibit patterns of "Prior Activity" and "Job Aspirations" more closely in line with overall sample breakdowns with the highest proportion coming from "Family Responsibilities" and "Teacher Education".

f) Job Aspirations and Work Volume

Survey responses in the area of job preference were also cross-tabulated with data regarding whether respondents desired more work. At the same time, average work days for the past school year were calculated for all sub-groups. The following table shows the results of this comparison.

Table 27: Job Aspirations and Volume of Work

Job Aspiration Sub-Group	Want More Work?	% of Sub-Group	Average Work Days
Continuing Position	No	19.3%	64.6
	Yes	80.7%	68.6
Teacher on call	No	62.1%	58.5
	Yes	37.9%	42.9

Not surprisingly, most of those in the sub-group aspiring to get continuing positions want more teacher on call work than they are currently receiving. At the same time, people in this sub-group currently get a higher-than-average allocation of work. The data confirm that those aspiring to continuing positions have higher than average success at getting available teaching on call work.

A majority of those in the other sub-group — those indicating a preference to remain as teachers on call — are content with the amount of work they are getting. Nonetheless, a sizable minority — close to four out of ten — want to get more teaching on call work. The former category work, on average about the same number of days per year as the overall sample while the latter work considerably less.

Among other things, the data here indicate the need for more detailed research of factors affecting the amount of work that teachers on call get.

g) Job Preferences and "Prior Activity"

As might be expected, the "Prior Activity" of teachers on call correlates strongly with job preference. The following table provides a detailed cross-tabulation of the variables "prior activity" and "job preference".

Table 28: Job Preference and "Prior Activity"

"Prior Activity"	Would Prefer Continuing Contract	% of Sub-Group	Would Prefer to Stay As Teacher on call	% of Sub-Group
In Teacher Education	42	37.5%	7	10.4%
Family Responsibilities	20	17.9%	19	28.4%
Other Employment	14	12.5%	9	13.4%
Term Appointment.	12	10.7%	5	7.5%
Teacher Another	10	8.9%	8	11.9%
Continuing Appointment	7	6.3%	13	19.4%
In Other Studies	5	4.5%	3	4.5%
Other	2	1.8%	2	3.0%
Unemployed	0	0.0%	1	1.5%
Totals		100.0%		100.0%

Those coming directly from teacher education and from term appointments indicate the strongest preference to get a continuing contract. Conversely, those coming from family responsibilities, from teaching in another jurisdiction, from other educational studies or from the residual "Other" backgrounds are relatively evenly split in terms of job preference.

Finally, those coming from continuing appointments indicate an almost two to one preference to remain as teachers on call. Together with those coming out of "Family Responsibilities", this group accounts for close to a third of total questionnaire responses. In gender terms, this latter group is overwhelmingly female

h) Job Preference and "Seeking Continuing Contract" Employment

The data regarding current job aspirations make for some interesting results when cross-tabulated with results from the question regarding first job preference. As the following table demonstrates, a significant number of respondents — 35 in all — who currently want to get continuing contracts would, as a first preference, remain as teachers on call.

Table 29: Job Preference and the Desire for Continuing Contract Employment

Job Aspiration	Is Your First Preference to Remain a Teacher on Call?	
	Yes	No
Continuing Contract	35	73
Teacher on call	54	6

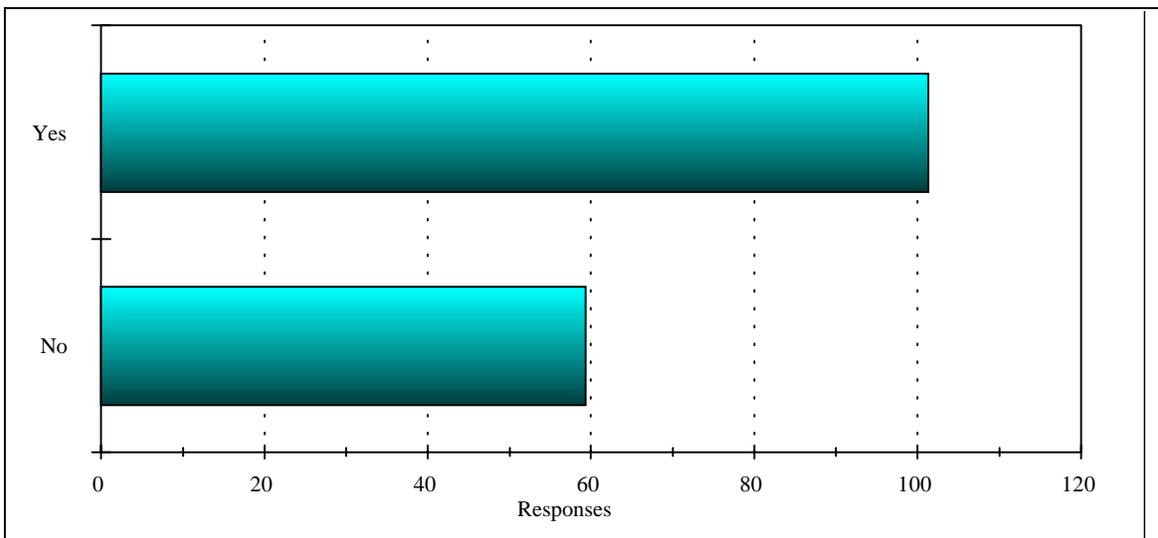
What the data suggest is that, for a significant proportion of teachers on call, the desire to get a continuing contract is driven by the *attributes* of continuing employment — enhanced status, better income, more comprehensive contract protection and employment stability,

etc. — rather than a desire to get out of teaching on call. Close to 40 per cent of those indicating a preference for remaining as teachers on call state they are currently seeking continuing contract positions. This suggests that if efforts were made via the collective bargaining process to improve contract provisions in these areas, the volume of teachers on call currently seeking continuing teaching employment might be reduced.

9. Obstacles to Getting a Continuing Contract

A large majority of respondents felt there were significant obstacles in the path of getting continuing appointments within their districts. The following chart provides the breakdown.

Table 30: Obstacles to Getting A Continuing Contract

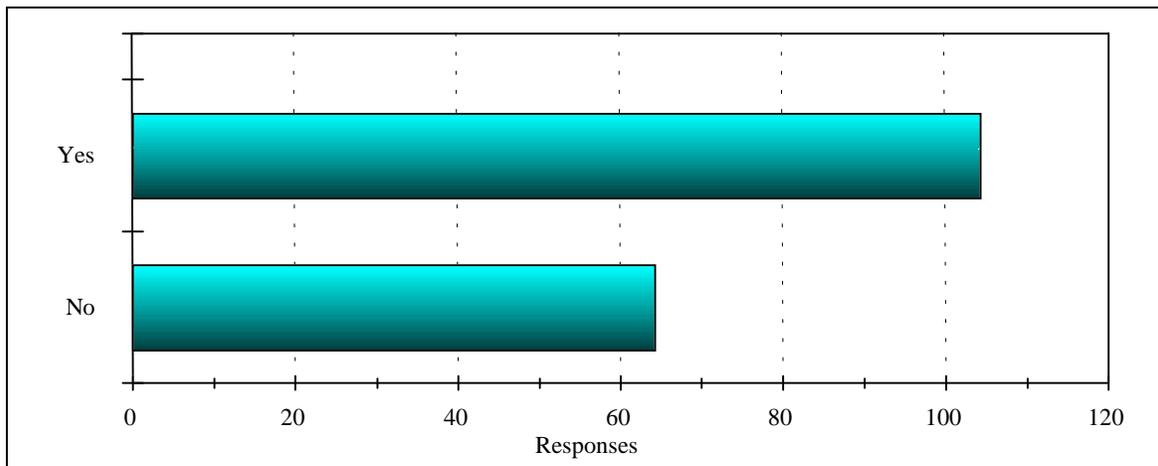


The primary obstacles cited included age discrimination, favouritism in the advertising and selection for new positions, poor evaluation of teachers on call and the general unavailability of new teaching positions. All of these areas (with the exception of the last item) can be addressed through collective bargaining initiatives.

10. Fairness of Job Allocation System

Close to 60 per cent of teachers felt that the allocation of teaching on call jobs in their district was done fairly. However, close to a third of respondents took the opposing view.

Table 31: Fairness of Job Allocation



Again, this is an area that collective bargaining might address. Improved contract provisions governing the call out of teachers on call would have the impact of increasing both fairness as well as individuals' perceptions of fairness within the system.

III. The Qualifications of Teachers on Call

The survey asked respondents to indicate the curricular areas they felt qualified to teach. The following table offers an idea of the overall background/qualification profile reflected in the responses. Levels and course areas are ranked in descending order of frequency.⁷

Table 32: Overall Qualification Breakdowns

Course	Total	Course	Total
Intermediate	121	French	23
Primary	111	Home Economics	21
Social Studies	57	Art	18
English	54	Career Preparation	17
Learning Assistance	50	Other Secondary	16
ESL	48	Guidance	16
Math	36	Theatre	12
Physical Education	33	Music	11
Science	28	Other Languages	10
Consumer Education	28	Industrial Education	9
Business Education	25	Agriculture	2

⁷ Totals sum to amounts greater than the number of questionnaires because of multiple responses on individual questionnaires.

As is evident, Intermediate and Primary are by far the most common areas of perceived expertise amongst teachers on call. Close to two-thirds of survey respondents indicate being qualified in each area.

A. Multiple Areas of Qualifications

The following table shows those areas most likely to occur where respondents indicated a range of different areas of qualification and background.

Table 33: Multiple Qualifications Breakdowns

No. of Areas of Background	% Total Responses	The Four Most Cited Areas of Qualification
10 or Greater	10.9%	Social Studies, English, Intermediate, Consumer Education
6 to 9	18.5%	Intermediate, Primary, Social Studies, English,
3 to 5	36.4%	Intermediate, Primary, E.S.L., Learning Assistance
Less than 3	34.2%	Primary, Intermediate, Social Studies, Math

Close to 70 per cent of respondents indicated feeling qualified to teach in five or fewer areas. People in this sub-group typically indicated a background in the Primary and Intermediate areas. Those indicating more areas of background also cited Intermediate and Primary but also indicated Social Studies, Mathematics and English. In sum, the data indicate a strong concentration of background/qualification in this specific range of areas.

B. Qualifications in the Area of Special Education ⁸

The following offers an idea of the qualification profile of teachers on call in the Special Education arena. Within this sub-context, the Mentally Handicapped areas predominate.

⁸ Categories used here were taken from Fiscal Framework funding categories used in programs 1.17, 1.18 and 1.19. ESL, although no longer regarded as a Special Education program, was also included.

Table 34: Special Education Qualifications

Special Education Areas	Total	Special Education Areas	Total
Mildly Mentally Handicapped	27	Other Special Education	8
Moderately Mentally Handicapped	26	Hearing Impaired	6
Severely Learning Disabled	15	Visually Impaired	6
Severe Behaviour	13	Rehabilitation	5
Severely handicapped	12	Autistic	5
Dependent Handicapped	9		

C. Multiple Special Education Background/Qualifications

The following table indicates survey response breakdowns as to multiple areas of teaching background and qualification in the Special Education field.

Table 35: Multiple Qualifications in Special Education

No. of Areas of Qualification	% Total Responses	The Four Most Cited Areas of Qualification
Less than 3 Areas	27.2%	Learning Disabled, ESL, Moderately Mentally Handicapped, Mildly Mentally Handicapped
3 to 5 Areas	10.3%	Learning Disabled, ESL, Mildly Mentally Handicapped, Moderately Mentally Handicapped
6 or Greater Areas	8.7%	Moderately Mentally Handicapped, Mildly Mentally-Handicapped, ESL, Severe Learning Disabled

1. Background/Qualifications and Ability to Get Work

One question that emerges from the analysis of the qualifications data is whether teachers on call who have greater or more varied levels of qualification actually manage to get more employment and hence earn more income. The following chart shows the results of this specific query.

Table 36: Qualifications, Earnings and Work Frequency

Qualification Category	Average Days	Average Earnings
Less than 3 Areas	62.9	\$8,192
3 to 5 Areas	61.1	\$8,496
6 or Greater Areas	60.2	\$8,744

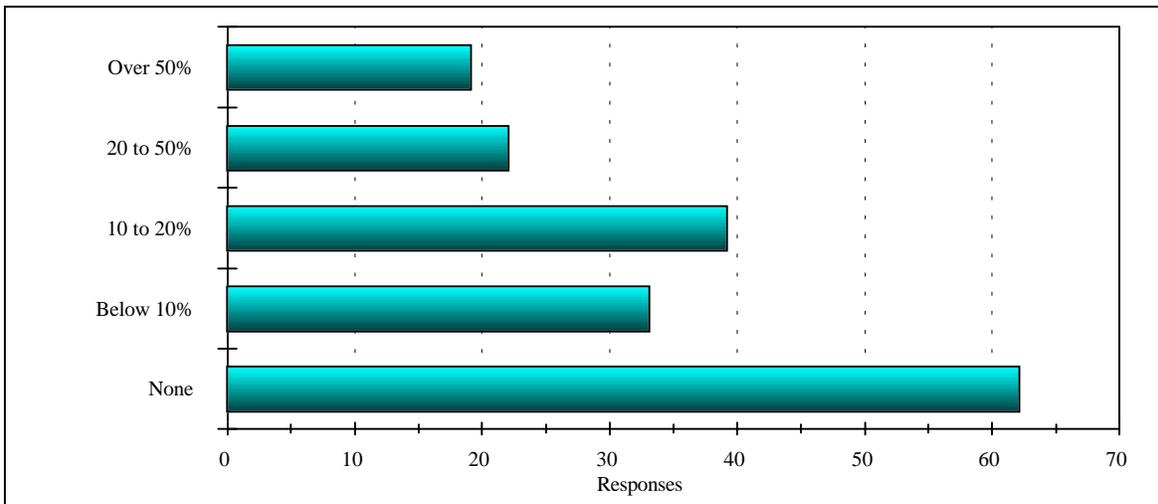
An analysis of the data indicates there to be some correlation between areas of qualification and a tendency to greater annual earnings. Those with "Less than 3 Areas" earn less than those with "3 to 5 Areas" who, in turn, earn less than those with "6 or Greater Areas". However, average days worked tapers slightly with increased

qualifications. This may not in and of itself be very significant and might point to a higher Teacher Qualification Service average ranking for those with more qualifications. In the absence of more detailed information, it is difficult to account for this trend more precisely

D. Time Spent Teaching Outside Areas of Expertise

More than a third of questionnaire respondents indicated spending no time outside their areas of perceived expertise. The following graph provides a breakdown of the other two-thirds of respondents who did report working outside areas of expertise.

Table 37: Percentage Time Spent Teaching Outside Area of Expertise



Of those who report having to work outside their area of expertise, the largest block report working between 10 and 20 per cent of their time in this capacity. Smaller groups report working either more or less than this amount.

All in all, these results may indicate the need for better supports to be provided to assist teachers on call who have to work in these circumstances.

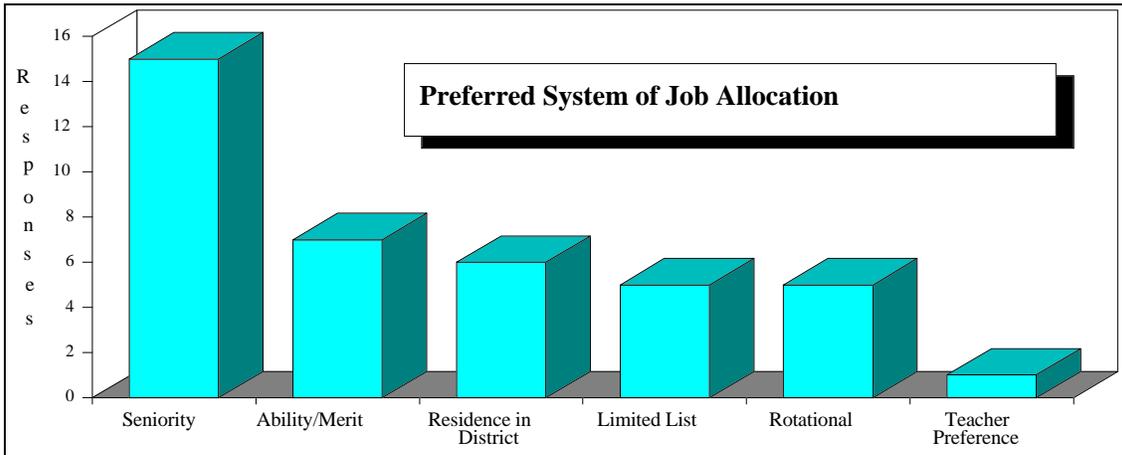
IV. Perceptions of Work Opportunities and Local Services

A. Perceptions Regarding Systems of Job Allocation

When asked by the survey questionnaire, a relatively small subset of respondents offered opinions in the area of "preferred method of job allocation". Of the latter group, the largest block favoured a system based on seniority. Preferential hiring to a continuing contract position was the most often suggested system of job allocation of those who perceive present systems to be unfair. Smaller groups of respondents favoured merit, residence or rotationally-based systems of job allocation.

The following chart offers the overall breakdown in this area.

Table 38: Preferred Systems of Job Allocation



1. Job Preference and Fairness of Job Allocation

Those indicating a preference for continuing employment tend to have more positive perceptions regarding the fairness of job allocation within their districts. Conversely, those wishing to remain as teachers on call are almost twice as inclined to view the system as unfair.

Table 39: Job Preference and Job Allocation

Job Preference Sub-Group	Is Job Allocation System Fair?	% of Sub Group
Continuing Contract	No	27.9%
	Yes	72.1%
Teacher On Call	No	54.9%
	Yes	45.1%

It is not altogether clear why teacher on call opinions breakdown this way. Pinpointing the reasons behind this divergence would therefore require further research.

2. "Want More Work" and Fairness of Job Allocation

A divergent pattern also emerges when perceptions of fairness are cross-tabulated with the desire for more work. Here, those not wanting more work have a significantly greater tendency to see the current job allocation system for teachers on call as fair than do those seeking more employment.

Table 40: Job Allocation and Desire for More Work

Want More Work	Is Job Allocation System Fair?	% of Sub Group
No	No	19.7%
	Yes	80.3%
Yes	No	50.0%
	Yes	50.0%

B. The Evaluation of Teachers on call

Respondents were asked to indicate what type of system they would want to have for the evaluation of teachers-on-call. While only a minority made actual suggestions and the suggestions varied greatly, responses typically centred around a range of themes. The following table shows the breakdown of themes raised.

Table 41: Methods of Evaluation

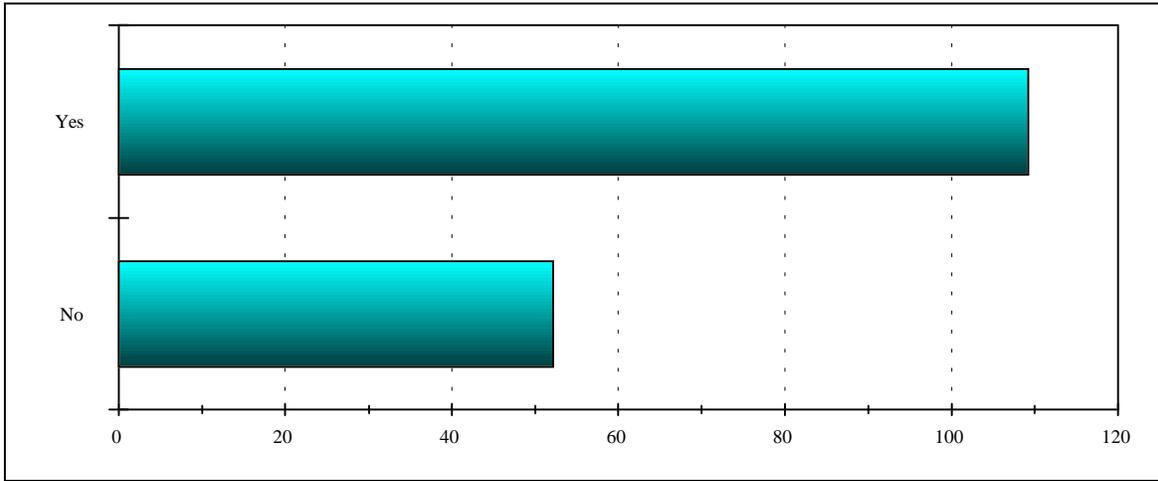
Evaluation Theme	Responses	% Total
Teacher-based	39	35.1%
Administrative Officer-based	28	25.2%
On request of TOC	10	9.0%
For Long-Term Assignments Only	9	8.1%
Use of a Check List	8	7.2%
Use a Special Evaluator	6	5.4%
Identical to Contract Teacher	5	4.5%
Formative Only	4	3.6%
Measure Classroom Control Only	2	1.8%
Totals	111	100.0%

Responses to this question were varied and hard to summarize easily. Nonetheless, many teachers on call favoured systems of evaluation involving teachers and/or administrators. Also, as a number of the themes indicate, respondents were inclined to want recognition of their special circumstances and of the difficulties posed by teaching in classrooms where the opportunity for preparation and of the inability to accumulate experience in the same position are lacking. In a general way, these responses also reflect a bias towards various kinds of formative evaluation.

C. Local Association Issues Related to Teachers on Call

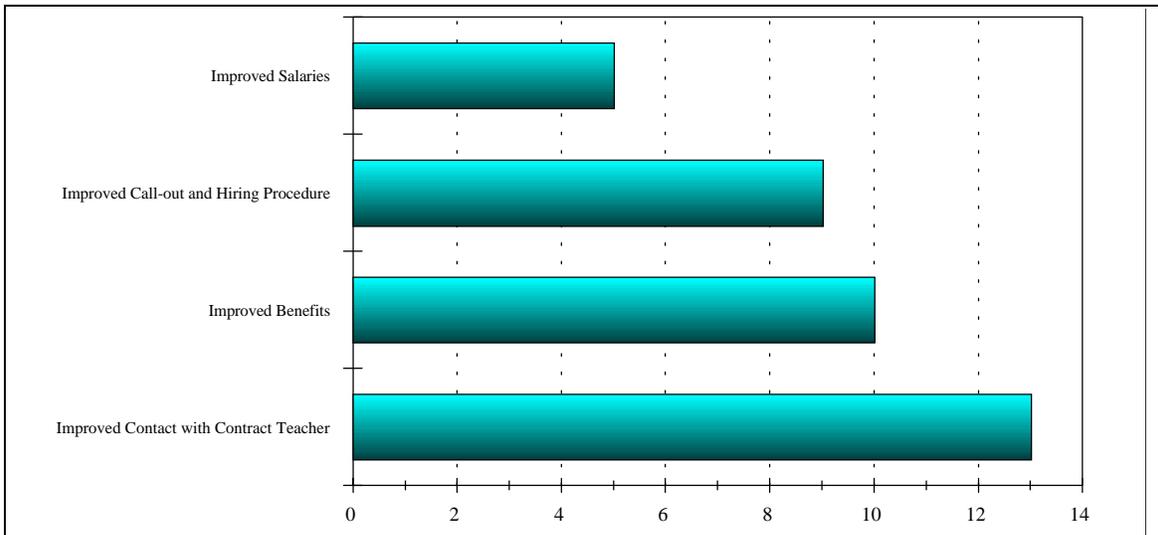
Most felt that teacher on call issues and priorities had been given adequate priority within their local association. However, close to 30 per cent answered in the negative. The following table shows the breakdown of responses.

Table 42: Local Association Issues



A significant minority of teachers on call identified issues they felt needed further work at the local association level. The following table shows the general areas cited.

Table 43: Local Issues Requiring Work

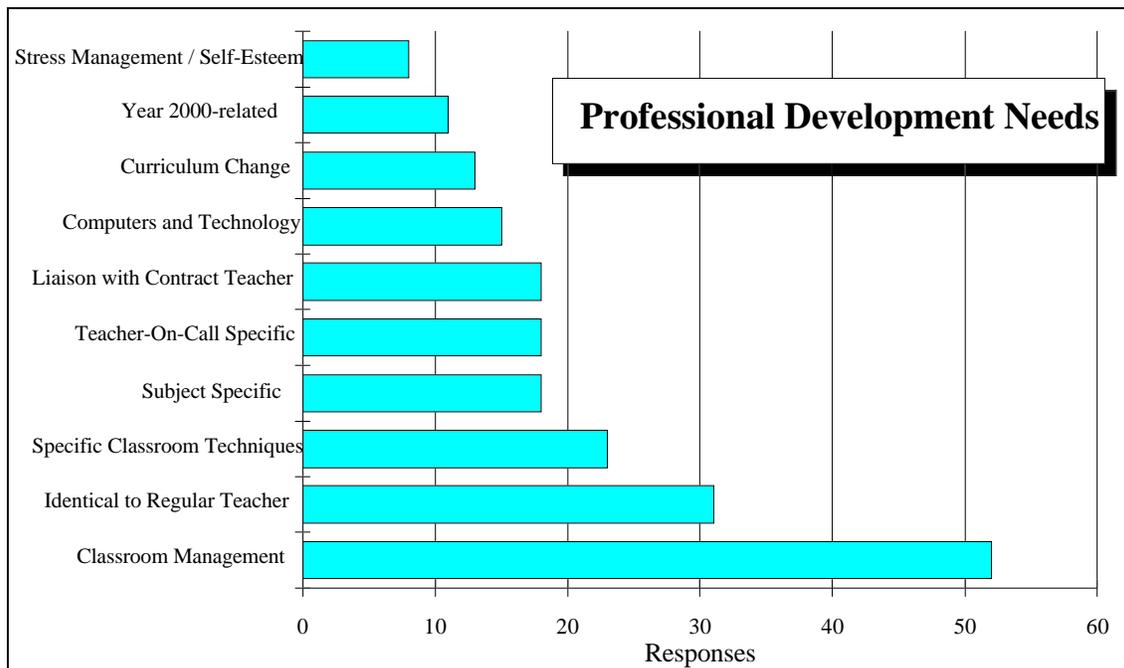


D. Professional Development Needs of Teachers on Call

The professional development needs of teachers on call reflect what might be expected of teachers in continuing contract positions; indeed, many teachers on call participating in the survey report that their needs are identical to those of regular teachers. At the same time, a significant block feel that teaching on call-specific programs and supports are required to deal with the particular needs of teachers on call. In order of importance, the greatest number report a need for programs focusing on the areas of classroom management, programs to link teachers on call with continuing teachers and finally a range of pragmatic concerns.

The following chart provides the overall breakdown of preferences

Table 44: Professional Development Needs of Teachers on Call



Recurrent themes included the need to hone skills in the areas of classroom and conflict management. Several teachers on call also mentioned the need to stay abreast of curriculum change and, in particular, of initiatives set in motion by Year 2000 changes. Again, teachers on call expressed a strong desire that professional development activities acknowledge the particular demands faced by teachers on call.

Other areas cited in the responses include support in the areas of technology, curricular change, co-operative learning, assessment, special needs students, and the sharing of classroom materials. A significant number of teachers on call also cited problems in the area of access to professional development programs currently being offered.

V. Conclusions

The information in this report points to a number of conclusions, some of which point to further policy work on the part of the BCTF and the need for different initiatives within local associations. The conclusions as well as the policy directions they suggest can be summarized as follows:

- Teachers on call have a distinctive age profile with larger than average concentrations of teachers in the younger (below 35) and older (over 55) age groups. The existence of this profile is strongly suggestive of different patterns of entry into, participation within and exit out of teaching on call employment. The teacher on call population is

also heavily female-dominated. Women account for close to 3/4 of the total teacher on call population, a level significantly higher than that of the overall teacher force

- Many of the differences in background, experience and aspirations that characterize teachers on call are expressed along gender lines. Men tend on average to come from educational or employment-related backgrounds, to be seeking more teacher on call work than they currently get and to aspire to continuing contract positions. Men are also more inclined to view teaching on call as a career "way station" on the path to contract employment. Women, on the other hand, tend to come from either educational or "Family Responsibility" backgrounds, to be content with the amount of teacher on call work they currently receive and to have less desire for continuing contract employment. A larger percentage of women have past experience teaching and an even greater percentage indicate that they are returning to teaching after a period of absence.

BCTF efforts to formulate policies and priorities to address the needs of teachers on call should take these age and gender-related differences into account. While many teachers use teaching on call as a "stepping stone" to continuing types of employment, there are large numbers who have made teaching on call a career choice. While both options are valid, efforts should be made to increase the attractiveness of teaching on call as a career and to reduce the penalties teachers on call currently endure in comparison with their continuing contract colleagues.

- Teachers on call currently work on average about a third of the school year but earn salaries that average less than 19 per cent of the mean for teachers. A majority indicate they want more employment than they currently get while a significant number voice concern over systems of job allocation currently in place within districts.

These are mainly areas where collective bargaining could be used to enhance the status and rewards of teaching on call. Improvements to the callout system for teachers on call might address concerns regarding job allocation. Better recognition of teaching work experience and quicker access to contract pay scales are other areas requiring attention. Given the large numbers of women who come back to teaching on call after periods of family responsibility, locals may also want to investigate broadening definitions of valid experience for salary purposes. This is something that teacher unions in other countries such as Australia have pursued.

- A sizable group of teachers on call augment their earnings through recourse to other forms of employment

No one benefits from a situation where significant numbers of teachers on call have to work outside teaching to make ends meet. Improving the incomes and contract coverage of teachers on call should help reduce reliance on outside income sources and bring greater stability to the teaching on call job market.

- Although most teacher on call indicated a desire for continuing contract employment, only a minority indicated a willingness to consider moving for this reason. An even smaller minority indicated an openness to significant geographic relocation. Figures like this augur poorly for teachers on call seeking and finding continuing contract work in a provincial job market increasingly characterized by funding shortfalls and threatened contract teacher layoffs.

Greater research should be undertaken to determine the reasons for the reluctance of teachers on call to relocate in significant numbers. Recognition of employment credit and experience across districts might also help as would procedures for the cross-district communication and advertising of available positions.

- Significant numbers of teachers on call indicated a desire to retain their present status. Close to 40 per cent of those seeking continuing positions indicated they would prefer to remain as teachers on call if benefits and working conditions were better.

The collective bargaining process needs to address the specific needs of teachers on call through stronger benefit coverage, improved job callout procedures and strengthened seniority provisions that recognize teacher on call experience. Together, developments of this type can help enhance the status of teaching on call.

- The qualification profile of teachers on call indicate a rich and varied overall profile of experience and expertise. While many teachers on call indicate having to work outside their areas of expertise, the percentage of time cited is typically fairly small. Nonetheless, a majority of teachers on call perceive there to be barriers in the path of getting continuing contracts. Reasons cited include age discrimination, favouritism and inadequate evaluation procedures.

These are all areas that can and should be addressed through strengthened collective bargaining provisions which properly recognize and credit teaching on call work within the district for purposes of filling job vacancies. Locals should also take the initiative to document systematically instances of discrimination or favouritism and make appropriate representations to their boards for the elimination of such practices.

- Teachers on call are interested in developing better and more flexible systems of job evaluation that take account of their special circumstances, chiefly factors such as the absence of long-term relationships with the same sets of students and the lack of opportunity for adequate preparation. While past collective bargaining practice has started to address some of these areas, they need continual emphasis.

Further work needs to be undertaken to craft and embed in collective agreements a system of evaluation specific to the needs of teachers on call. Such a system needs to be based on the particular work situation of teachers on call and should centre on providing real support for teachers on call.

- Teacher on call professional development needs typically centre on the area of classroom management and how teachers on call interact with regular contract teachers. Apart from this, teachers on call cite professional development needs that are common to most teachers. An example is the need to stay abreast of rapid curricular change.

Teachers on call would like the BCTF to take the lead in developing and providing professional development support that meets their special needs. Such support should encourage and facilitate greater contact and interaction with contract teachers. At the same time, BCTF workshops for teachers on call dealing with classroom management should be expanded to reach larger numbers of people.

In an overall sense, the survey results point to the existence of different categories of teachers on call. While teachers on call do not always fit neatly into distinct groups on the basis of different attributes, the main axes of differentiation to emerge from the survey data can be summarized in the following manner.

Table 45: Teachers on Call Differentiation

Aspects of Teacher on Call Differentiation		
Younger	↔	Older
Entering Teaching for the First Time	↔	Re-entering Teaching
Wanting More Employment	↔	Content with Current Level of Employment
Seeking Continuing Contract	↔	Wanting to Remain A Teaching on Call

When looking at the survey responses of individual teachers on call, these lines of differentiation often run the risk of over-simplification. Nonetheless, the characteristics and differences they reflect go a long way to defining the backgrounds, experience, qualifications, perceptions and aspirations that collectively define who teachers on call are in British Columbia today.

Acknowledgment

I would like to acknowledge with gratitude the input and help of Jery Urquhart from the Quesnel Teachers Association in developing methods for the analysis of the survey information and in offering insights based on his own research in the area.

Appendix A.

Technical Notes

Survey responses were entered into database format using ObjectVision. Customized queries, tables and charts were generated using a range of database and spreadsheet software including Paradox, Quattro Pro and Excel. The final text of the report was prepared using Word for Windows.

Appendix B. The Survey Questionnaire

B.C.T.F. TEACHERS ON CALL QUESTIONNAIRE

School District of Residence _____ Age Gender

A. Current Employment Experiences.

1) a) How many years have you been working as a teacher on call?

b) What type of work/activity were you involved with immediately prior to becoming a teacher on call?

- Continuing Appointment Teacher In B.C.
- Term Appointment Teacher In B.C.
- Teacher In Another Jurisdiction
- Other Employment
- Unemployment
- In School: Teacher Education
Other Studies
- Family Responsibilities
- Other

c) Are you a teacher re-entering teaching after a period of absence?

Yes No

2) In the past year, have you sought on-call work full-time?

Yes No

3) a) How many days of employment did you have during the 1991/92 school year as a teacher on call? _____

b) What were your approximate gross earnings in 1991/92 from teacher on call employment? _____

4) Do you want more teaching work than you are currently getting?

Yes No

5) Do you supplement your income with non-teaching work?

Yes No

If yes, what percentage of your gross annual income is from non-teaching work? ____%

6) Do you consider the system of job allocation in your district(s) to be fair?

Teachers-on-Call Research Report

Yes No

If "no", what alternative system would you like to see?

B. Employment Expectations and Preferences.

1) Place a check beside any level, subject or specialty area you feel qualified to teach.

ELEMENTARY: Primary Intermediate

SECONDARY:

Agriculture	<input type="checkbox"/>	French	<input type="checkbox"/>
Art	<input type="checkbox"/>	Other Languages	<input type="checkbox"/>
Business Education	<input type="checkbox"/>	Mathematics	<input type="checkbox"/>
Consumer Education	<input type="checkbox"/>	Music	<input type="checkbox"/>
English	<input type="checkbox"/>	Physical Education	<input type="checkbox"/>
Guidance	<input type="checkbox"/>	Science	<input type="checkbox"/>
Home Economics	<input type="checkbox"/>	Social Studies	<input type="checkbox"/>
Industrial Education	<input type="checkbox"/>	Theatre	<input type="checkbox"/>
		Other Secondary	<input type="checkbox"/>

OTHER:

E.S.L.	<input type="checkbox"/>	Learning Assistance	<input type="checkbox"/>	Career Prep.	<input type="checkbox"/>
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SPECIAL EDUCATION:

Moderately Mentally Handicapped	<input type="checkbox"/>	Severely Learning Disabled	<input type="checkbox"/>
Severely Handicapped	<input type="checkbox"/>	Mildly Mentally Handicapped	<input type="checkbox"/>
Dependent Handicapped	<input type="checkbox"/>	Severe Behaviour	<input type="checkbox"/>
Visually Impaired	<input type="checkbox"/>	Rehabilitation	<input type="checkbox"/>
Hearing Impaired	<input type="checkbox"/>	Autistic	<input type="checkbox"/>
Other Special Education	<input type="checkbox"/>	If Other, specify _____	

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2) What percentage of the time are you called-out to teach outside of your area of expertise, background or training? _____ %

3) Is your preference a continuing teaching position, or remaining a teacher on call? Continuing Teacher on call

4) If yes to (3), are you now actively seeking a continuing teaching position?
Yes No

5) a) If you answered yes to (4), are you willing to move geographically in order to acquire a continuing teaching position?
Yes No

b) If you answered "yes to part (a) of this question, to what areas of B.C. might you be willing to move?

- (i) _____
- (ii) _____
- (iii) _____

6) Are there major obstacles to teachers on call getting continuing teaching positions?
Yes No

7) If your answer to (6) was yes, please itemize the obstacles briefly.

- a) _____
- b) _____
- c) _____
- d) _____

8) Are teacher on call issues adequately addressed and given sufficient priority within your local teachers' association?

Yes No

Elaborate if necessary.

9) If salaries, benefits (health and welfare plans, pension, etc.) and other contract provisions (such as sick leave) were the same for teachers on call as for continuing teachers, would you continue as a teacher on call as your first preference?

Yes No

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10) What type of professional development programs would benefit teachers on call?

11) a) The B.C.T.F. is currently participating in efforts to attract under-represented groups into the teaching profession. In view of this, do you consider yourself:

- A member of a visible minority? _____
A member of a First Nations community or group? _____
A person with a disability? _____

b) If you marked any of the above categories, would you be interested in doing more work on this issue? Yes No

c) If you answered "yes" to (b), please leave your name and phone number.

Name _____ Phone _____

12) Please describe the type of teacher on call evaluation system you would like to see in place.

Thank you for your co-operation in completing this questionnaire. Please return by mail in the enclosed stamped envelope no later than December 31, 1992.

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