



**CASS**

College of  
Alberta School  
Superintendents



**EDUCATION WORKFORCE STUDY**

# Teacher and Leader Recruitment and Retention in Alberta

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AUGUST 2024

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# Introduction

The Education Workforce Study: Teacher and Leader Recruitment and Retention in Alberta was established through the collaborative efforts of the College of Alberta School Superintendents (CASS) and Alberta Education (AB Ed). This study was begun to gain an understanding of the current state of teacher and principal retention and recruitment practices across Alberta. Study participants were made up of school authorities including public, Separate, Francophone, and charter schools. The study participants included school authorities across all CASS Zones (1, 2/3, 4, 5, 6). This study addressed emergent and pressing issues faced by school authorities regarding the recruitment and retention of certificated teachers and school-based administrative leaders.

## Purpose

The purposes of the Education Workforce Study were:

- To determine and anticipate current and future K-12 teacher and school-based educational leaders workforce needs and trends throughout Alberta.
- To understand the factors impacting the recruitment and retention of all certificated teachers.
- To better understand school authorities' strategies that help them address recruitment and retention issues of teachers and school-based educational leaders and the reasons those strategies were selected.

It was determined that a survey approach was best suited to obtain the necessary data in a relatively brief period (three weeks). The survey included school authority basic demographic information, as well as responses to quantitative and qualitative questions. The initial survey questions were formed around the core research questions and the purposes identified above.

## Acknowledgement

The College of Alberta Superintendents acknowledges that we are on traditional territory, gathering grounds, meeting place, and travelling route of the **Treaty 6** First Nations, the Cree, Saulteaux, Blackfoot, Dene, and Nakota Nations; **Treaty 7** First Nations, the Blackfoot Confederacy of the Siksika, Kainai and Piikani Nations, the Stoney Nakoda Nation of the Chiniki, Bearspaw and Goodstoney Nations, and the TsuuT'ina Nation; **Treaty 8** First Nations of the Cree, Dene Tha, Dane-zaa and Denesuline Nations and the traditional homeland of the Métis Nation. We acknowledge the many First

Nations, Métis and Inuit Peoples of the past whose footsteps have shaped this land and those of the present and future who will continue to shape it for centuries to come.

This research project, analysis and report was conducted by Dr. Edgar Schmidt (CASS) and Dr. Julieta Delos Santos (AB Ed). Dr. Gloria Antifiuff (CASS) and Kendall Tupker (AB Ed) provided additional input and support in the development of the survey questions, as well as perspectives and advice on the final report. The final report was written by Edgar Schmidt with input from Julieta Delos Santos.

## Executive Summary

An Executive Summary of this report has been prepared and is made available as a companion document at the CASS website

# Literature Review

## Introduction

Alberta school authorities are responsible for the provision of education services for public, Separate, Francophone, and charter schools. Teacher workforce planning is important to Alberta Education of the Government of Alberta (GOA). This Alberta-wide survey provides the current context of the state of teacher recruitment and retention within Alberta.

## The Alberta Context

There are 86 school authorities made up of public, Separate, Francophone and charter schools in Alberta. According to the Alberta Teachers' Retirement Fund (2023), there were 41,631 active, contributing teachers in 2023. From that same year, there were 2180 Bachelor of Education graduates from an approved post-secondary teacher education program (Government of Alberta, 2024). The student population of the school authorities invited to participate in the survey, as of January 2024, is 732,204 (see Table 2, [Alberta.ca student-population-statistics](#)). The total Alberta student population is larger than indicated above as it includes private, independent and band schools

### **Historical Data**

An initial search of literature revealed historical documents from Alberta Education regarding workforce planning. These documents were examined first. Alberta Education worked closely with other Government of Alberta (GOA) ministries to understand current employment needs and trends to prepare current pupils for the world of work upon completing school. At the time, a 2003 report by Alberta Education stated that Alberta did not have a teacher shortage (Government of Alberta, 2010a). In fact, there were 1300 more teachers graduating or moving into the province than were retiring or moving away at that time. In the same report, school authority leaders indicated that there would be some possible shortages of specialized teaching knowledge and skills, namely, senior high mathematics, science, career and technology studies, and French. The report projected a decline in school aged children and youth (4- to 18-year-olds), as well as an increase in 19- to 25-year-olds within five to ten years of the writing of the report. These estimates led the report writers to indicate that teaching demand would be addressed through recruitment measures used at the time. Notwithstanding specialized areas and

occasional rural school authority issues, no significant issues of teacher recruitment were foreseen at that time. The significant assumption was that there would be a) no significant changes to the attraction of teaching as a career and b) that there would not be significant population growth in the 4- to 18-year age range.

In 2006, the Government of Alberta published a report highlighting the desire to prepare a workforce for the future. The report called *Building and Educating Tomorrow's Workforce*, stated that, "Our changing economy is increasing knowledge and skill requirements for jobs. Technological innovation, commercialization of new technologies, and new innovations are changing the types of work being done. Recent forecasts indicate that over 65 per cent of new jobs in Alberta over the next five years will require some form of post-secondary education" (Government of Alberta, 2006, p.10). In addition, the report also stated "With more people retiring and fewer workers entering the labour market, more attention needs to be paid to retaining people in Alberta's labour force. Action is needed to encourage more mature workers to remain engaged in Alberta's labour force, retain knowledgeable workers in the province, and ensure Alberta's communities and workplaces are attractive and vibrant places to live and work" (Government of Alberta, 2006, p. 6). The report also included a "...strategic framework with four themes: Inform, Attract, Develop, and Retain" (Government of Alberta, 2006, p. 5). Under the strategic framework called "Develop," education was emphasized. The report indicated that it was necessary to increase all education levels across the province.

A 2010 five year strategy entitled *Education Sector Workforce Planning: Framework for Action* (Government of Alberta, 2010b) indicated a shift in approach from Alberta Education's and school authorities' teacher workforce recruitment and retention strategies. The focus of the report was to outline three strategic directions: attract, develop, retain. The *Framework for Action* recommended some specific action to enhance recruitment and retention of teachers. Specifically, induction and professional learning were recommended, as were providing incentives for teachers to go to remote or rural education settings.

A 2012 report called *A Transformation in Progress* (Government of Alberta, 2012) provided a significant update to previous reports regarding teacher workforce planning. This report highlighted strong population growth for the next 10 years, creating pressures on teacher recruitment. The report stated that approximately 25% of teachers leave the profession within the first 5 years of teaching (p.15). And further, that after 2016, retirement rates were projected to decrease slowly as many eligible staff will have already retired (p.17).

A CASS study on rural communities and schools was conducted in Alberta (Schollie et al., 2017). The study examined the wider community impacts of school closures and highlighted the link between the context of the community and the health of schools. Such contextual information may have an impact on teacher recruitment and retention. Issues related to declining rural populations and school enrolments cannot be ignored by

teachers looking for employment, particularly if they have families that might have to relocate if a school were to close.

## The Canadian and Global Context

In Canada, there appear to be specific types of teaching positions that are difficult to fill and there are school authority locations that appear to be less favourable than others (Kitchenham & Chasteauneuf, 2010; Tessaro et al., 2021). For example, the British Columbia Teachers' Federation (2021) highlights significant teacher shortages, particularly in rural and remote communities. The report identifies several issues the BCTF is raising with the minister of education. One section of the report deals with teacher recruitment and retention. The report identifies a recommendation that the government of BC establish a recruitment and retention plan to address the teacher shortage. No specific statistics are provided regarding the nature of the shortages and how severe they are; however, a listing of specialist and hard-to-fill teaching positions are noted. Further, Kitchenham and Chasteauneuf (2010) point out the challenges with recruiting teachers to northern communities, as the draw to southern communities is strong for teachers and their families.

In Ontario, an example of a teacher shortage revolves around those with French language skills. The need for French language teachers is greater than the supply. This poses a threat to language equity in relation to bilingualism. Students are not able to access French language programming because of the short supply of French language teachers (Ryan & Sinay, 2020). Ryan and Sinay (2020) go on to describe the complexity associated with recruiting French teachers:

*Therefore, of the few French teachers available there is more competition to hire this minority. Hence, school board recruitment needs to cast a wide net and move deep into teacher training institutions. Having the required French teachers and support staff (French occasional teachers) is very important; as is the need to retain immersion students and educators in French programs since retention and attrition rates impact program viability. p.327*

They make the point that while recruiting French teachers is challenging for school authorities and that these authorities must move strategically deeper to engage post-secondary institutions in the development of these teachers. This logic may apply to Alberta school authorities in that they may need to work more closely with post-secondary institutions to encourage students to develop French language skills. Hiring teachers with French language skills, including French Immersion, has been an expressed need for Alberta school authorities since 2003 (Government of Alberta, 2010a).

In Manitoba, rural school divisions have some issues maintaining the provincial priorities established for all school authorities due to the local context and economy. Wallin & Reimer (2008) highlight the differences in perception and practice of rural schools in

relation to provincial policies and priorities. School divisions are aligned to stated priorities, but there are subtle differences related to the local context. Local purposes, interests, capacities (of which teacher recruitment and retention may be significant) are often unique to the local school division. The research article demonstrates the complicated nature of teacher recruitment and retention within the wider social, political, and economic context of rural communities. This may be true of Alberta, given that Schollie, et.al. (2017) pointed to the contextual challenges rural communities face that can impact recruitment and retention of teachers and school leaders.

An important article reviewed 50 indigenous teacher education programs located in Canada, Australia, New Zealand, and the United States (Tessaro et al., 2021). One of the purposes of these specific programs was to increase the number of indigenous teachers available for positions in schools. Three significant strategies emerged related to supporting indigenous teachers towards employment. The strategies were: (1) creating employment opportunities, (2) identifying community needs and collaborating over practicum placements, and (3) providing ongoing support. The success of these programs relied on collaboration among teacher education programs and school divisions. Tessaro et al. (2021) recommended that sufficient funding at municipal, provincial, and federal levels be required to increase the availability of indigenous educators. The authors saw concrete action as supporting reconciliation commitments.

A jurisdiction scan of K-12 schools systems across Canada, Australia (Oceania), Finland, United States of America, South Africa, Belgium, Germany, Denmark, and United Kingdom, conducted by Alberta Education (Government of Alberta, 2023a) revealed that the ongoing need to recruit teachers with second language skills, particularly related to French language programs was significant. In addition, among all jurisdictions reviewed "... Northern and remote areas prove challenging for teacher recruitment and retention" and there were also "shortages in teachers with specializations, e.g., special needs teachers, language teachers, etc." were two commonalities.

The topic of teacher shortages is also evident in popular news media. A recent news report by CBC (Wong, 2024), stated that there teacher shortages in Canada were prevalent. The report raised the challenges experienced by current teachers and students. Without appropriately educated teachers, student programming options were reduced, leaving potential gaps in their education. As a news report, unfortunately, the nuances of school authority contexts were not addressed in relation to finding teachers for open positions. There was no indication of why teachers were leaving positions or not entering the field in the first place. It was suggested that this be studied further and directly with teachers and students in teacher education programs.

In the United States, a relatively recent study has shown significant teacher shortages and that a relatively large number of the positions were filled by uncertified teachers (Sutcher et al., 2019). The authors of this study outline the challenges associated with collecting data across states, given that there is no standard format for collecting and reporting data

on teacher positions, vacancies, and assignments. Although the concept of supply and demand (of qualified teachers) is used to demonstrate the breadth of the issue, the notion that the teacher shortage problem is simply an issue of supply and demand does not resolve the issue. Sutchter, et al. (2019) go on to call for policy shifts and changes at state and jurisdictional levels regarding: supporting teacher retention through mentoring, induction, and favourable teaching conditions. They also call for a stable supply of teachers, which could be supported through student debt forgiveness or school division scholarships for new and beginning teachers.

In a recent report by the Center for Reinventing Public Education at the University of Arizona (CRPE, 2024), school and school division leaders were interviewed to identify ways of scaling up successful school-based teacher recruitment practices across divisions and possibly states. The authors of the report stated that scaling up successful practices were rife with challenges including:

- Navigating both “big P” policies, such as state regulations and school board mandates, and “little p” policies, such as the informal but deeply rooted school and district-level procedures and practices.
- Adapting a model that worked in one or two pilot classrooms or schools to a much wider range of realities throughout the system.
- Navigating mistrust about what the new models imply for teachers and building open lines of communication up and down the system.
- Uprooting old assumptions about what the teaching role can be and breaking rule-following mindsets. (p.1)

The authors also indicated that success was possible, with concerted and sustained effort by school division and school-based leaders.

In the United Kingdom, Wilkins (2003) stated over 20 years ago that teacher retention was an issue to address the school ethos and student learning. The author was not addressing teacher shortages, specifically, rather that retention was part of school culture and that actions needed to be taken to ensure that everyone felt like they belonged. Wilkins (2003) makes the case for teacher retention to be the responsibility of Local Education Authorities (LEAs) in the UK. The author believed that teacher retention can be achieved by funding professional learning, by supporting teacher collaboration on topics of pupil learning and growth, and by managing workloads of teachers to distribute challenges and opportunities within school settings. The editorial is a call to action to support the retention of teachers from a governance perspective.

## Current Situation in Alberta

Growth in the student population has been evident over the past several years, although it has been uneven. Available public records indicate that the student population within

public, Separate, Francophone, and charter school authorities was 656,932 in 2016/17 (see [Alberta.ca student-population-statistics](#)) and 732,203 in 2024 (see Table 2, [Alberta.ca student-population-statistics](#)). This amounts to 11.5% growth over the past seven years.

In Alberta, the average teacher retirement age is 60 with 25 years of pensionable service, according to Alberta Teachers' Retirement Fund (2023) annual report. There are 42,617 active teacher members and there are 31,839 retired members. Given the student population growth, the ongoing need for teachers is evident. Teacher-education programs in Alberta have consistently graduated between 2064 and 2229 individuals with Bachelor of Education degrees from the school years of 2018/19 to 2022/23 (Government of Alberta, 2024). While the number of available teachers more than accounts for school authority growth, finding the most appropriate teacher for the defined positions remains a challenge. That is, a position vacancy that cannot be filled by a qualified teacher results in a shortage for that particular school authority.

The current Minister of Education was issued a Mandate Letter from the Premier of Alberta (Government of Alberta, 2023b). The letter provides high level priorities and initiatives for the Minister to achieve during their term. The Minister of Education's mandate letter outlines challenges associated with the perception that, "we are not doing enough to encourage Alberta students to pursue career paths with the most plentiful and lucrative employment opportunities. This is both hurting students and exacerbating our provincial labour shortage" (p.1). The role of k-12 education is clearly understood in this statement. One initiative stated that Minister should explore "...incentives to support the recruitment and retention of teachers, educational assistants and support staff in underserved areas of the province" (p.3). The implication is that school authorities across the province have a role to play with the Ministry to ensure that certificated teachers are appropriately placed and that students have every opportunity to achieve their goals.

## **Conclusion**

The situation regarding the recruitment and retention of teachers in Alberta requires some context and perspective to arrive at potential policies and practices that could make a difference to teacher employment and student learning success. This literature review highlights the Alberta context, historically and currently. It provides limited Canadian and global information about approaches that have been taken and some that appear to work in local school divisions. What is important to recognize is that beyond descriptive statistics about the number of teachers in the field and the number of teaching positions that remain unfilled due to the lack of applicants or qualified teachers, few recent studies address the topic of teacher recruitment and retention at the policy and practice level.

This study is intended to examine the current context of recruitment and retention of teachers in Alberta school authorities using a survey tool. School authorities have reported their needs through CASS and other venues with Alberta Education and have

indicated some difficulties with finding the most appropriate teachers for specific teaching positions. By gathering input from school authority leaders, especially those that are responsible for the recruitment and placement of teachers, perceived policies and practices that are effective for the recruitment and retention of teachers may emerge. Furthermore, that input provide concrete steps for school authorities and the Ministry.

The issue of recruitment and retention is complex and contextual (social, political, economic) as to why some locations, e.g., rural, are difficult to staff and why shortages of specific skills still exist. This study helps understand the current situation in Alberta and to identify helpful actions.

# Research Questions

Based upon the purposes outlined for this research study, the following questions guided the development of the Teacher and Principal Workforce Study.

**What are the current and future k-12 teacher workforce needs and trends in Alberta?**

**What are the recruitment and retention strategies used by school authorities to address teaching and leadership workforce needs? How effective are these strategies according to system leaders?**

These questions were important in relation to reported concerns raised by system education leaders in CASS. These questions were raised through the structure of Zone meetings and were then raised by the CASS Board of Directors to the chief executive officer. These concerns were relayed to the principal investigator. In addition, representatives of Alberta Education were also hearing concerns. This study was commissioned and the principal investigator along with representatives from Alberta Education, Teacher and Leadership Certification Branch worked together to refine the questions and develop the research methods to gather the necessary data. This group worked together to analyze and report the information.

## Applied Research

The aim of this study is to describe the current context of school authorities in relation to the recruitment and retention of teachers and education leaders. The intent is to conduct a practical and applied study. As Jacobsen (2014) stated, "applied research focuses on pragmatic needs and issues in education and is carried out in authentic "field" settings and contexts, often using mixed methods and qualitative designs" (p.3). Connected with the practical and applied approach, another intent is to engage the participation of system education leaders and to identify potential changes that can be made at the administrative school authority level to enhance quality recruitment and retention of teachers and school leaders. Given the findings of this study, system education leaders may consider policy and procedural shifts to support their education workforce planning.

# Methodology

This study was influenced by a pragmatic orientation (DeCuir-Gunby & Schutz, 2017) and is primarily descriptive. Pragmatic, in that system education leaders were asked to reflect and respond to a series of questions regarding the education workforce situation in the school authority and identifying concrete actions and the rationale for such actions. Researchers asked system education leaders directly about recruiting and retaining of teachers and school leaders. System leaders were asked about what they saw as trends regarding how many teachers and school-based administrators were leaving the district over time. They were asked to comment on their understanding of the rationale for leaving the school authority, as well as identify strategies, including those that were most and least effective, they used to recruit and retain teachers and school-based administrators.

A survey approach was deemed to be most appropriate for gathering information from a wide range of school authorities. The final survey was prepared and is found in Appendix 1.

The following steps were taken to prepare, collect and analyze the data:

- Defined the scope of the research
- Refined the research questions
- Developed a survey to gather quantitative and qualitative data
- Tested the questions with three school authorities
- Refined the survey and invited 86 school authorities to participate (through the chief superintendents/superintendents)
- The survey tool was built using Microsoft Forms
- The invited school authorities included public, Separate, Francophone and charter schools
- 54 school authorities responded, representing 73% of Alberta's student population
- Responses were collected and analyzed by the CASS and Alberta Education investigators

The survey results were collected and prepared for analysis. Identifying information was removed from the analyzed data. Quantitative data components were identified and analyzed, and data were represented in figures found in Part A of the Findings section. Qualitative responses were reviewed for content and thematized into sub-themes and

then aggregated into grand themes. Data frequency was determined by unique answers from each survey respondent. If a respondent had duplicate answers for the same survey question, the duplicates were not included in the frequency count. The analysis is represented as tables and figures in Part B of the Findings section.

## Limitations

The research study represents survey findings. Those findings are an aggregation of statistical data and text analysis responses. Any considerations for reflection or practice that emerge from the findings are tentative and are not generalizable across school authorities in Alberta. The local social, political, geographical, and economic contexts impact the success or application of any policies or practices that emerge from the reading of this report.

Survey data are limited according to the level of detail provided by responses. In some cases, survey respondents did not answer questions, leaving gaps in some of the data to analyze. To address those gaps, a future study may consider follow-up interviews with selected respondents so they may elaborate on their survey response.

# Findings

## Part A

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## Method

Survey responses were analyzed according to quantitative or qualitative questions. This section describes the quantitative analysis of survey questions 7-26, 28, 30, 32 and 33.

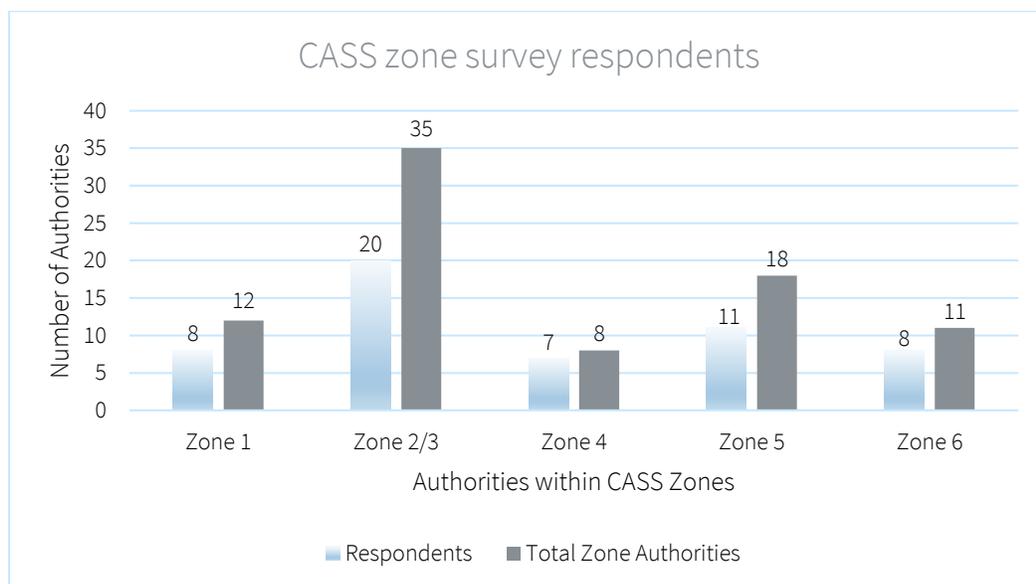
## Data Cleaning

All questions and responses were reviewed. Responses that were blank or marked with NA were considered blank and quantified in that way. For the questions that had a drop-down choice of “Data not available”, blank responses were counted as “Data not available”, as it was assumed that if the data were available, respondents would have provided the information.

## Analysis

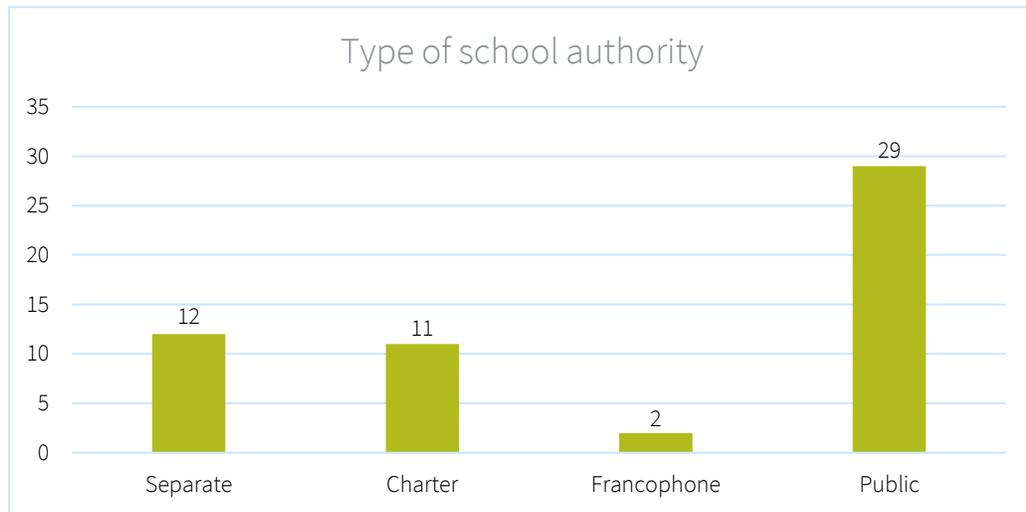
Descriptive statistics were used to quantify responses and represent the information. A brief explanation is provided with each figure.

Figure A1. CASS zone survey respondents



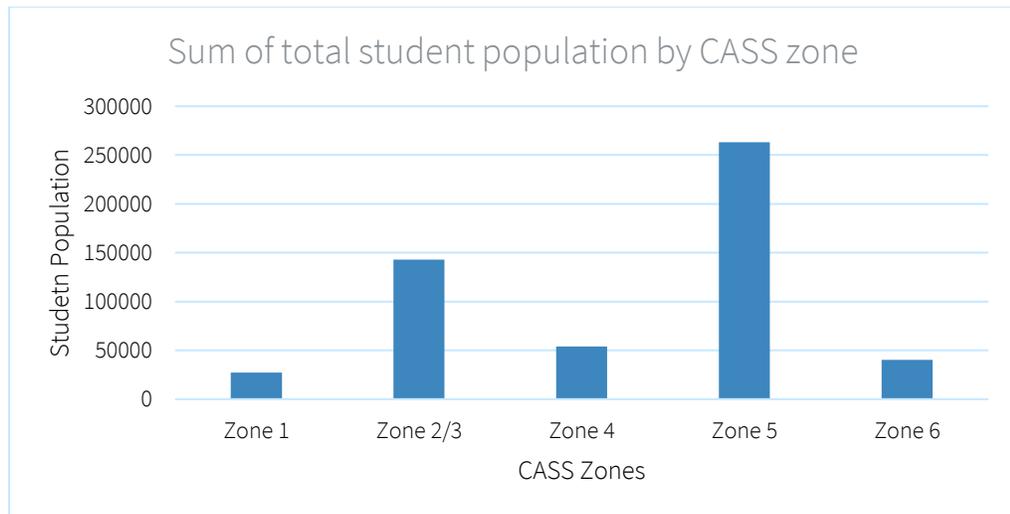
In total, 54 of 86 (or 63% of the total invited), school authorities across Alberta participated in the survey. Figure A1 compares the number of respondents with the number of school authorities represented in each CASS Zone.

**Figure A2. Type of school authorities responding to survey**



The figure shows the respondents to the survey by type of school authority. Total respondents are 54.

**Figure A3. Sum of student population by zone**



The figure represents the total number of students enrolled in participating school authorities. The total student population represented is 527,381 out of 732,203, which is 72% of the total student population (January 2024, see Table 2, [Alberta.ca student-population-statistics](#)) of invited survey participants.

**Figure A4. Percentage of classroom teachers within 5 years of retirement**

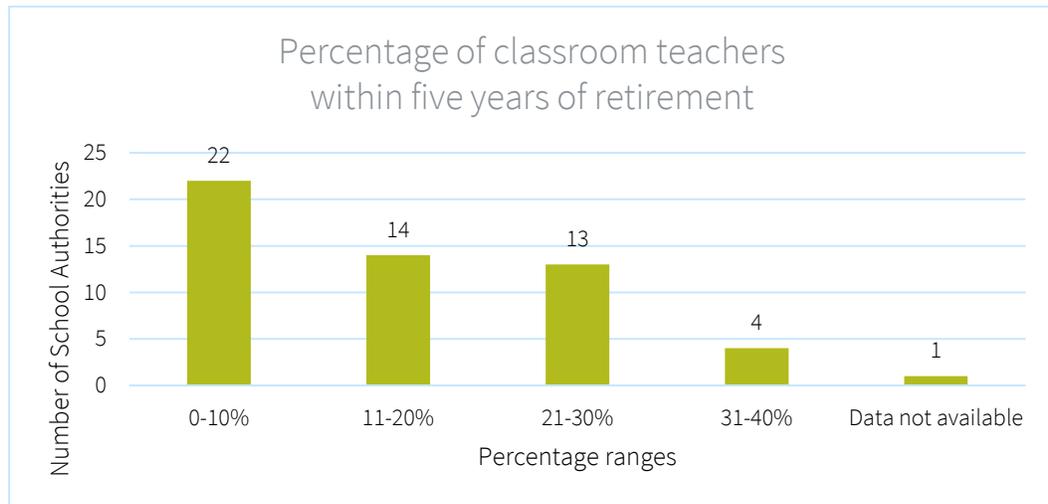


Figure A4 shows the percentage of classroom teachers that are eligible for retirement within the next five years. Of note, the four school authorities that indicate a relatively high number of potential retirees (31 - 40%) are school divisions with a student population ranging from 2350 to 5900 students. This indicates that some of the smaller school authorities have a greater number of potential retirees than other school authorities, indicating perhaps, an older teacher population. The figure also shows that slightly less than half of the respondents will lose between 0-10% of their teaching workforce in the next five years.

**Figure A5. Percentage of school-based administrators within 5 years of retirement**

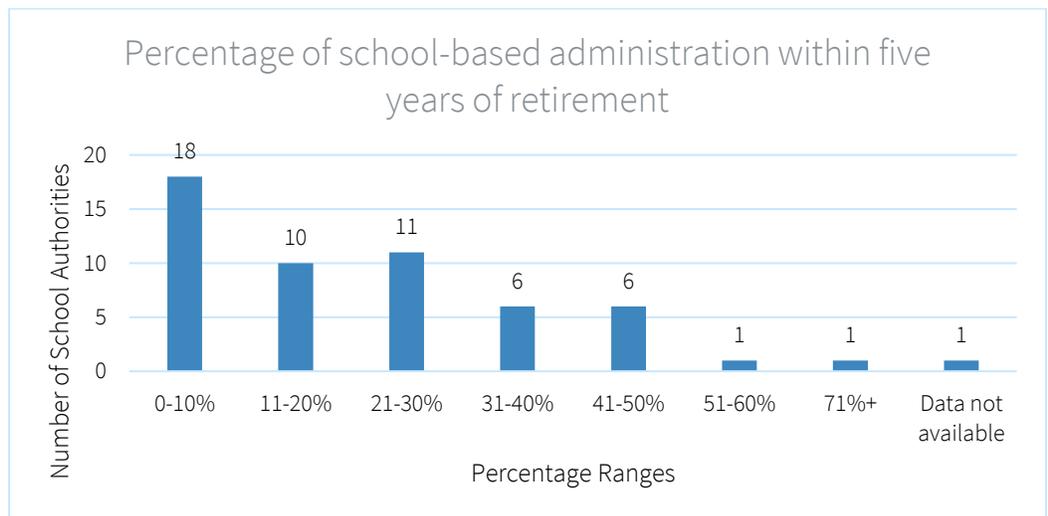


Figure A5 shows the number of school authorities that identify the percentage of school-based administrators who are within 5 years of retirement. When compared to teachers'

retirement rates, the school-based principals and assistant principals tend to be higher. This can be attributed to the fact that school-based administrators tend to have more experience and may be slightly older than the average teacher population.

**Figure A6. Percentage of central office educational leaders within 5 years of retirement**

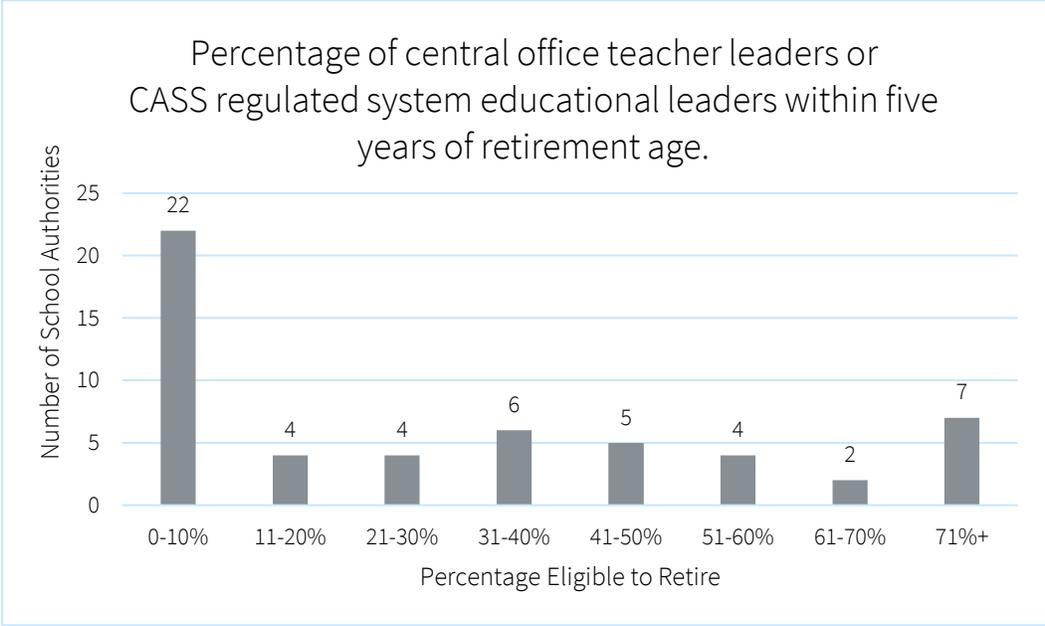


Figure A6 shows the number of school authorities that identify the percentage of central office teacher leaders or CASS regulated system educational leaders who are within five years of retirement. As in Figure A5, central office leaders tend to have more experience and may be older than the average teacher population.

**Figure A7. Percentage of teachers who left over 5 years**

NB – The school years in the figure indicate the ending year of a school year. For example, 2018-2019 is represented as 2019, as the data was collected and reported for the year ending 2019. This process has been used where school years have been identified in figures and tables.

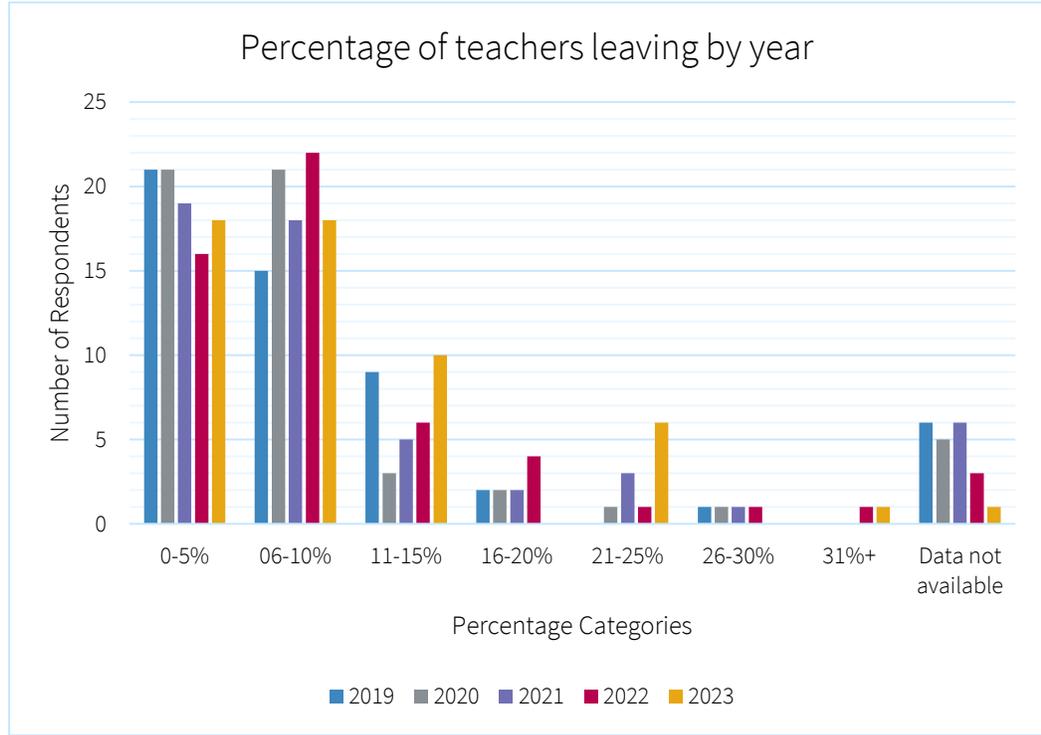


Figure A7 represents the number of school authorities which had a percentage of teachers leaving (for any reason) by year from 2019 – 2023. For between 16 and 21 school authorities, they had between 0 – 5% of teachers leaving over the five-year period. During that same period, there was a slight increase in the number of school authorities that had between 6 – 10% of teachers leaving. Ten school authorities had up to 15% of their teaching workforce leave the school authority in 2023 and six school authorities had up to 1/4 of their teacher workforce leave that year. There were several school authorities that indicated that they did not have data available over the five years, although that number with no data available declined over the five years.

Figure A8. School-based administrators who left over 5 years

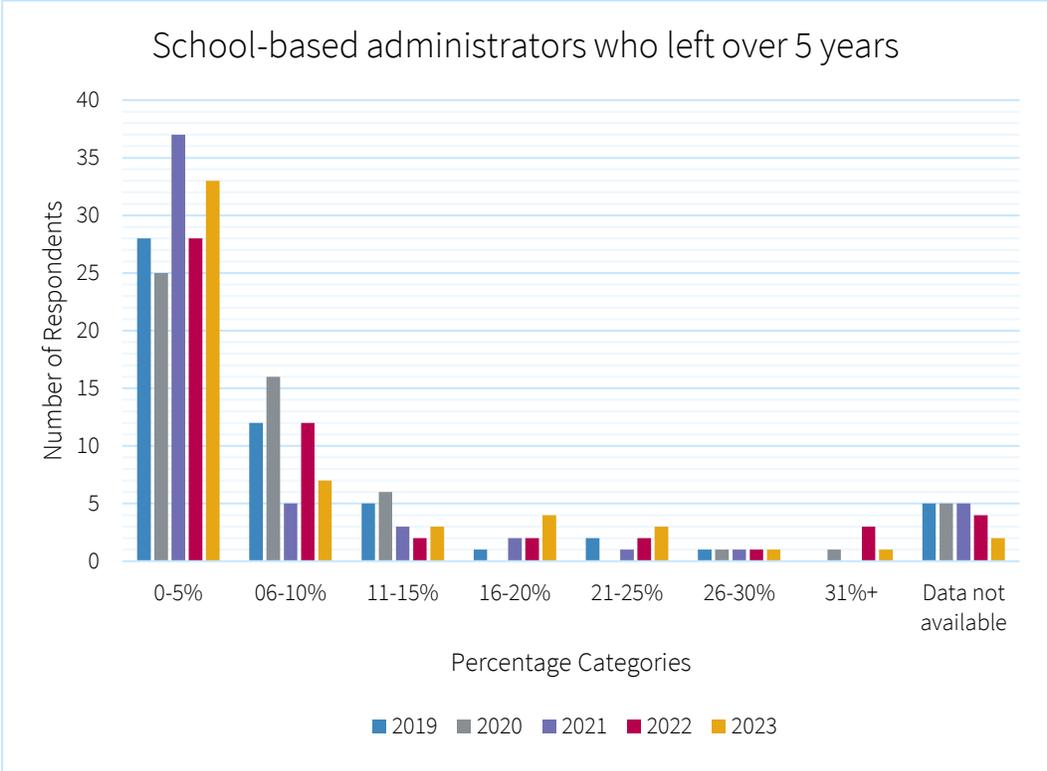
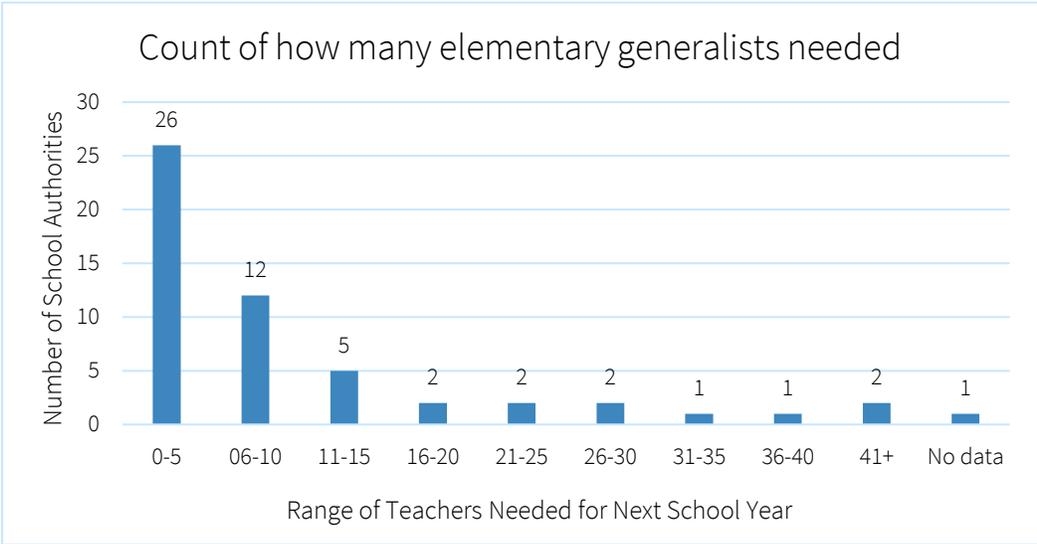


Figure A8 shows data related to school principals and assistant principals leaving the school authority over five years. The title of the figure refers to school principals and assistant principals as school-based administrators. While the title may include other teacher administrators, school authorities were asked to identify principals and assistant principals in their data.

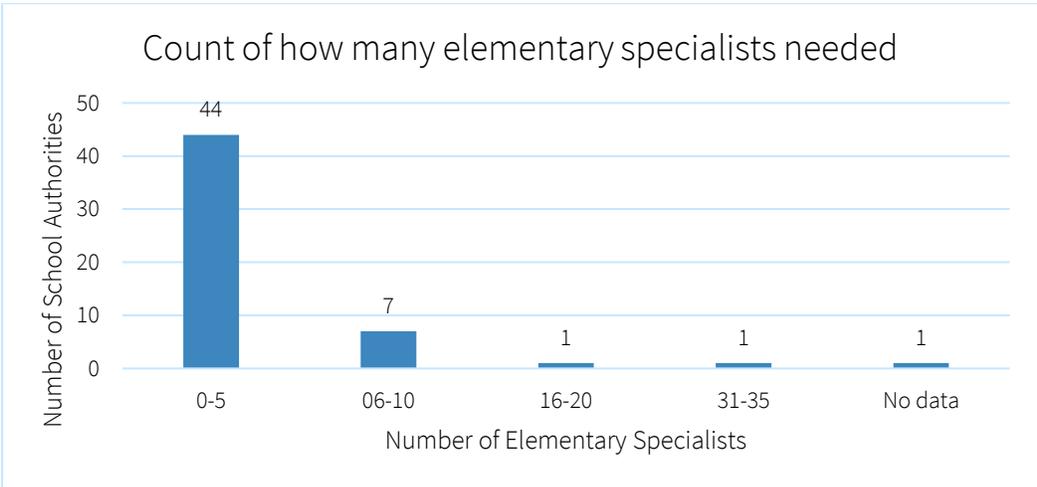
The largest number of school authorities, between 25 and 37, indicated that between 0 – 5% of school-based administrators left the school authority over the five-year period. The percentage range of 6-10% of school-based administrators leaving over the five-year period declined from 2020 to 2023.

**Figure A9. Count of elementary generalists required next year**



Respondents to the survey were asked to identify the possible number of elementary generalist teachers they might be hiring for the coming school year (2024-25). Figure A9 shows that almost half of the respondents were looking for 0 – 5 elementary generalist teachers for the coming year. A few respondents indicated that the timing of the survey made it difficult to predict what they needed because they were dependent upon the number of teachers that would retire, the actual enrolment of students, and budget projections.

**Figure A10.Count of elementary specialist teachers needed for 2024-25**



Survey respondents were asked to identify if any specialist elementary school teachers were needed for the upcoming school year. Figure A10 shows that the majority (44) of the

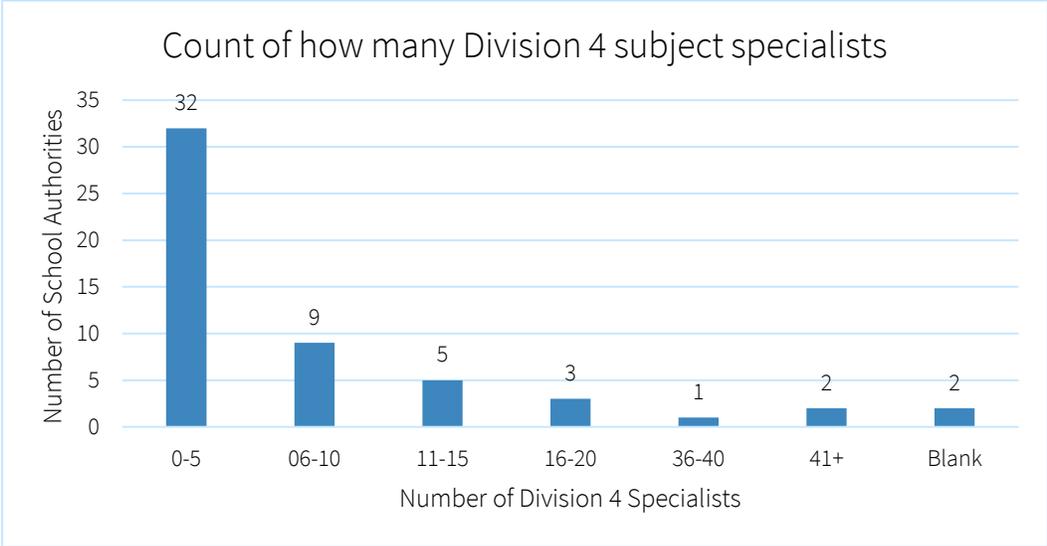
school authorities responding were planning to hire between 0-5 of these educators. The surveyed were asked to specify the specialists needed at the elementary level and the most pressing needs were for French immersion and music teachers. Other specified needs, although mentioned much less, were for literacy and numeracy specialists, inclusive education specialists, and teachers of languages other than French or English.

**Figure A11. Count of Division 3 subject specialists needed for 2024-25**



Survey respondents were asked to identify if any Division 3 (Grades 7-9) school teachers were needed for the upcoming school year. At Division 3, teachers usually identify areas of subject specialization. Figure A11 shows that the majority (39) of the school authorities responding were planning to hire between 0-5 of these educators. The respondents indicated that they seek generalist teachers for Junior High, however, there is a demand for specialists in certain areas. French Immersion, Career and Technology Studies (CTS), and music (specifically band) are high-need areas across multiple divisions. Some authorities indicated a preference for teachers with expertise in specific subject pairings, such as math and science or Spanish and humanities. Some authorities indicated needs for specialized programming based on student interest and teacher expertise, with the occasional mention of CTS structured around specific trades like welding, woodworking, and cosmetology.

Figure A12. Count of Division 4 subject specialists needed



Survey respondents were asked to identify if any Division 4 (Grades 10-12) school teachers were needed for the upcoming school year. At Division 4, teachers and school authorities identify areas of subject specialization. Figure A12 shows that the majority (32) of the school authorities responding were planning to hire between 0-5 of these educators. As survey respondents specified what they were looking for, they highlighted the demand for teachers in Career and Technology Studies (CTS). Specifically, areas like mechanics, construction, cosmetology, robotics, and computer science were frequently mentioned. Beyond CTS, there was also a notable need for math, science, and French Immersion teachers, suggesting these subjects are a high priority. Respondents also indicated that for some of the smaller schools they were seeking teachers qualified to teach multiple subjects, rather than specialists.

**Figure A13. Inclusive and special education teachers needed by number of school authorities**

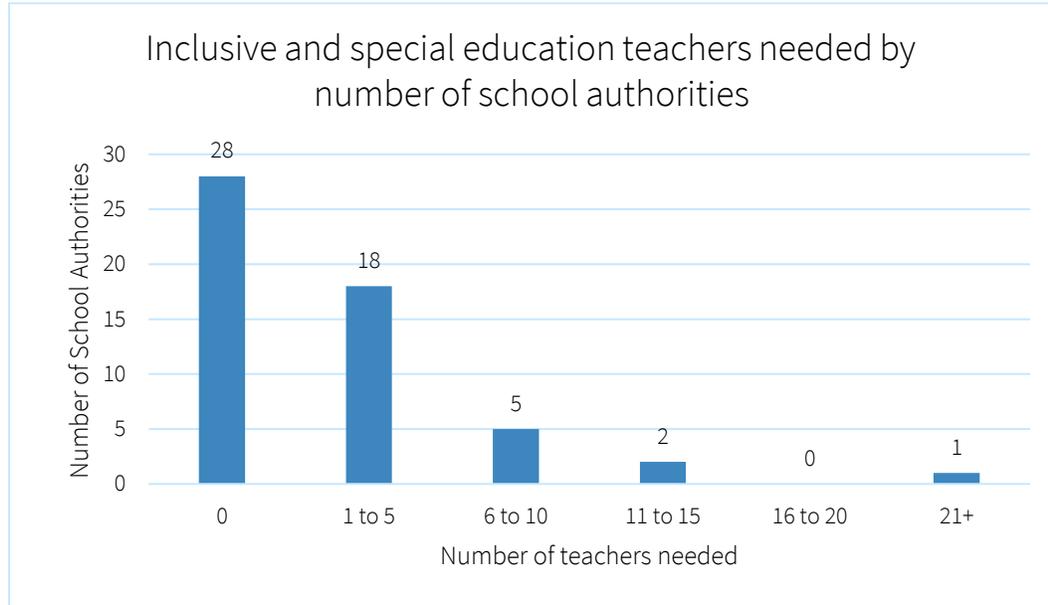


Figure A13 represents the number of inclusive education and special education teachers needed for the upcoming school year. Of note, 28 school authorities are shown to not require inclusive or special education teachers. This includes those school authorities that indicated they had no need of special education teachers, and it also includes those school authorities that did not indicate a clear number of teachers wished for or needed for the school year. Ten of the 28 school authorities did not respond or did not give a clear indication of what their needs were. Two school authorities identified specialist needs, but certificated teachers were not required for these positions, such as speech language pathologists or psychologists.

Some survey respondents indicated a demand for Learning Support Teachers and Inclusive Education Specialists, with many authorities emphasizing the challenges of attracting experienced professionals. Respondents raised the growing need for educators equipped to support students with diverse learning profiles, including those with autism, behavioral challenges, deaf and hard of hearing, and cognitive delays. Notably, there is a demand for professionals fluent in American Sign Language.

The next figures represent questions 27, 29, 31, and 32 of the survey. Respondents were asked to identify their anticipated needs for September 2024. The input was analyzed and is represented in Figures A14 and A15.

Figure A14. Anticipated subjects and specialization across all divisions for 2024

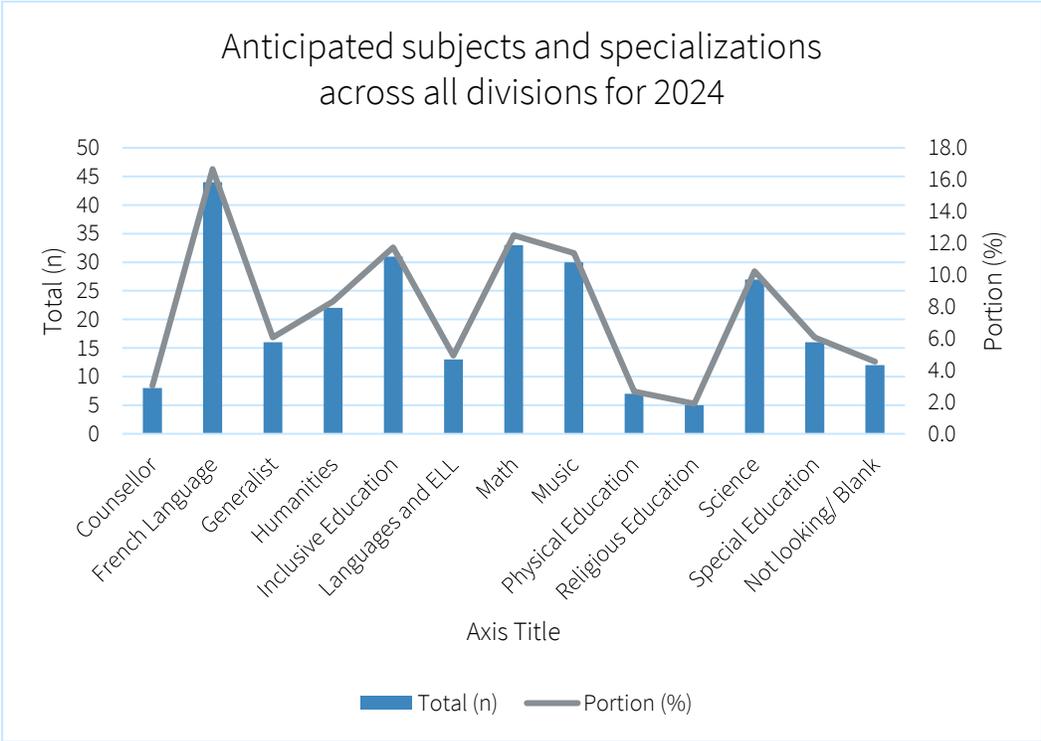
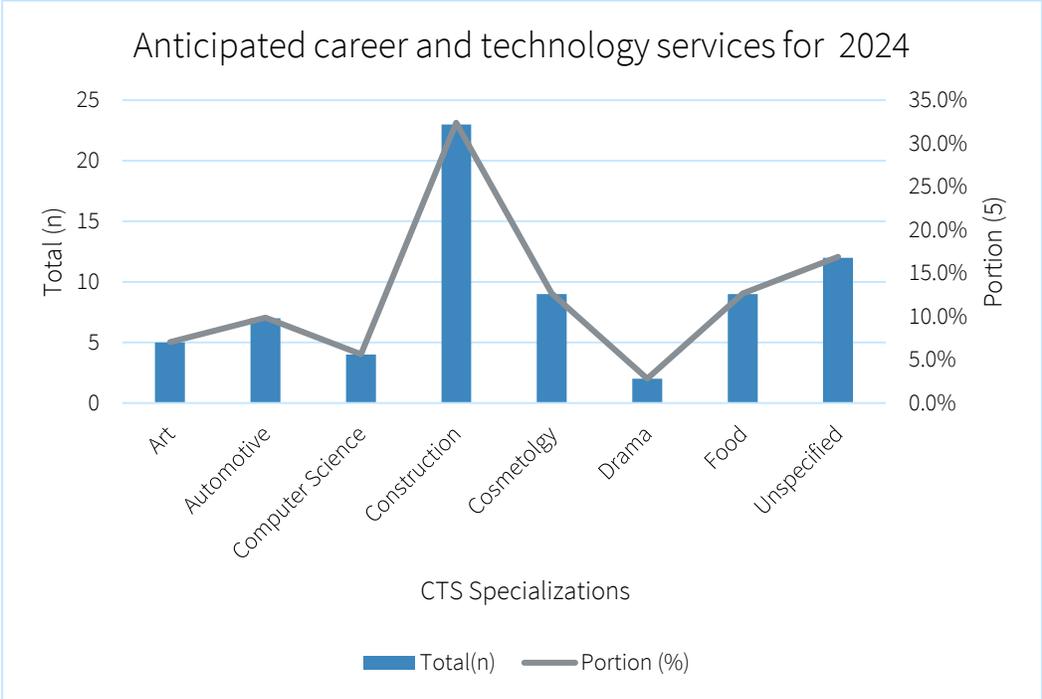


Figure A14 represents categories of subjects and specialization needed across **all divisions**, as identified by the respondents. **The numbers do not reflect actual teaching positions**, rather they represent how often the term was used in response to questions 27, 29, 31, and 32 of the survey. The most common is that of French language instruction (16.7%, n=44), which includes French immersion and French as a second language teachers. The next most mentioned need is Math (12.5%, n=33), followed by Inclusive Education (11.7%, n=31), Music (11.4%, n=30), Science (10.2%, n=27), and Humanities (8.3%, n=22). The remaining identified needs are shown.

Figure A15. Anticipated career and technology services for 2024



Career and Technology Services (CTS) is separated from the previous figure because it relates only to Divisions 3 and 4. The most mentioned type of CTS teacher was construction (32.4%, n=23), which includes construction, woodwork, fabrication, and welding. Unspecified (16.9%, n=12) was the next most mentioned, followed by Food (12.7%, n=9) and Cosmetology (12.7%, n=9). The figure shows some of the range of services anticipated.

## Part B

### **CASS TEACHER AND PRINCIPAL WORKFORCE SURVEY**

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## ***Method***

Survey responses were analyzed according to quantitative or qualitative questions. This section describes the qualitative analysis of survey questions 36-54.

## ***Data Cleaning***

Prior to analysis, all responses were reviewed according to their corresponding question. If there were any mismatches between the response and the question, that response was deemed “Not Applicable” and was removed from analysis. Out of all responses, there was a total of five mismatches (e.g., Question 44, 46, 50 with response from school authority 7; Question 53 with response from school authority 33; with response from school authority 8). (Note: School authority numbers are pseudonyms.)

## ***Analysis***

All remaining responses were reviewed for content and thematized into sub-themes and then aggregated into grand themes. Data frequency was determined by unique answers from each survey respondent. If a respondent had duplicate answers for the same survey question, the duplicates were not included in the frequency count.

The number of blank responses were calculated to provide further understanding of sample size per question.

## RESULTS

The results are divided into two sections: recruitment and retention. Each section is then sub-divided into three areas: (1) teachers, (2) school leaders, and (3) a comparison of results between teachers and school leaders.

**Table 1. Analytical framework of survey questions. Corresponding responses were analyzed**

RECRUITMENT	RETENTION
<b>ACTIONS</b>	
<p>Q36. (Teachers) What actions have you taken to recruit teachers for your school authority since 2018? Please describe your recruitment actions in detail.</p> <p>Q40. (School leaders) What actions have you taken to recruit school-based principals (including assistant or vice principals) for your school authority since 2018? Please describe your recruitment actions in detail.</p>	<p>Q44. (Teachers) What actions have you taken to retain classroom teachers in your school authority over the past five years? Please describe in detail the actions you have taken (e.g., induction program, mentorship program, contract signing incentive, rent free or low-cost housing for a year, returning incentive...)</p> <p>Q48. (School leaders) What actions have you taken to retain school-based principals (include assistant or vice principals) in your school authority over the past five years? Please describe in detail the actions you have taken (e.g., school leadership induction program, mentorship program, ...)</p>
<b>MOST EFFECTIVE</b>	
<p>Q38. (Teachers) Which of these actions were the most effective for recruiting teachers?</p> <p>Q42. (School leaders) Which of these actions were the most effective for recruiting principals (include assistant or vice principals)?</p>	<p>Q46. (Teachers) Which of these actions (from question 44) were most effective?</p> <p>Q50. (School leaders) Which of these actions were most effective for retaining school-based principals (including assistant or vice principals)?</p>
<b>LEAST EFFECTIVE</b>	
<p>Q39. (Teachers) Which of these actions were least effective for recruiting teachers?</p> <p>Q43. (School leaders) Which of these actions were least effective for recruiting principals (include assistant or vice principals)?</p>	<p>Q47. (Teachers) Which questions (from question 44) were least effective?</p> <p>Q51. (School leaders) Which actions were least effective for retaining school-based principals (including assistant or vice principals)?</p>

RATIONALE FOR STRATEGIES	
Q37. (Teachers) What are the reasons you have taken these actions to recruit teachers?	Q45. (Teachers) What are the reasons for choosing these actions to retain teachers?
Q41. (School leaders) What are the reasons you have taken these actions to recruit principals (include assistant or vice principals)?	Q49. (School leaders) What are the reasons for choosing these actions to retain school-based principals (including assistant or vice principals)?
OTHER RECRUITMENT AND RETENTION STRATEGIES	
Q53. (Teachers) What additional actions or strategies that you have not already mentioned would you recommend to other system education school leaders regarding teacher recruitment and retention?	
Q54. (School leaders) What additional actions or strategies that you have not already mentioned would you recommend regarding principal (including assistant and vice principals) recruitment and retention?	
ATTRITION	
Q52. (Teachers) Considering classroom teacher attrition rates since 2018, what are the primary reasons teachers give for leaving the school authority? Be as specific as possible (e.g., retirement, moving to a new location, etc.)	

## RESULTS – Recruitment

This section examines recruitment for teachers and school leaders in terms of: frequency of recruiting actions, most effective recruiting actions, least effective recruiting actions, and rationale of recruiting actions. Afterwards, there is a comparison between teachers and school leaders, and a summary of results for recruitment.

### Results – Recruitment: (1) Teachers

All responses were reviewed for content and thematized. There were two groups of themes: sub-themes and grand themes. The sub-themes were aggregated into grand themes (see Table 7). Grand themes were examined for their frequency. Overall, there were seven grand themes (in descending order of frequency): advertising (64.2%, n=102), benefits (18.9%, n=30), pre-teacher (10.7%, n=17), certificate (1.9%, n=3), hiring (1.9%, n=3), other teachers (1.9%, n=3), and more effort (0.6%, n=1).

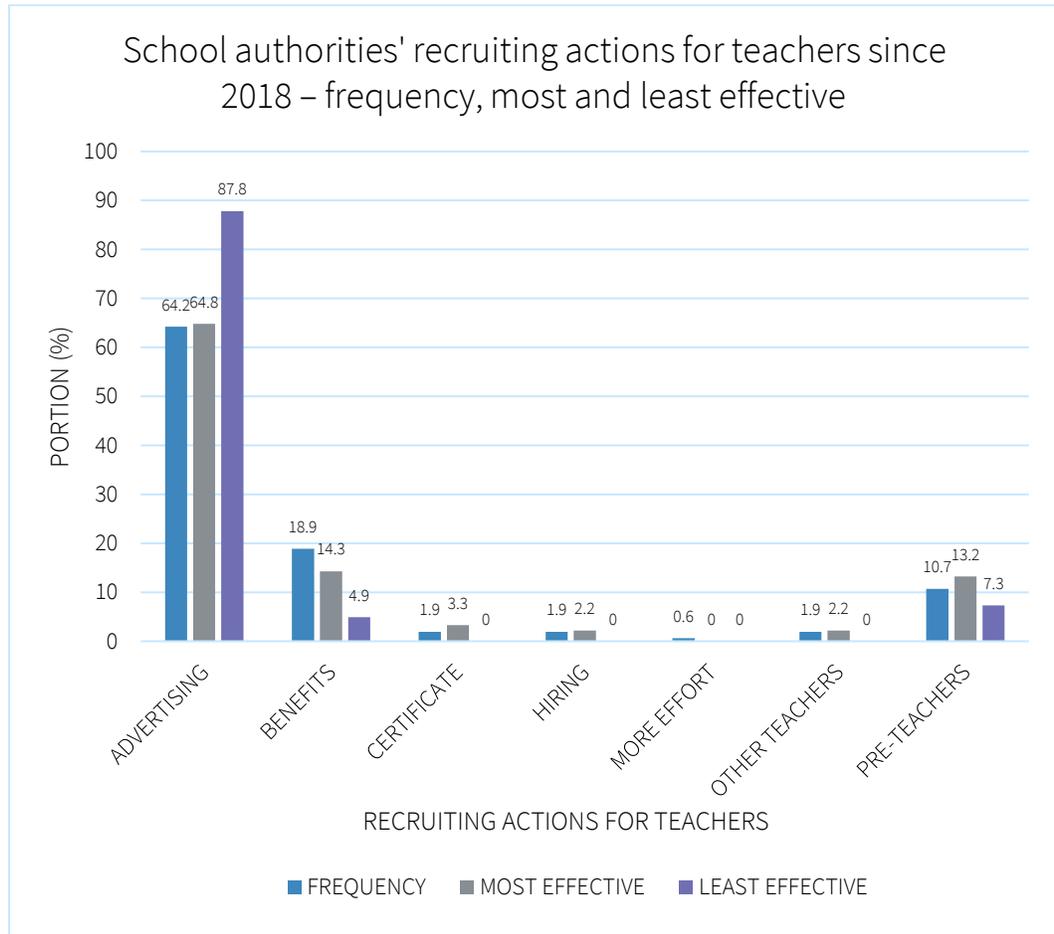
Respondents were also asked to identify the most and least effective recruiting actions since 2018. A summary of school authorities' recruiting actions for teachers since 2018 is summarized in Table 2 and Figure 1. The most effective recruiting actions are (in descending order): advertising (64.8%, n=59), benefits (14.3%, n=13), pre-teacher (13.2%, n=12), certificate (3.3%, n=3), hiring (2.2%, n=2), other teachers (2.2%, n=2), and more

effort (0). The least effective recruiting actions are (from greatest to lowest frequency): advertising (87.8%, n=36), pre-teacher (7.3%, n=3), and benefits (4.9%, n=2) (remaining themes of certificate, hiring, more effort, and other teachers had 0% effectiveness). Interestingly, the grand theme of advertising was both the most and least effective recruiting strategy for teachers.

**Table 2. A summary of school authorities' recruiting actions for teachers since 2018 in terms of frequency, most and least effective**

RECRUITING ACTIONS FOR TEACHERS (Portion of Responses – % (n))			
GRAND THEME	FREQUENCY	MOST EFFECTIVE	LEAST EFFECTIVE
Advertising	64.2% (102)	64.8% (59)	87.8% (36)
Benefits	18.9% (30)	14.3% (13)	4.9% (2)
Certificate	1.9% (3)	3.3% (3)	0
Hiring	1.9% (3)	2.2% (2)	0
More Effort	0.6% (1)	0	0
Other Teachers	1.9% (3)	2.2% (2)	0
Pre-Teacher	10.7% (17)	13.2% (12)	7.3% (3)
<b>TOTAL</b>	<b>100% (159)</b>	<b>100% (91)</b>	<b>100% (41)</b>
Blank (no response)	0	13.0% (7)	18.5% (10)

**Figure B1. School authorities' recruiting actions for teachers since 2018 in terms of frequency, most and least effective**



To further examine how advertising could simultaneously be the most and least effective recruiting strategy, its sub-themes were examined (see Table 3). Interestingly, there were some commonalities. As an example, the most and least effective recruiting action sub-theme for teachers was job fair. Another sub-theme with similar portions as least and most effective was website. To look further, individual responses were examined. While there were differences, there were still some similarities. For instance, common sub-theme recruiting actions that were identified by some school authorities as the most effective and identified by other school authorities as the least effective are: job fairs (at Edmonton, Calgary, University of Alberta, University of Calgary, University of Lethbridge, outside local area, other cities, Canada); and websites (Apply to Education, Education Canada, careers webpage, career sites) (see highlighted areas in Table 3). Why some school authorities would identify those examples as the most effective while others identify the same example as the least effective may be partially due to market competition. For example, multiple school authorities may attend the University of

Alberta job fair. However, not all school authorities will have an equal experience at that job fair. Some may be able to hire many BEd graduates while other school authorities may not hire any BEd graduates. Therefore, the University of Alberta job fair may be described as simultaneously good and bad across all school authorities who attended. There may be other reasons as to how advertising is both the most and least effective recruiting action, but further analysis is beyond the scope of current results.

**Table 3. Comparison of the most and least effective sub-themes of the teacher recruitment action, “advertising”, since 2018**

ADVERTISING AS RECRUITING ACTION FOR TEACHERS – % (n)		
SUB-THEME	MOST EFFECTIVE	LEAST EFFECTIVE
Job Fair	28.8% (17) Local career fair In-person career fairs not in Edmonton or Calgary Meeting candidates at career fairs with follow up interviews to be on the substitute roster before they graduate Education specific fairs University of Alberta career fair University of Calgary career fair University of Lethbridge career fair Concordia Career Fair Red Deer Polytechnic Career Fair Burman University Career Fair Alberta career fairs Canada career fairs In-person recruitment fairs	50% (18) Recruitment fairs outside Grande Prairie Virtual or online career fairs Edmonton career fairs Calgary career fairs Career fairs far from divisional geographic location Out of province career fairs University of Alberta Education Night University of Alberta career fair University of Calgary career fair University of Lethbridge career fair Career fairs in southern Alberta Expensive career fairs Career fairs outside local area Career fairs in other cities
Website	22% (13) Division site Apply to education Education Canada Post-secondary institution job boards Careers webpage Job board postings	19.4% (7) Canadian websites Apply to education Education Canada Job bank Indeed Career sites
Social Media	5.1% (3)	11.1% (4)
Post-Secondary Institutions	6.8% (4)	2.8% (1)
Personal	23.7% (14)	2.8% (1)

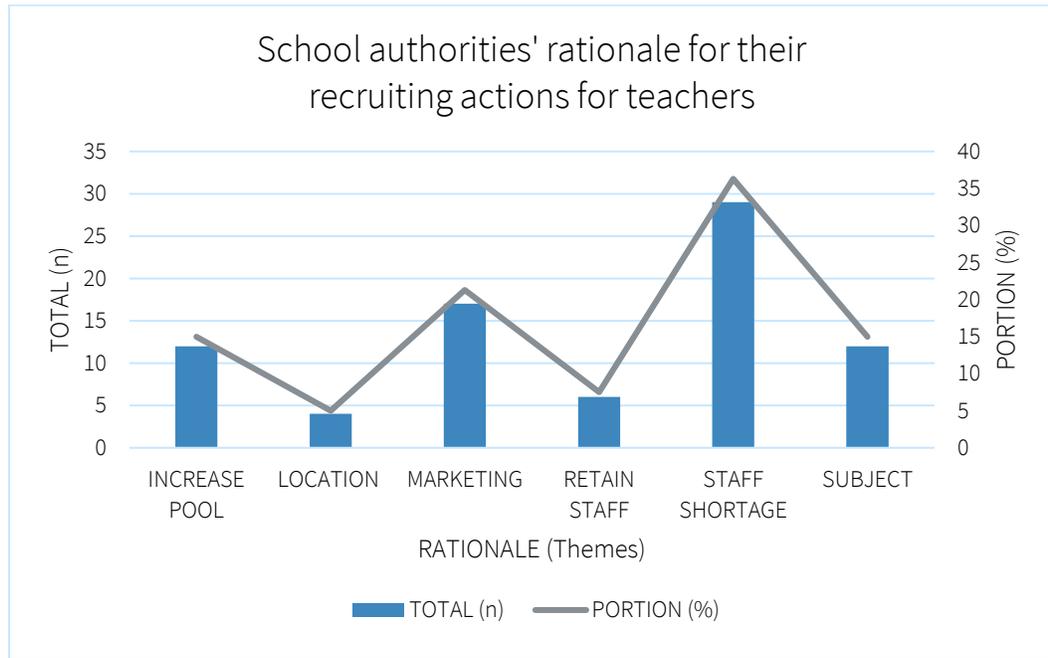
Marketing	10.2% (6)	13.9% (5)
GoA Program	3.4% (2)	0
<b>TOTAL</b>	<b>100% (91)</b>	<b>100% (41)</b>

To gain a deeper understanding of why school authorities used those particular recruiting actions, they were asked to provide a rationale for their recruitment of teachers. Responses were aggregated into six grand themes (in decreasing order) (see Table 4 and Figure B2): staff shortage (36.3%, n=29), marketing (21.3%, n=17), increase pool (15%, n=12), subject (15%, n=12), retain staff (7.5%, n=6), and location (5%, n=4). (For further details on the themes, see Table 10). From the responses, more than half of the rationale themes for why school authorities recruit teachers are due to staff shortages and marketing the school division. Cumulatively, those results may suggest current or impending staff shortages, that is, the top two rationale themes for recruiting teachers are due to staff shortages and marketing the division (possibly in the hopes of attracting more teacher applicants).

**Table 4. Summary (by theme) of school authorities' rationale for their recruiting actions for teachers.**

RATIONALE (Theme)	TOTAL (n)	PORTION (%)
Increase Pool	12	15%
Location	4	5%
Marketing	17	21.3%
Retain Staff	6	7.5%
Staff Shortage	29	36.3%
Subject	12	15%
<b>TOTAL</b>	<b>80</b>	<b>100.1%</b>
Blank (no response)	1	1.9%

**Figure B2.** School authorities' rationale for their recruiting actions for teachers



**Results – Recruitment: (2) School leaders**

Responses concerning school leaders were analyzed in the same way as responses for teachers. That is, all responses were thematized into sub-themes and then aggregated into grand themes (see Table 7). The frequencies of grand themes were calculated (in descending order): advertising (49.1%, n=53), benefits (37%, n=40), hiring (13%, n=14), more effort (0.9%, n=1), while certificate, other teachers, and pre-teachers had zero frequency (see Table 5).

Another similarity to teacher analysis is that respondents were asked to identify the most and least effective recruiting strategy for school leaders. The most effective strategies for recruiting school leaders are (in descending order): benefits (68.4%, n=65), advertising (21.1%, n=20), hiring (7.4%, n=7), pre-teachers (2.1%, n=2), other teachers (1.1%, n=1), and the remaining themes of certificate and more effort had zero frequency (see Table 5). In contrast, the least effective strategies for recruiting school leaders are (from greatest to lowest frequency): advertising (68%, n=17), certificate (24%, n=6), hiring (4%, n=1), pre-teachers (4%, n=1), while the remaining themes of benefits, more effort, and other teachers had zero frequency (see Table 5). For a visual summary of school authorities' recruiting actions for school leaders, see Figure B3.

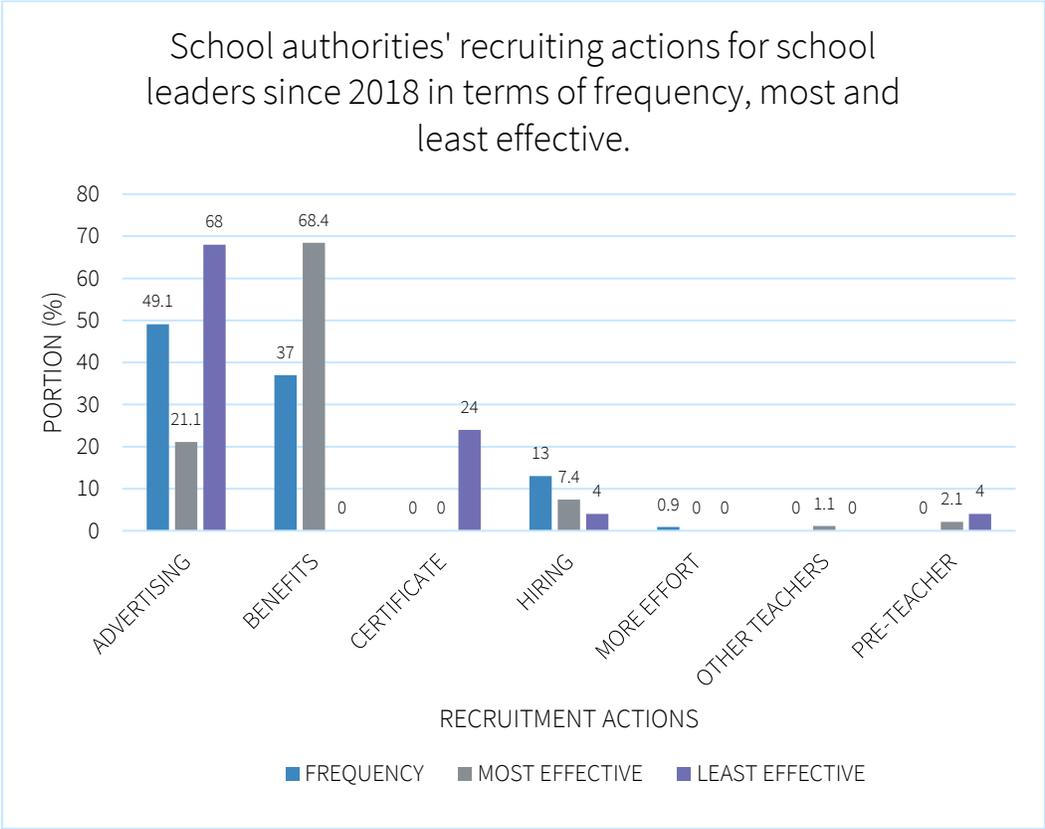
With respect to recruiting strategies for school leaders, the most and least effective recruiting strategy was advertising (see Table 5). Those results would suggest that

advertising school leadership positions may not be a recommended strategy but emphasizing the benefits of school leadership may be more helpful towards recruitment.

**Table 5. A summary of school authorities' recruiting actions for school leaders since 2018 in terms of frequency, most and least effective**

RECRUITING ACTIONS FOR LEADERS – Portion of Responses % (n)			
GRAND THEME	FREQUENCY	MOST EFFECTIVE	LEAST EFFECTIVE
Advertising	49.1% (53)	21.1% (20)	68% (17)
Benefits	37% (40)	68.4% (65)	0
Certificate	0	0	24% (6)
Hiring	13% (14)	7.4% (7)	4% (1)
More Effort	0.9% (1)	0	0
Other Teachers	0	1.1% (1)	0
Pre-Teacher	0	2.1% (2)	4% (1)
<b>TOTAL</b>	<b>100% (108)</b>	<b>100% (95)</b>	<b>100% (25)</b>
Blank (no response) (n=54)	1.9% (1)	14.8% (8)	37.0% (20)

**Figure B3. School authorities' recruiting actions for school leaders since 2018 in terms of frequency, most and least effective**

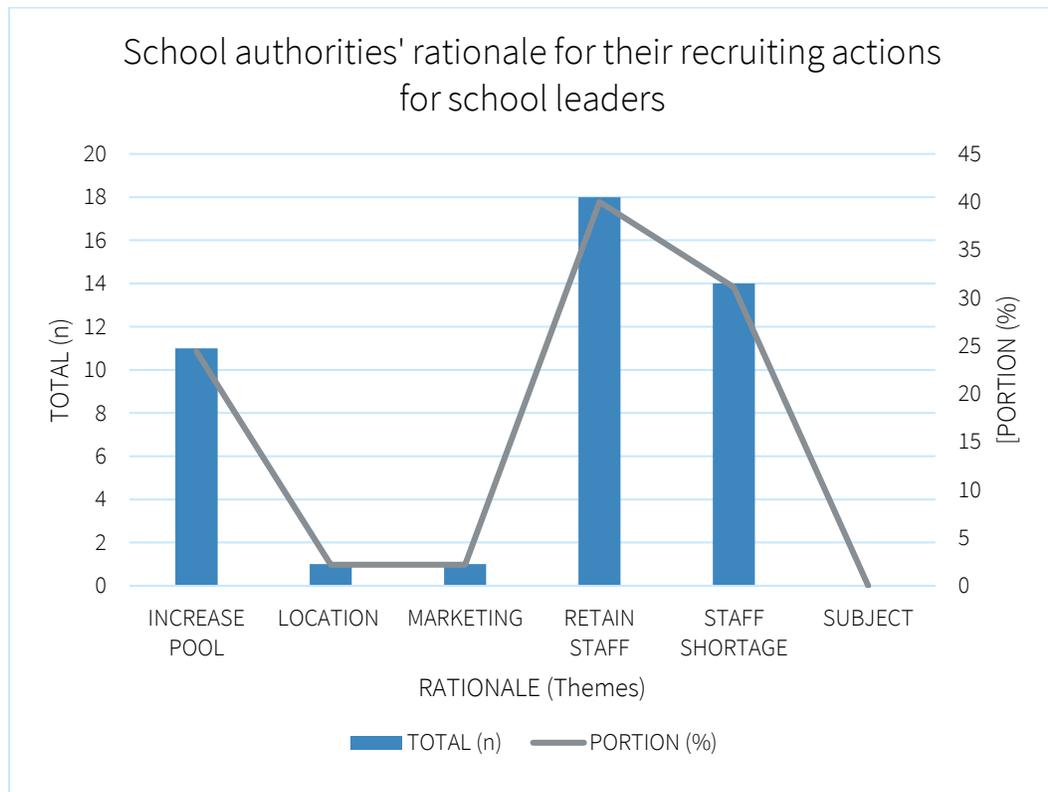


To remain consistent with the analysis for teachers, respondents were also asked to provide a rationale for their recruiting actions for school leaders. Responses were aggregated into the same grand themes as teachers (in decreasing order) (see Table 6 and Figure B4): retain staff (40%, n=18), staff shortage (31.1%, n=14), increase pool (24.4%, n=11), location (2.2%, n=1), marketing (2.2%, n=1), and subject had zero frequency, (For further details on the themes, see Table 10.) The top three reasons (retain staff, staff shortage, and increase pool) account for 95.5% of school authorities' rationale for recruiting school leaders. All those reasons relate to staff numbers and that may represent shortages at the school leader level.

**Table 6. Summary (by theme) of school authorities' rationale for their recruiting actions for school leaders**

RATIONALE (Theme)	TOTAL (n)	PORTION (%)
Increase Pool	11	24.4%
Location	1	2.2%
Marketing	1	2.2%
Retain Staff	18	40%
Staff Shortage	14	31.1%
Subject	0	0
<b>TOTAL</b>	<b>45</b>	<b>99.9%</b>

**Figure B4. School authorities' rationale for their recruiting actions for school leaders**



## Results – Recruitment: (3) Teachers vs School leaders

### (a) Teachers vs School leaders: Identification of recruiting actions

School authorities were requested to provide their recruiting actions for teachers and administrators (principals and assistant or vice-principals) since 2018. Responses were reviewed and coded based upon thematic content analysis.

Overall, there were seven themes for teachers and four themes for administrators. All administrator themes showed common coherences with teacher themes, namely: advertising, benefits, hiring, and more effort [towards recruiting]. Themes unique to teachers were due to its specificity to teaching, specifically: certificate, other teachers, and pre-teacher. See Table 7 and Figure B5 for a summary of results.

**Table 7. Summary of recruiting actions for teachers and administrators, since 2018, by theme**

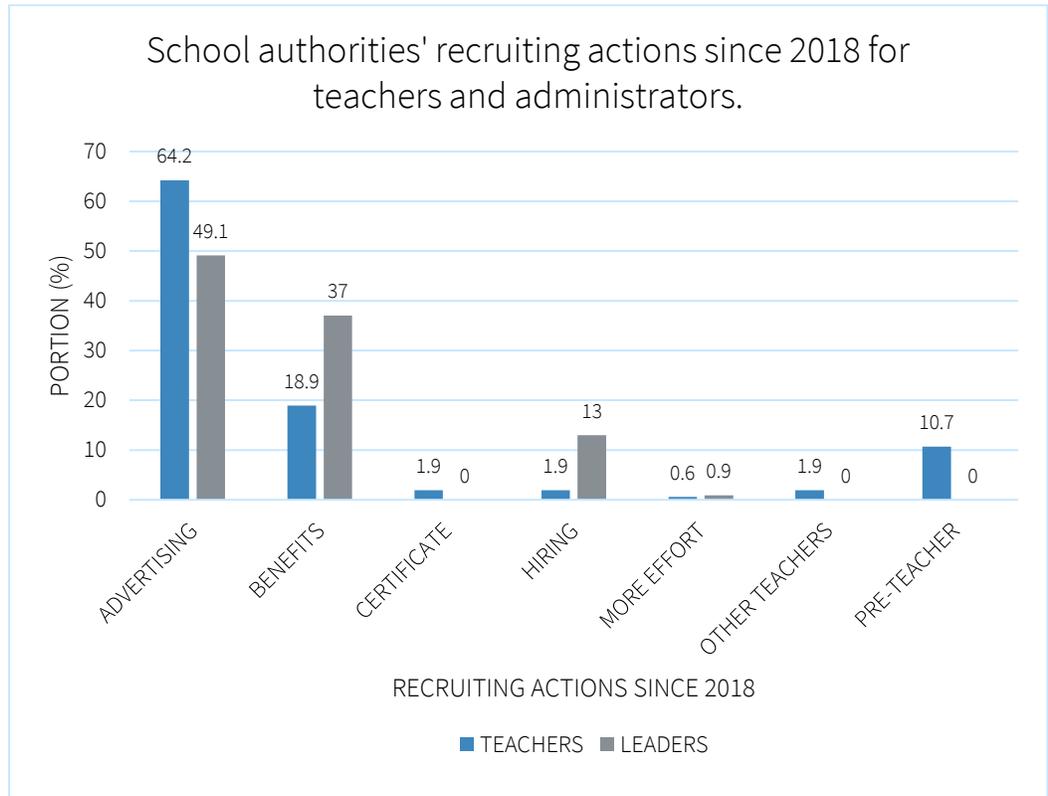
GRAND THEME:		ADVERTISING	
SUB-THEME Teachers (Tn), School Leaders (Ln)	EXAMPLES	TOTAL Teachers % (n)	TOTAL School Leaders % (n)
a) GoA program (T4) (L0) b) Job fair (T37) (L3) c) Marketing (T9) (L7) d) Personal (T14) (L8) e) Post-secondary institution (T16) (L0) f) Social media (T18) (L10) g) Website (T4) (L25)	a) <b>Teacher</b> – Participating in CTS Bridge program b) <b>Teacher</b> – In or out-of-province job fairs; international recruiting fairs c) <b>Teacher</b> – Radio; networking event at divisional head office for BEds; Recruitment Specialist position; event for French teachers; creative swag; division newsletter; local newspaper; working with local municipalities of city/county; create divisional advertising videos d) <b>Teacher</b> – Word of mouth; personally talking with people; connecting with area graduates; phone call; email; call a friend to meet with future teachers on a regular basis; encouraging staff to reach out to teachers that want to be in their division; contact info for HR Director given to BEds; subs to send referrals; meeting graduating BEds at PSIs; ask referrals from neighbouring school boards; direct calls from sub list <b>Administrator</b> – Ask retired principals to return for short contracts; internal recruitment; encourage discussions about school	64.2% (102)	49.1% (53)

	<p>leadership; request candidates from other divisions</p> <p>e) <b>Teacher</b> – Developing relationship with PSI; on-campus recruitment presentation; offer practicum placement; visits; recruitment trips to universities; online meetings with BEd graduating classes; share employment opportunities with new grads; met with University of Lethbridge Dean to discuss BEd admission, low application numbers, and low quality applicants; student teachers leaving to find jobs at home; share job postings with University of Lethbridge; go to University of Lethbridge to meet upcoming BEd grads</p> <p>f) <b>Teacher</b> – LinkedIn, Facebook</p> <p>g) <b>Teacher</b> – Job posting sites specific to education and generic sites, division job bank</p> <p><b>Administrator</b> – CASS site; weekly staffing bulletin</p>		
<b>BENEFITS</b>			
<p>a) Benefits (T13) (L3)</p> <p>b) Housing (T5) (L2)</p> <p>c) Lifestyle (T7) (L2)</p> <p>d) Professional development (T5) (L33)</p>	<p>a) <b>Teacher</b> – Signing bonus; bursary to recruit French immersion teachers; financial award to commit to division; mileage incentive; hiring incentive; bursary to commit to division; help partner find employment; continuous contract after first successful year teaching; staff health and wellness supports; earlier contract signing; admin procedure for anyone needing to relocate to hard to fill communities; additional \$30 per day for subs to go to colony and rural schools; paying practicum billeting costs</p> <p>b) <b>Teacher</b> – Moving benefit; relocation reimbursement; relocation allowance reimbursement with receipts; low-cost rental in “remote location; lower rental rates for teachers who live in teacherages – limited number of units</p> <p>c) <b>Teacher</b> – Positive school community; country lifestyle while close to an urban center; small class size; low retention; strong support; beginning teacher supports; opportunity to grow and develop; high level of support with classroom assistants, division office; collaborative culture; focus on mental health</p>	<p>18.9% (30)</p>	<p>37.0% (40)</p>

	<p>d) <b>Teacher</b> – Professional development within and outside division; new teacher mentorship and orientation and call back; opportunities for school leadership; check-ins; celebrations; school buddy; induction; division school leadership course</p> <p><b>Administrator</b> – School leadership program with UA; pay tuition for school leadership courses; work in-house with teachers who want to be principals; school division has school leadership academy; “Learning for Tomorrow” program helps learning support teachers be more involved with instructional school leadership; online session on how to apply for school leadership positions; internal nomination by principal in a two-year school leadership program; learning support teacher positions as informal school leadership positions in schools; celebrate all staff achievement of MEd in newsletter</p>		
<b>CERTIFICATE</b>			
a) Certificate (T3) (L0)	a) <b>Teacher</b> – Assist previously certified teachers to re-instate certification	31.9% (3)	0
<b>HIRING</b>			
a) Hiring (T3) (L14)	a) <b>Teacher</b> – Hiring earlier; pool hiring <b>Administrator</b> – hiring from within division; to be an administrator, pre-requisite is to take divisional school leadership courses; create divisional Learning Coach role to build capacity and interest in principalship	1.9% (3)	13.0% (14)
<b>MORE EFFORT</b>			
a) More effort (T1) (1)	a) <b>Teacher</b> – More actively recruiting teachers vs pre-COVID (1)	0.6% (1)	0.9% (1)
<b>OTHER TEACHERS</b>			
a) Internationally educated teachers (T2) (L0)	a) <b>Teacher</b> – Sponsored Spanish visiting teaches from Spain; working with Alberta Education, International Education Services to get Spanish Bilingual teachers from Spain	1.9% (3)	0
b) Subs (T1) (L0)	b) <b>Teacher</b> – Streamlined substitute hiring and stopped interviewing subs		

PRE-TEACHER			
a) Student teacher (T11) (L0) b) BEd students (T5) (L0) c) Maybe teacher (T1) (L0)	a) <b>Teacher</b> – Hire using Letter of Authority; internal plan to take more student teachers; practicum honorarium; encourage student teachers to do practicums at [school division]; accept practicum students whenever possible; connecting with practicum students; take University of Lethbridge students; accept post-secondary students for practicum work  b) <b>Teacher</b> – Encourage and apply to work as Casual Education Assistant; Letter of Authority for BEds in last year to sub and teach part-time; Zoom session for BEds to help them become certified after graduating; hiring new grads that qualify for pre-certification teaching  c) <b>Teacher</b> – Support prospective employees with steps required to apply for AB certification	10.7% (17)	0
<b>TOTAL</b>		<b>100%</b> <b>(159)</b>	<b>100%</b> <b>(108)</b>

**Figure B5. School authorities' recruiting actions since 2018 for teachers and school leaders**



Similarly, the frequency of usage of recruiting actions for teachers and administrators follow the same pattern, in descending order, are: advertising (teachers 64.2%, n=102; administrators 49.1%, n=53), benefits (teachers 18.9%, n=30; administrators 37.0%, n=40), hiring (teachers 1.9%, n=3; administrators 13.0%, n=14), and more effort (teachers 0.6%, n=1; administrators 0.9%, n=1). Those results seem to indicate that most of school authorities' recruiting actions are spent on advertising and benefits (teachers 83.1%, administrators 86.1%). While hiring was the third most identified recruiting action, it was hardly used for teachers (1.9%), while a bit more than one-tenth was used for administrators (13%). That may be indicative of hiring practices being more specialized for recruiting administrators than teachers.

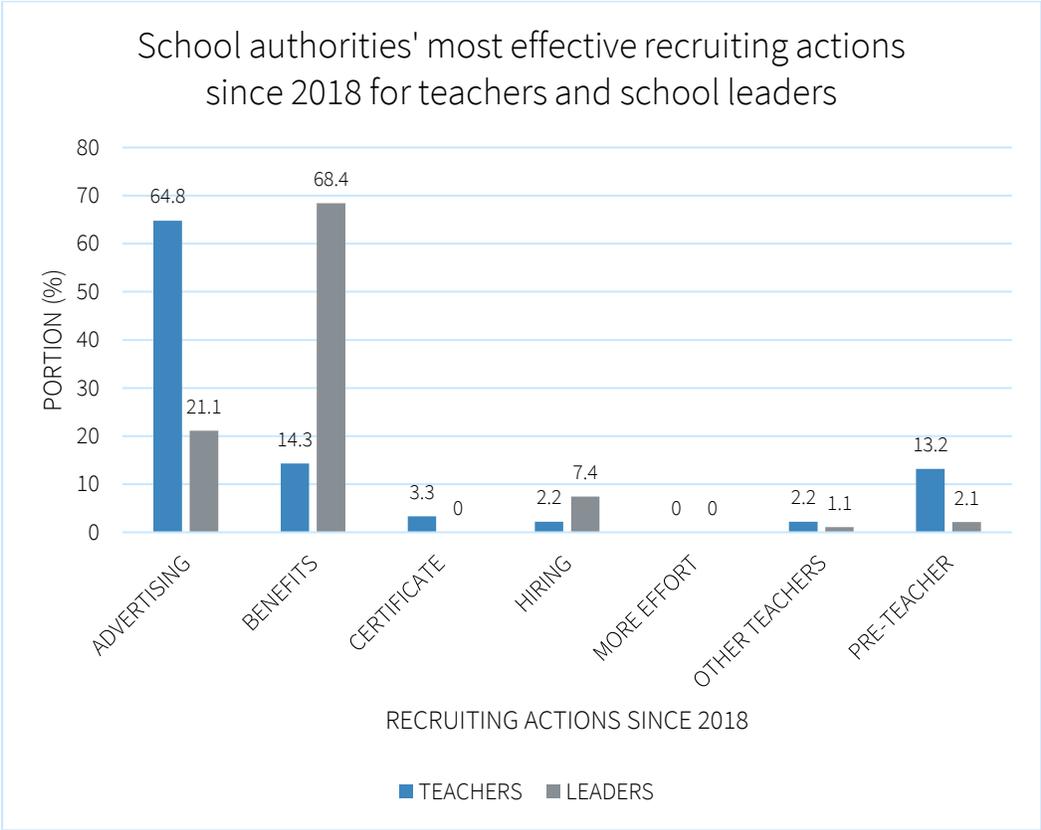
**(b) Teachers vs School leaders: Most effective recruiting actions**

In addition to identification of recruiting actions, respondents were also requested to describe their most effective recruiting actions. Due to the overlapping information from the previous section, the same themes were used.

**Table 8. Summary of most effective recruiting actions for teachers and school leaders, since 2018, by theme.**

<b>GRAND THEME: ADVERTISING</b>		
<b>SUB-THEME</b> Teachers (Tn), School Leaders (Ln)	<b>TOTAL</b> Teachers % (n)	<b>TOTAL</b> School Leaders % (n)
a) GoA program (T2) (L0) b) Job fair (T17) (L6) c) Marketing (T6) (L0) d) Personal (T14) (L7) e) Post-secondary institution (T4) (L0) f) Social media (T3) (L1) g) Website (T13) (L6)	64.8% (59)	21.1% (20)
<b>BENEFITS</b>		
a) Benefits (T6) (L2) b) Housing (T2) (L0) c) Lifestyle (T5) (L0) d) Professional development (T0) (L21)	14.3% (13)	68.4% (65)
<b>CERTIFICATE</b>		
a) Certificate (T3) (L0)	3.3% (3)	0
<b>HIRING</b>		
a) Hiring (T2) (L7)	2.2% (2)	7.4% (7)
<b>MORE EFFORT</b>		
a) More effort (T0) (L0)	0	0
<b>OTHER TEACHERS</b>		
a) Internationally educated teachers (T1) (L1) b) Subs (T1) (L0)	2.2% (2)	0
<b>PRE-TEACHER</b>		
a) Student teacher (T8) (L1) b) BEd students (T4) (L1) c) Maybe teacher (T0) (L0)	13.2% (12)	2.1% (2)
<b>TOTAL</b>	<b>100%</b> <b>(91)</b>	<b>100%</b> <b>(95)</b>

**Figure B6. School authorities' most effective recruiting actions since 2018 for teachers and school leaders**



Although the same themes were used for recruiting both teachers and school leaders, the order of recruiting action effectiveness was slightly different among them. For example, most effective recruiting actions for teachers (in descending order): advertising (64.8%, n=59); benefits (14.3%, n=13), pre-teacher (13.2%, n=12), certificate (3.3%, n=3), other teachers (2.2%, n=2), hiring (2.2%, n=2), more effort (0) (see Table 9). While recruiting actions for school leaders (in descending order): benefits (68.4%, n=65), advertising (21.1%, n=20), hiring (7.4%, n=7), pre-teacher (2.1%, n=2), other teachers (1.1%, n=1), certificate (0), more effort (0). Similarly, the top two most effective recruiting actions for teachers and school leaders are advertising and benefits (see Figure B6, see Table 8).

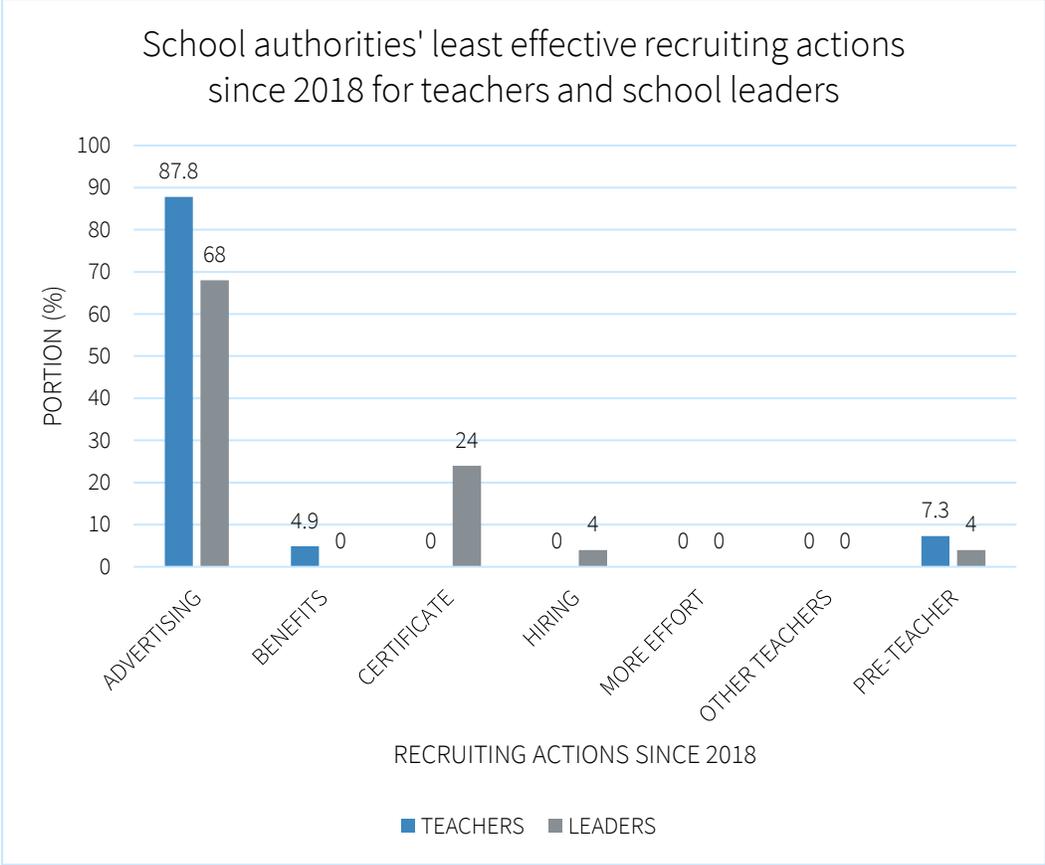
**(c) Teachers vs School leaders: Least effective recruiting actions**

Respondents were requested to identify their least effective recruiting actions for teachers and school leaders. Since the information overlaps with the identification of recruiting actions, the same themes were used.

**Table 9. Summary of least effective recruiting actions for teachers and administrators, since 2018, by theme.**

GRAND THEME:		ADVERTISING	
SUB-THEME (Teachers – Tn) (School leaders – Ln)	TOTAL Teachers % (n)	TOTAL School Leaders % (n)	
a) GoA program (T0) (L0) b) Job fair (T18) (L3) c) Marketing (T5) (L1) d) Personal (T1) (L1) e) Post-secondary institution (T1) (L0) f) Social media (T4) (L1) g) Website (T7) (L1)	87.8% (36)	68% (17)	
BENEFITS			
a) Benefits (T1) (L0) b) Housing (T0) (L0) c) Lifestyle (T0) (L0) d) Professional development (T1) (L0)	4.9% (2)	0	
CERTIFICATE			
a) Certificate (T0) (L6)	0	24% (6)	
HIRING			
a) Hiring (T0) (L1)	0	4% (1)	
MORE EFFORT			
b) More effort (T0) (L0)	0	0	
OTHER TEACHERS			
a) Internationally educated teachers (T0) (L0) b) Subs (T0) (L0)	0	0	
PRE-TEACHER			
a) Student teacher (T2) (L1) b) BEd students (T1) (L0) c) Maybe teacher (T0) (L0)	7.3% (3)	4% (1)	
<b>TOTAL</b>	<b>100% (41)</b>	<b>100% (25)</b>	

**Figure B7. School authorities' least effective recruiting actions since 2018 for teachers and school leaders**



From the responses, advertising was identified as the least effective recruiting action for teachers and for school leaders. The other least effective strategies for teachers (in descending order of frequency): pre-teachers (7.3%, n=3); benefits (4.9%, n=2), certificate (0), hiring (0), more effort (0), and other teachers (0). While for school leaders, recruiting actions are (in descending order of frequency): advertising (68%, n=17), certificate (24%, n=6), hiring (4%, n=1), pre-teacher (4%, n=1), benefits (0), more effort (0), and other teachers (0) (see Figure 7, Table 9).

**(d) Teachers vs School leaders: Rationale of recruiting actions**

School authorities were also asked why they used their recruiting actions for teachers and school leaders (see Table 10). Although the same rationale themes applied for teachers and school leaders, they differed in their frequency (see Figure B8). As an example, frequency of rationale for recruiting actions of teachers are (in descending order): staff shortage (36.3%, n=29), marketing (21.3%, n=17), increase pool (15%, n=12), subject (15%, n=12), retain staff (7.5%, n=6), and location (5%, n=4). Comparatively, that frequency of rationale for recruiting actions for school leaders are (in descending order): retain staff

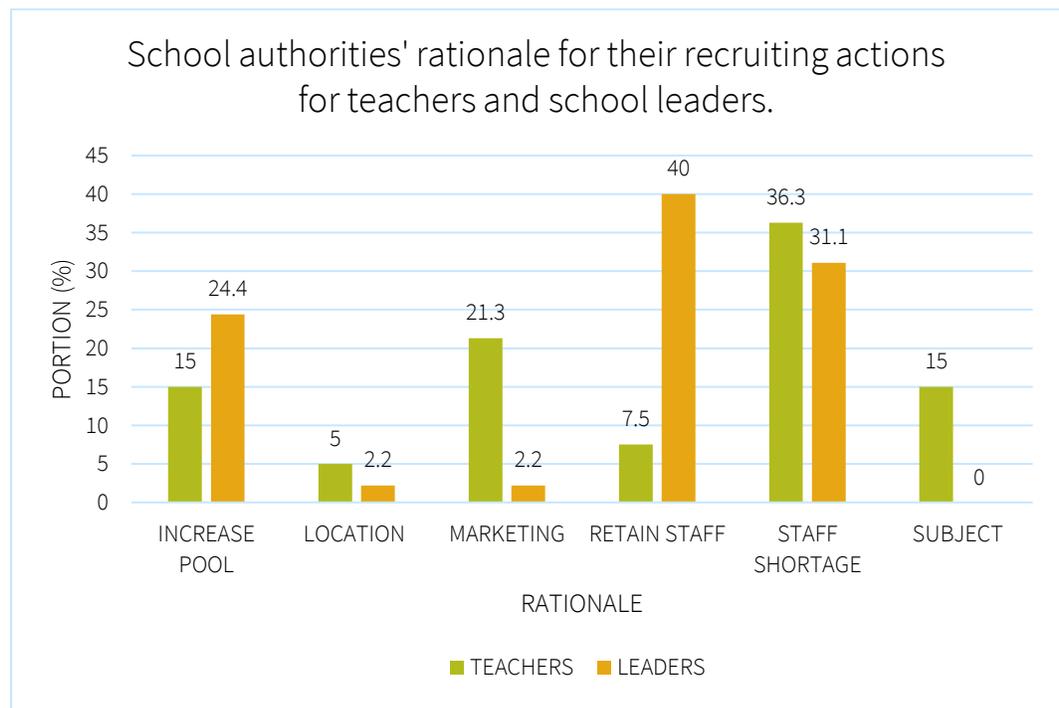
(40%, n=18), staff shortage (31.1%, n=14), increase pool (24.4%, n=11), location (2.2%, n=1), marketing (2.2%, n=1), and subject (0). From those results, there are some similarities and differences. For instance, responses indicated that recruiting actions due to staff shortage and to increase the staffing pool were among the top three common rationale for hiring teachers and school leaders. Similarly, choosing recruiting actions based upon the location of the schools and school division was among the bottom three used rationales. In contrast, one key difference is that the frequencies among the rationale differ. One reason for the difference in rationale frequency between teachers and school leaders could be due to the nature of the job.

**Table 10. Summary of school authorities' rationale for recruiting actions of teachers and leaders.**

<b>GRAND THEME: INCREASE POOL</b>			
<b>SUB-THEME (Teachers – Tn) (School leaders – Ln)</b>	<b>TOTAL Teachers % (n)</b>	<b>TOTAL School leaders % (n)</b>	
a) GoA program (T2) (L0) b) Internationally educated (T2) (L0) c) More effort (T5) (L0) d) Recruiting (T2) (L4) e) Ask University of Lethbridge to increase number of BEd seats (T1) (L0) f) Build capacity in division (T0) (L7)	15% (12)	24.4% (11)	
<b>LOCATION</b>			
a) Location (T3) (L0) b) Fast growing division (T1) (L1)	5% (4)	2.2% (1)	
<b>MARKETING</b>			
a) Promote school division (T13) (L0) b) Website (T2) (L1) c) Market competition (T2) (L0)	21.3% (17)	2.2% (1)	
<b>RETAIN STAFF</b>			
a) Longevity (T1) (L3) b) Promote retention (T5) (L15)	7.5% (6)	40% (18)	

STAFF SHORTAGE		
a) Applicants (T18) (L11)	36.3% (29)	31.1% (14)
b) Staff shortage (T8) (L1)		
c) Difficulty recruiting (T3) (L2)		
SUBJECT		
a) Specialty teacher (T5) (L0)	15%	0
b) FNMI (T2) (L0)	(12)	
c) Francophone teachers (T5) (L0)		
<b>TOTAL</b>	<b>100% (80)</b>	<b>100% (45)</b>

**Figure B8. School authorities' rationale for recruiting actions of teachers and school leaders**



### Results – Recruitment: Summary

Overall, recruiting actions for teachers and school leaders were the same in four areas: advertising, benefits, hiring, and more effort. There were an additional three recruiting actions for teachers: certificate, other teachers, and pre-teacher. In terms of recruiting actions:

- Most effective – advertising was the most effective for recruiting teachers while emphasizing benefits was the most effective for recruiting school leaders
- Least effective – advertising was the least effective recruiting method for both teachers and school leaders

It is unclear why advertising was simultaneously the most and least effective recruiting action for teachers. One possibility may be market competition.

When considering the rationale for those recruiting actions, the top rationale for recruiting teachers was staff shortage, while the top rationale for recruiting school leaders was to retain staff. That may suggest that among survey participants, teacher recruitment is based upon increasing the number of teachers, while school leader recruitment is based upon retention. Interestingly, both rationales are about decreasing staff numbers but with opposite views – increasing number of teachers and retaining number of school leaders.

## **RESULTS – Retention**

Other than recruitment, another area examined was retention. That is, the different actions that school authorities apply to encourage teachers and school leaders to stay. Furthermore, out of those retention actions, the most and least effective actions were also identified. Respondents were also requested to provide their rationale for their retention actions. This section examines those areas of retention and compares retention actions between teachers and school leaders.

### **Results – Retention: (1) Teachers**

The same analytical methods used for recruitment were also applied to retention. That is, all responses were thematized based upon content. That led to groupings of sub-themes, then aggregated into grand themes. There was a total of seven grand themes (in descending order of frequency): professional development (PD) supports (44.6%, n=54), benefits (19.8%, n=24), division culture (19.8%, n=24), wellbeing (15.7%, n=19), and the themes of combination of actions, no retention action, and reality check had a frequency of zero.

After identifying the different actions used to retain teachers, respondents were also asked which of those actions were the most and least effective. The most effective actions for teachers are (in decreasing order): professional development (PD) supports (54.5%, n=30), division culture (23.6%, n=13), benefits (10.9%, n=6), wellbeing (9.1%, n=5), a combination of retention actions (1.8%, n=1), while no retention action and reality check had a frequency of zero (see Table 11 and Figure B9). The least effective retention actions for teachers are (from greatest to lowest frequency): PD supports (62.8%, n=27), division

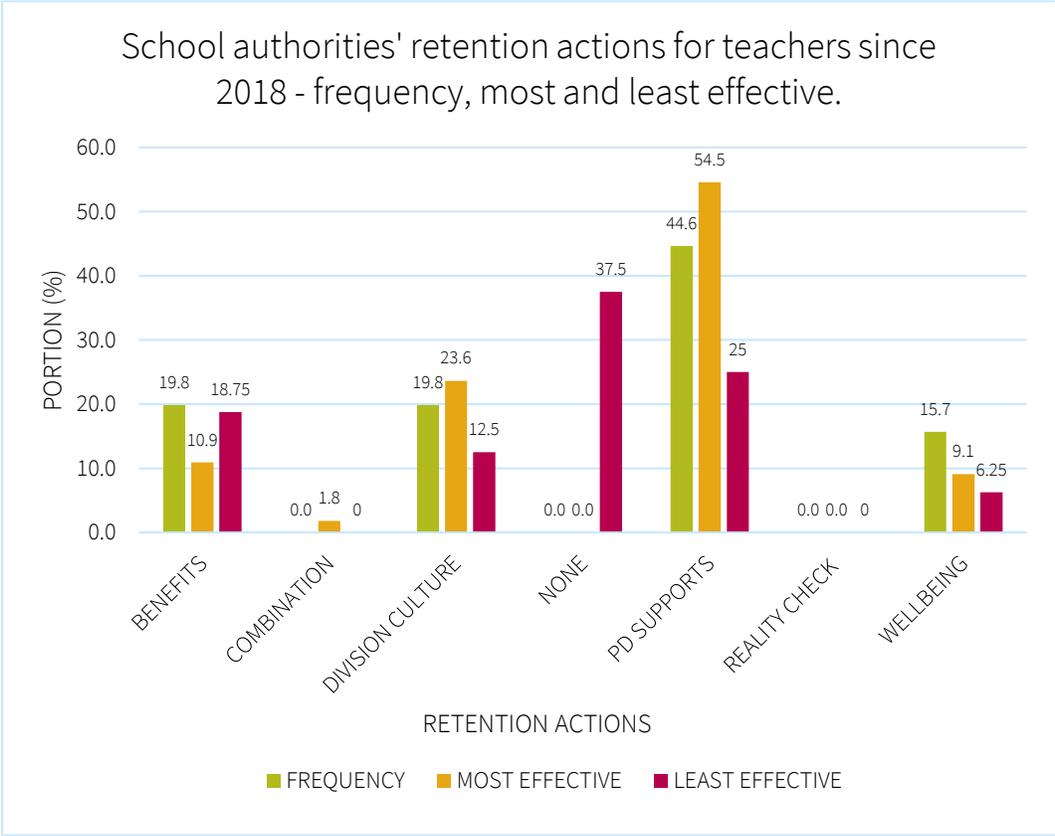
culture (11.6%, n=5), benefits (11.6%, n=5), a combination of retention actions (7.0%, n=3), wellbeing (7.0%, n=3), and no retention action and a reality check had a frequency of zero.

Interestingly, among all retention actions for teachers, professional development (PD) supports has the greatest frequency, was deemed to be the most and least effective for retaining teachers. For further scrutiny, a comparison of the sub-themes was conducted (see Table 13). However, that did not help since the examples are the same. Therefore, individual responses were reviewed, and one school authority provided one possible explanation. According to that school authority, offering induction and mentorship programs were the least effective retention action for teachers since it did not set them apart because other school authorities offered those same programs. In addition, internal hiring was another least effective retention action for teachers because if that teacher does not get the position, they leave the school authority to get the position elsewhere. Those explanations may suggest that market competition could be at the individual school authority level concerning teacher retention. Furthermore, PD supports were about half of the frequency, among most and least effective retention actions.

**Table 11. A summary of school authorities' retention actions for teachers since 2018 in terms of frequency, most and least effective**

RETENTION ACTIONS FOR TEACHERS – Portion of Responses % (n)			
GRAND THEME	FREQUENCY	MOST EFFECTIVE	LEAST EFFECTIVE
Benefits	19.8% (24)	10.9% (6)	11.6% (5)
Combination	0	1.8% (1)	7.0% (3)
Division Culture	19.8% (24)	23.6% (13)	11.6% (5)
None	0	0	0
PD Supports	44.6% (54)	54.5% (30)	62.8% (27)
Reality Check	0	0	0
Wellbeing	15.7% (19)	9.1% (5)	7.0% (3)
<b>TOTAL</b>	<b>100% (121)</b>	<b>100% (55)</b>	<b>100% (16)</b>

**Figure B9. School authorities' retention actions for teachers since 2018 in terms of frequency, most and least effective**

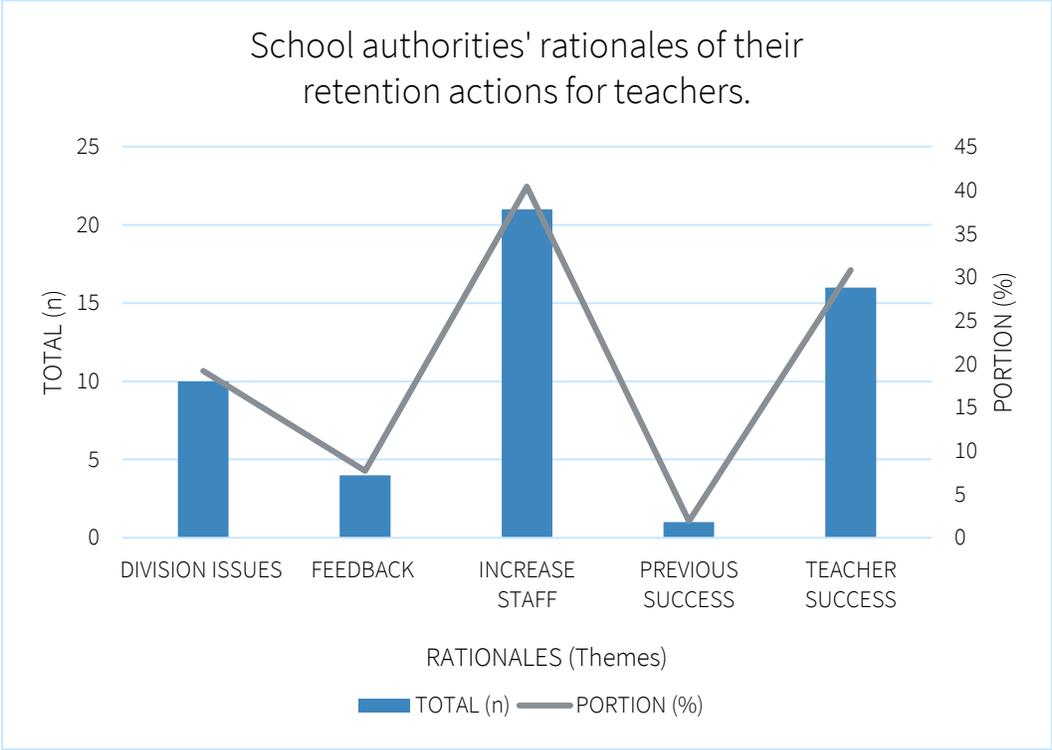


To develop greater understanding behind the retention actions of school authorities, a rationale was requested. There was a total of five grand themes (in decreasing order) (see Table 12 and Figure B10): increase staff (40.4%, n=21), teacher success (30.8%, n=16), division issues (19.2%, n=10), feedback (7.7%, n=4), and previous success (1.9%, n=1). (For further details on the themes, see Table 16.) From the responses, roughly three themes account for a majority (90.4%) of retention actions for teachers, namely, increase staff, teacher success, and division issues. That may indicate that the majority of reasons why school authorities retain teachers are to increase staff numbers by helping teachers be successful and to address specific division matters.

**Table 12. Summary (by theme) of school authorities' rationale for their retention actions for teachers**

RATIONALE (Theme)	TOTAL (n)	PORTION (%)
Division Issues	10	19.2%
Feedback	4	7.7%
Increase Staff	21	40.4%
Previous Success	1	1.9%
Teacher Success	16	30.8%
<b>TOTAL</b>	<b>52</b>	<b>100%</b>

**Figure B10. School authorities' rationale for their retention actions for teachers**



**Table 13. Comparison of the most and least effective sub-themes of the teacher retention action, “PD (Professional Development) Supports”, since 2018**

PD SUPPORTS AS RETENTION ACTION FOR TEACHERS – % (n)		
SUB-THEME (n=121)	MOST EFFECTIVE (n=55)	LEAST EFFECTIVE (n=16)
PD 31.4% (n=121)	36.4% (20) Mentorship Teacher development fund Opportunities for advancement Orientation Induction Job embedded PD Offering variety of contract types Increased access to internal opportunities PD School leadership Academy	18.8% (3) Induction Mentorship
Supports 13.2% (n=16)	18.2% (10) Supporting staff in their roles throughout the year Instructional coaching Building relationships Culture of collaboration and support Coaching Admin with a classroom presence Extra EA (Education Assistant) support in classrooms Emotional and social supports EA support Collaboration Supporting teachers in their growth Adequate classroom support	6.2% (1) Internal hiring

**Results – Retention: (2) School leaders**

The survey also requested information regarding retention actions for school leaders, e.g., to list their retention actions, and to state the most and least effective retention actions. Responses were analyzed for their content, organized by sub-themes, and then aggregated into grand themes according to frequency. The different retention actions for school leaders are (in descending order) (see Table 14 and Figure B11): PD (Professional Development) supports (67.9%, n=57), division culture (14.3%, n=12), benefits (10.7%, n=9), wellbeing (7.1%, n=6), while the remaining themes of combination (of actions), none (no retention action), and reality check had a frequency of zero.

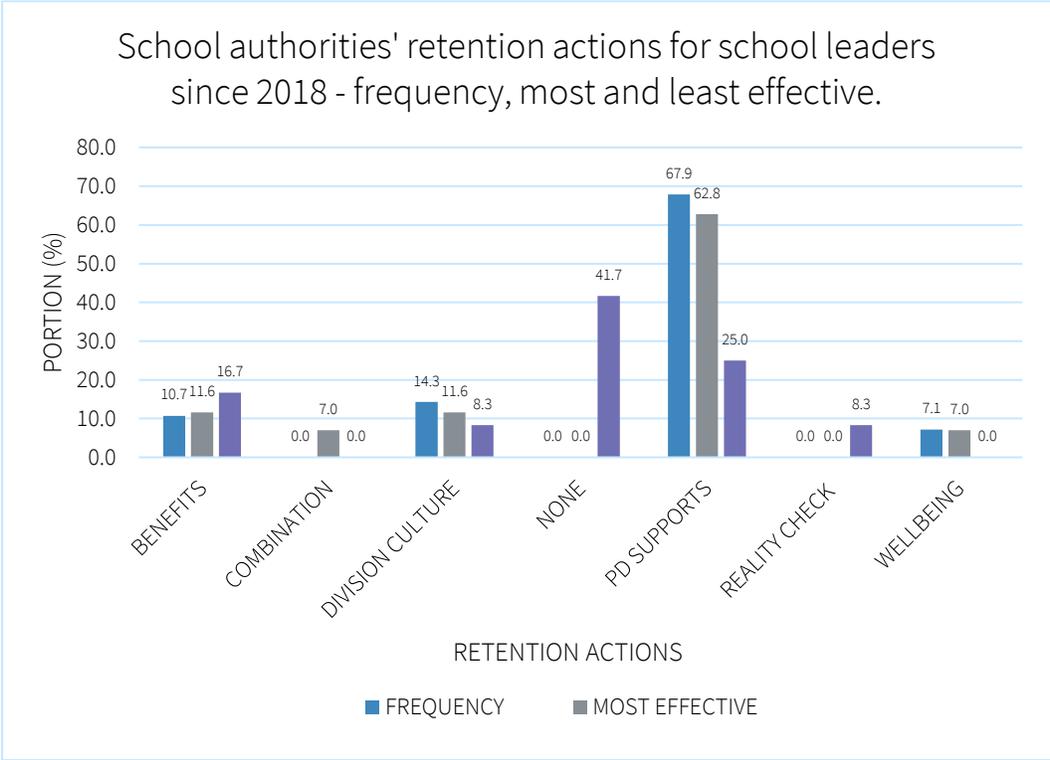
For further understanding of retention actions for school leaders, the most effective actions are (in descending order) (see Table 14 and Figure B11): PD Supports (62.8%, n=27), benefits (11.6%, n=5), division culture (11.6%, n=5), combination (of actions) (7.0%, n=3), wellbeing (7.0%, n=3), and none (no retention action) and reality check had a frequency of zero. To compare retention actions for school leaders, the survey also requested the least effective actions (from greatest to lowest frequency): none (no retention action) (41.7%, n=5), PD supports (25.0%, n=3), benefits (16.7%, n=2), division culture (8.3%, n=1), reality check (8.3%, n=1), while combination (of actions) and wellbeing had a frequency of zero.

One commonality is that PD supports was both the most frequent (67.9%, n=57) and the most effective (62.8%, n=27) retention action for school leaders. That result may be indicative of school authorities' past success of revising PD supports to retain school leaders. With respect to the least effective retention strategy, it was none (no retention action). That is not surprising since one cannot expect to retain school leaders without any action. However, it is surprising that there are school authorities who do not use any retention actions for their school leaders to stay.

**Table 14. A summary of school authorities' retention actions for school leaders since 2018 in terms of frequency, most and least effective**

RETENTION ACTIONS FOR LEADERS – Portion of Responses % (n)			
GRAND THEME	FREQUENCY	MOST EFFECTIVE	LEAST EFFECTIVE
Benefits	10.7% (9)	11.6% (5)	16.7% (2)
Combination	0	7.0% (3)	0
Division Culture	14.3% (12)	11.6% (5)	8.3% (1)
None	0	0	41.7% (5)
PD Supports	67.9% (57)	62.8% (27)	25.0% (3)
Reality Check	0	0	8.3% (1)
Wellbeing	7.1% (6)	7.0% (3)	0
<b>TOTAL</b>	<b>100% (84)</b>	<b>100% (43)</b>	<b>100% (12)</b>

**Figure B11. School authorities' recruiting actions for school leaders since 2018 in terms of frequency, most and least effective**

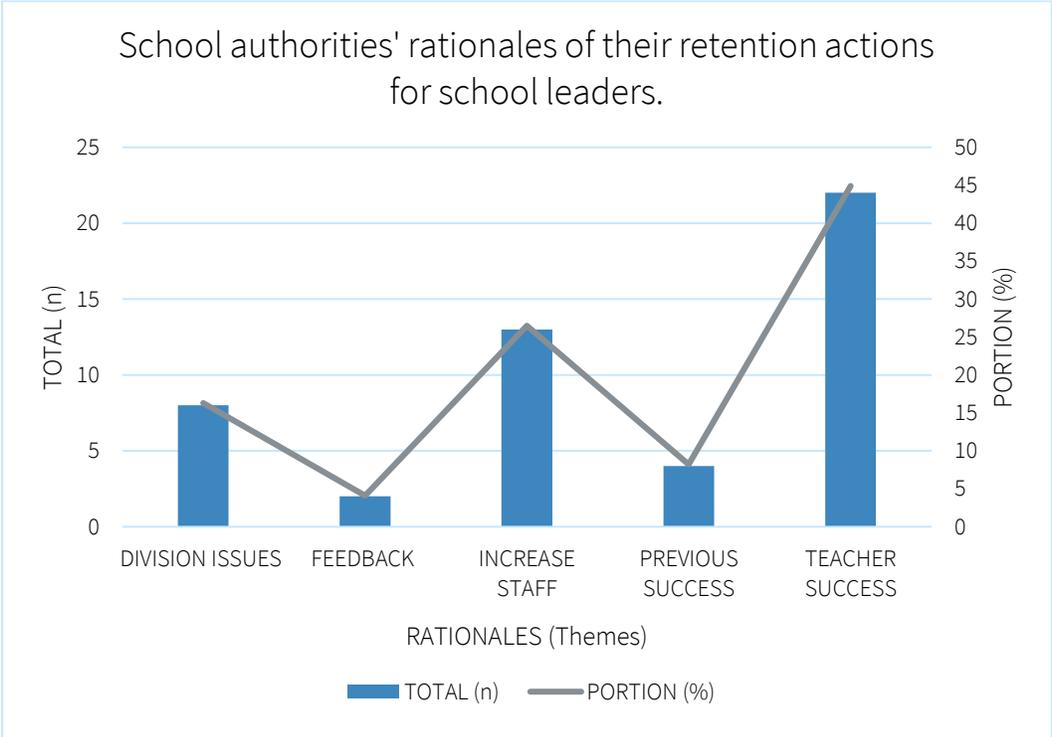


To further understand the context of why school authorities use their retention actions for school leaders, they were asked to provide their rationales in terms of retaining school leaders. Responses were analyzed for thematic content, and then organized into sub-themes, then aggregated into grand themes (in decreasing order of frequency) (see Table 15 and Figure B12): teacher success (44.9%, n=22), increase staff (26.5%, n=13), division issues (16.3%, n=8), previous success (8.2%, n=4), and feedback (4.1%, n=2). From those results, the top two most frequent rationales (teacher success and increase staff) account for most (71.4%, n=35) of the rationale themes. That may suggest that increasing the number of school staff, and helping teachers be successful, are contributing factors towards retaining school leaders.

**Table 15. Summary (by theme) of school authorities' rationale for their retention actions for school leaders.**

RATIONALE (Theme)	TOTAL (n)	PORTION (%)
Division Issues	8	16.3%
Feedback	2	4.1%
Increase Staff	13	26.5%
Previous Success	4	8.2%
Teacher Success	22	44.9%
<b>TOTAL</b>	<b>49</b>	<b>100</b>

**Figure B12. School authorities' rationale for their retention actions for school leaders**



## RESULTS – Retention: (3) Teachers vs School leaders

### (a) Teachers vs School leaders: Identification of retention actions

Although recruiting actions are important for increasing school staff numbers, it is also important to retain said staff. Other than recruiting actions, the survey also requested information regarding retention actions for teachers and school leaders. All responses were analyzed for content and themed. Firstly, there were a set of sub-themes that were then aggregated into seven grand themes. (Note: Initially, four grand themes were identified but as other themes emerged for the most and least effective retention actions, those additional themes were included in the initial results.)

Altogether, the same retention themes applied to both teachers and school leaders. Those retention themes are (see Table 16 and Figure B13): benefits, combination, division culture, none, PD supports, reality check, and wellbeing. Interestingly, frequencies of retention themes followed the same patterns for teachers and leaders (in decreasing order of frequency) (see Table 16 and Figure B13): PD supports (teachers 44.6%, n=54; administrators 67.9%, n=57), division culture (teachers 19.8%, n=24; administrators 14.3%, n=12), benefits (teachers 19.8%, n=24; administrators 10.7%, n=9), wellbeing (teachers 15.7%, n=19; administrators 7.1%, n=6), while themes of combination, none (no retention action), and reality check had a frequency of zero. (Those last three were not initially thematized from identified retention actions but were divulged from later results.) Based upon those results, PD supports seem to be the most often cited retention action for both teachers and school leaders. However, wellbeing was cited the fewest times as a retention action for both groups.

**Table 16. Summary of retention actions for teachers and administrators, since 2018, by theme.**

GRAND THEME:		BENEFITS	
SUB-THEME Teachers (Tn) (School Leaders (Ln)	EXAMPLES	TOTAL Teachers n (%)	TOTAL School Leaders n (%)
a) Housing b) Benefits	<p>a) <b>Teacher</b> – Free rent in July, home internet provided, moving allowance, living allowance, low-cost rental in “remote” location, relocation allowance, cost of living allowance, help to find housing for new teachers</p> <p><b>Administrators</b> – Reduced housing costs, free rent for July, home internet provided, cost of living allowance</p>	19.8% (24)	10.7% (9)

	<p>b) <b>Teacher</b> – Pay is slightly higher, 80% tuition reimbursement, continuous contract after successful first year teaching, competitive salary and benefits, similar contract structure as neighbouring school authorities, four day work week or compressed work week, good contract for teachers, gifts, fully paid and generous benefits, higher base salary, can off full-time contracts to new teachers, earlier contract signing, Full Year Temporary Teacher contracts and Early Probationary contracts, PD Friday afternoons, benefit and leave package improved to support young families, new teachers with IPC get continuing contract after two years, teachers with PPC get continuing contract after one year, create positive environment and culture to support belonging, teacher friendly calendar</p> <p><b>Administrators</b> – Pay is slightly higher, fully paid and generous benefits, higher base salary, competitive salary, benefits, allowances, additional personal days, increased administrator allocation, administrator lieu days</p>		
<b>COMBINATION</b>			
a) Combination	<p>a) <b>Teacher</b> – Combination of initiatives</p> <p><b>Administrator</b> – Combination of initiatives</p>	1.8%* (1)*	7.0%* (3)*
*This was a result when respondents were asked to identify the most effective recruiting methods but was not a theme when respondents were asked to identify retention actions.			
<b>DIVISION CULTURE</b>			
a) Lifestyle	<p>a) <b>Teacher</b> – Welcoming atmosphere, program for Elders to get to know teachers, strong paid onboarding recruit locally, engage with employees within the community, small class size, outstanding culture, choose not to retain teachers based in assessment of their performance, good working climate, accommodating school calendar, student teacher ratios more reasonable, strong inclusive values, close-knit community feel, community based discounts, building relationships, prioritize funds on smaller class sizes and Education Assistants – hence, no signing bonus, rent reduction, etc., good</p>	19.8% (24)	14.3% (12)

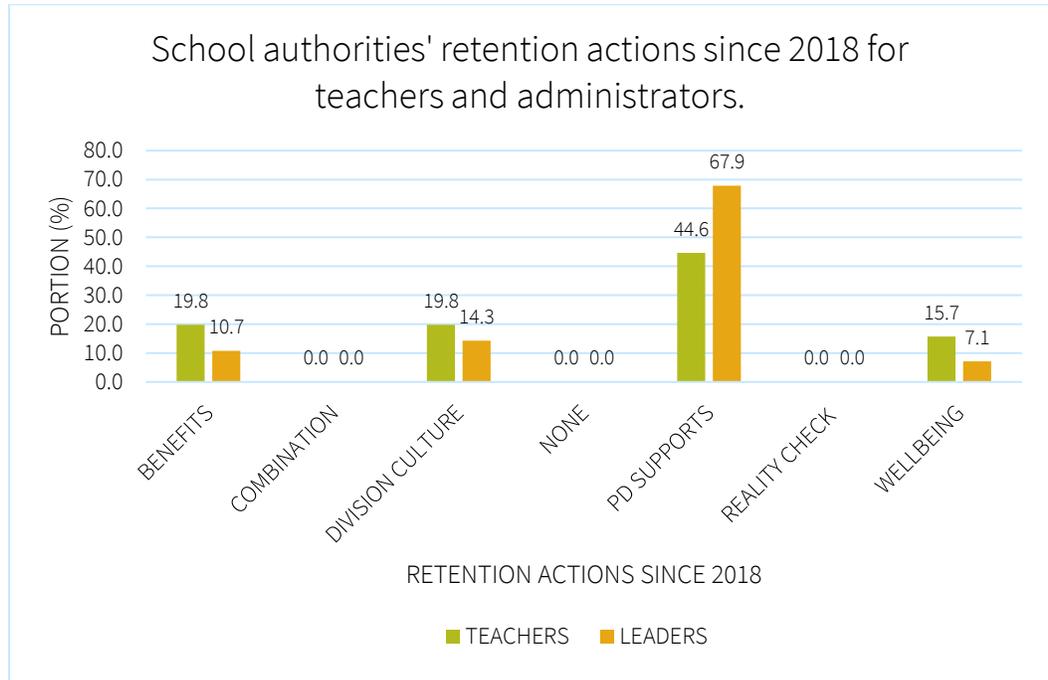
	reputation, staff treated well, geographically close to Calgary and Rocky Mountains, positive, supportive school, directly involves employees in solutions, all teachers with prep day and daily prep period, great culture, collaborative, Faith Formation Program for first year/probationary teachers, many spouses work for division, 6 til 6 practice (no emails or calls from 6pm to 6am to improve work/life balance); Administrators – welcoming atmosphere, program for Elders to get to know teachers, faith retreat for all school leaders, positive and collaborative culture among school leadership teams, strong inclusive values, close-knit community feel, community based discounts, principals with greater latitude of autonomy with running their schools, three-year evaluation process, increasing administration time, good reputation, decent class size, staff treated well, low attrition, low class size		
<b>NONE</b>			
a) Zero or none	a) <b>Teacher</b> – Zero (no retention action) <b>Administrator</b> – Zero (no retention action)	37.5%* (6)*	41.7%* (5)*
*This was a result when respondents were asked to identify the least effective recruiting methods but was not a theme when respondents were asked to identify retention actions.			
<b>PD SUPPORTS</b>			
a) PD b) Supports	a) <b>Teacher</b> – Mentorship, teacher development fund, generous PD funds, professional learning, one day per month of autonomous teacher professional learning time, working with school leaders to engage meaningfully with classroom teachers for professional learning, professional learning opportunities, new teacher induction, training for new employees, PD within and outside the division, new teacher orientation and call back, formal and informal leadership opportunities, increased direct supervision and coaching from principals during first two years of new teacher’s career, welcoming program for new teachers, education week, support staff with floor level funding, long service day off after 20-30 years of service, unpaid leaves for personal and professional	44.6% (54)	10.7% (9)

	<p>growth opportunities, tuition reimbursement for courses taken while employed, opportunities for advancement, beginning teacher conference, new teacher cohorts, job embedded PD, increased access to internal opportunities, two days orientation for those new to the division, full PD day in October, multiple Zoom sessions during the year to help those with time sensitive PD, co-curricular fund, two-year new teacher mentorship program, first year teachers can further understanding of hiring process from principals</p> <p><b>Administrators</b> – Leadership cohort, mentorship and support from senior leadership, mentorship, generous PD funds, 80% tuition reimbursement, building a plan for school leaders to increase capability and readiness, assessment of supports to staff, aspiring leaders program, training opportunities for principals and are continuous, close monitoring, collaboration meetings, division based positions for leadership opportunities, four training programs for new leaders, two-year program for new principals, two-year program for new assistant principals, mentors, site visits by Division principal leadership, support by leadership services, unpaid leave for personal and professional growth opportunities, mentorship with external contractor, leadership training program, monthly meetings with other similar grade level school principals, PD, two-year developing leaders cohort program, instructional leadership visits from central office leadership team, mentorship for new administrators in years 1-3, formalized feedback process, bi-weekly mentorship, PD fund \$1k per principal, Superintendent Team liaison visits monthly, monthly administrator meetings, leading and learning administrator meetings, planning sessions for administrators, leadership/school review visits, administrator intent meetings, weekly leadership updates, collaborate in division committees, Principal Academy, Assistant Principal Academy, generative dialogue approach to PD, involve</p>		
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	<p>administrators with decision making, empower principal, additional directors to support principals and assistant principals, Leadership Building Capacity session for new administrators, clear expectations from senior administrators, senior administrator liaison, division leadership events</p> <p>b) <b>Teacher</b> – Coaches, curriculum coordinator, subject matter coordinator, instructional leadership, strong support check-ins, school buddy, supports for students, collaborative days, classroom visitation programs, focus on classroom support, emotional and social supports, EA support, high level of support via assistants in classrooms, lots of division office support, grade level and subject area cohorts across the division, system structures to support teachers dealing with classroom complexity</p> <p><b>Administrators</b> – Strong personal support for new teachers, learning coaches, central office position as one point of contact for school leadership, executive coaching, inclusion time allocation, instructional leadership time allocation, supports for students, supportive administrator meetings, central office support for administrators, support research, administrator meetings across similar grade levels, adequate classroom support, monthly divisional administrator committee meetings</p>		
<b>REALITY CHECK</b>			
a) Reality check	<p>a) <b>Teacher</b> – N/A</p> <p><b>Administrator</b> – New principals become disillusioned to the realities of the job</p>	0	8.3% (1) <i>(Least effective)</i>
<b>WELLBEING</b>			
a) Wellbeing	<p>a) <b>Teacher</b> – Health program, wellness program, celebrate staff accomplishments, Letters of Acknowledgement/Recognition from Superintendent, one dedicated wellness day in February, wellness initiatives, new teacher faith retreat in September, staff wellbeing program, e.g., HR team helps teachers with absenteeism, initiatives to recognize long service from employees, exemplary teacher</p>	15.7% (19)	7.1% (6)

	<p>awards, service award, wellness division PD, HR newsletter with contest and prizes, check-ins, multi-function Employee Family Assistant program available to all staff, wellness coordinator dedicated to employee wellness, tracking wellness to build customized supports, Certificate of Recognition, improving Occupational Health and Safety programs</p> <p><b>Administrators</b> – Focus on wellness, celebrate staff accomplishments, Letter from Superintendent to acknowledge specific great things teachers are doing, long service recognition program</p>		
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**Figure B13. School authorities' retention actions since 2018 for teachers and school leaders**



**(b) Teachers vs School leaders: Most effective retention actions**

To gain further insight into school authorities' retention actions for teachers and school leaders, respondents were also asked to identify which of those retention actions were the most effective.

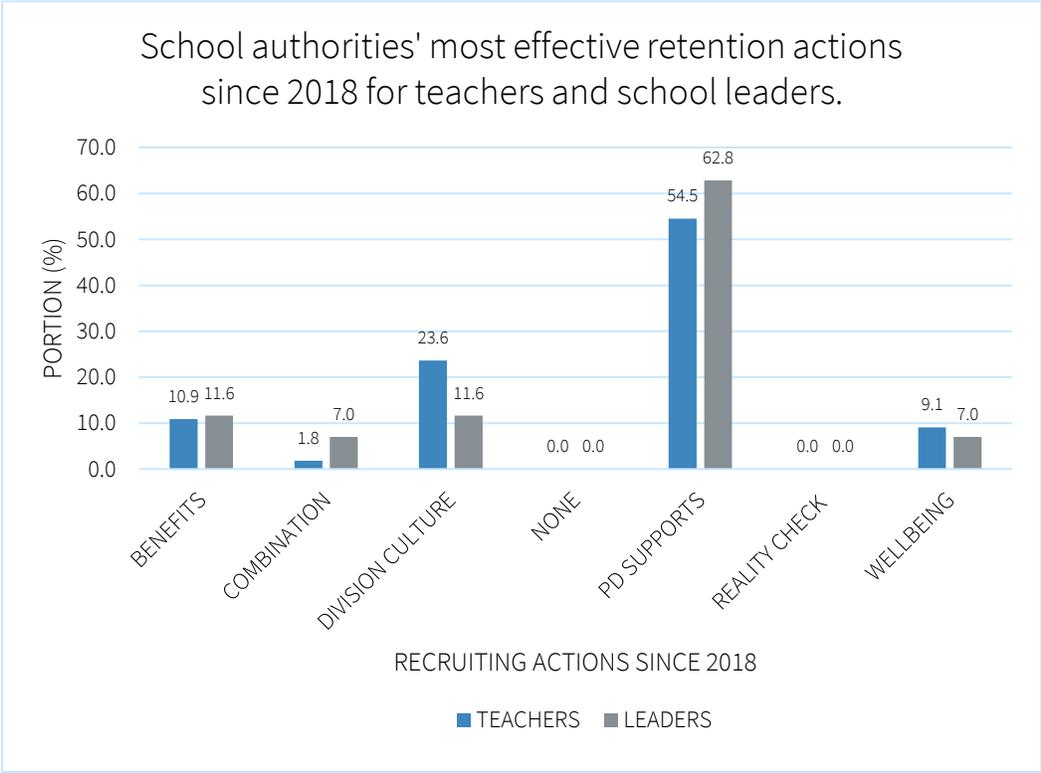
Interestingly, the pattern of frequency was similar for both teachers and leaders (in decreasing order) (see Table 17 and Figure B14): PD supports (teachers 54.5%, n=30;

administrators 62.8%, n=27), division culture (teachers 23.6%, n=13, administrators 11.6%, n=11), benefits (teachers 10.9%, n=6, administrators 11.6%, n=5), wellbeing (teachers 9.1%, n=5, administrators 7.0%, n=3), combination (of retention actions) (teachers 1.8%, n=1, administrators 7.0%, n=3), while the remaining themes of none (no retention action) and reality check had a frequency of zero. (Note: When analyzing these responses, the theme “combination” emerged.) The top two retention actions of PD supports and division culture account for most survey responses (78.1% and 74.4%, respectively). That seems to indicate that school authorities emphasize supports for professional development and the culture of the division in their efforts to retain school staff. In addition, the overall frequency pattern seems to demonstrate less emphasis upon wellbeing and a combination (of retention actions) as a means of retaining school staff.

**Table 17. Summary of most effective retention actions for teachers and school leaders, since 2018, by theme.**

<b>GRAND THEME:</b>		<b>BENEFITS</b>	
<b>SUB-THEME</b>		<b>TOTAL</b>	<b>TOTAL</b>
Teachers (Tn)	School Leaders (Ln)	Teachers n (%)	School leaders n (%)
a) Housing		10.9% (6)	11.6% (5)
b) Benefits			
<b>COMBINATION</b>			
a) Combination of different initiatives		1.8% (1)	7.0% (3)
<b>DIVISION CULTURE</b>			
a) Lifestyle		23.6% (13)	11.6% (11)
<b>NONE</b>			
a) None or zero retention actions		0	0
<b>PD SUPPORTS</b>			
a) PD		54.5% (30)	62.8% (27)
b) Supports			
<b>REALITY CHECK</b>			
a) Reality check (disillusions about the role)		0	0
<b>WELLBEING</b>			
a) Wellbeing		9.1% (5)	7.0% (3)
<b>TOTAL</b>		<b>100% (55)</b>	<b>100% (43)</b>

**Figure B14. School authorities' most effective retention actions since 2018 for teachers and school leaders**



**(c) Teachers vs School leaders: Least effective retention actions**

In addition to identifying the most effective retention actions, it was also important to recognize the least effective retention actions for teachers and school leaders. Responses were categorized according to content analysis and thematized into sub-groups, then aggregated into grand themes.

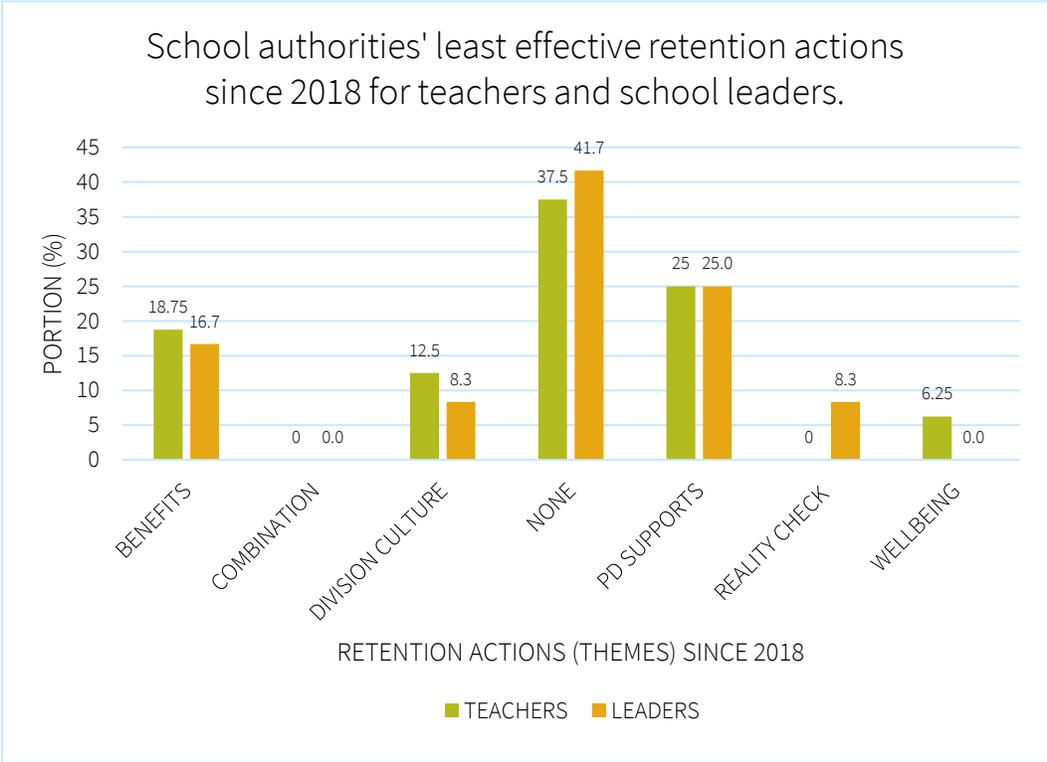
Patterns of frequency were similar for the top four themes for both teachers and school leaders. (in decreasing order) (see Table 18 and Figure B15): none (no retention action) (teachers 37.5%, n=6; administrators 41.7%, n=5), PD supports (teachers 25%, n=4; administrators 25%, n=3), Benefits (teachers 18.8%, n=3; administrators 16.7%, n=2), Division culture (teacher 12.5%, n=2; administrators 8.3%, n=1). Another similarity is that combination (of retention actions) had zero frequency for both groups. However, there were differences for two least effective retention themes. The theme of wellbeing was only cited for retention of teachers (6.25%, n=1), while the theme of reality check was only cited for retention of school leaders (8.3%, n=1). Since the theme of none (no retention action) was the least effective retention action for teachers and school leaders, that

theme suggests that not taking any action to retain school staff does not contribute towards them staying at that school authority.

**Table 18. Summary of least effective retention actions for teachers and administrators, since 2018, by theme**

<b>GRAND THEME:</b>		<b>BENEFITS</b>	
<b>SUB-THEME</b>	<b>Teachers (Tn)</b>	<b>TOTAL Teachers</b>	<b>TOTAL School leaders</b>
<b>School Leaders (Ln)</b>		<b>n (%)</b>	<b>n (%)</b>
a) Housing		18.8% (3)	16.7% (2)
b) Benefits			
<b>COMBINATION</b>			
a) Combination of different initiatives		0	0
<b>DIVISION CULTURE</b>			
a) Lifestyle		12.5% (2)	8.3% (1)
<b>NONE</b>			
a) None or zero retention actions		37.5% (6)	41.7% (5)
<b>PD SUPPORTS</b>			
a) PD		25% (4)	25.0% (3)
b) Supports			
<b>REALITY CHECK</b>			
a) Reality check (disillusions about the role)		0	8.3% (1)
<b>WELLBEING</b>			
a) Wellbeing		6.25% (1)	0

**Figure B15. School authorities' least effective retention actions since 2018 for teachers and school leaders**



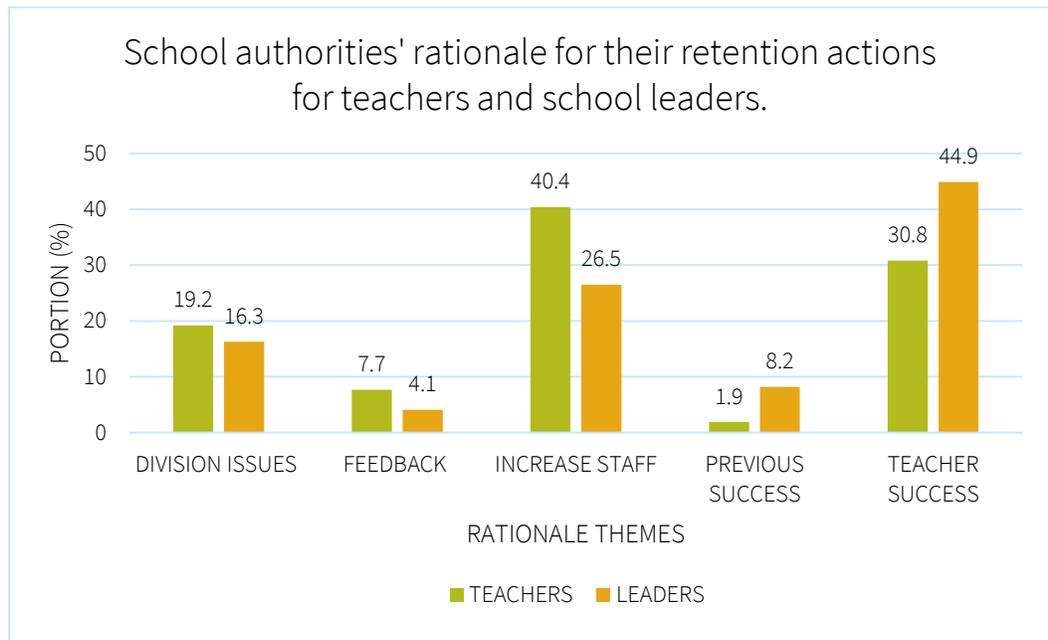
**(d) Teachers vs School leaders: Rationale of retention actions**

To further understand the retention actions of school authorities for teachers and school leaders, the survey also requested the rationale of those actions. Responses were analyzed for content, thematized into sub-themes and then aggregated into grand themes. There were five grand themes whose frequency differed among teachers and school leaders (see Table 19 and Figure B16) (in decreasing order of frequency): Teachers – increase staff (40.4%, n=21), teacher success (30.8%, n=16), division issues (19.2%, n=10), feedback (7.7%, n=4), and previous success (1.9%, n=1); Administrators – teacher success (44.9%, n=22), increase staff (26.5%, n=13), division issues (16.3%, n=10), previous success (8.2%, n=4), and feedback (4.1%, n=2). Although the exact order of the grand themes is in a slightly different order among teachers and school leaders, they were similar in overall frequency patterns (from most to least popular themes): teacher success, increase staff, division issues, feedback, and previous success. Based on those results, it appears that school authorities’ favoured teacher success and increasing staff numbers as their top rationale actions for teachers and school leaders. In contrast, division issues, feedback, and previous success were less popular as rationales for retaining school staff.

**Table 19. Summary of school authorities' rationale of retention actions for teachers and leaders**

<b>GRAND THEME:</b>		<b>DIVISION ISSUES</b>	
<b>SUB-THEME</b> Teachers (Tn) School Leaders (Ln)		<b>TOTAL</b> Teachers n (%)	<b>TOTAL</b> School leaders n (%)
a) Issues (T4) (L7)		19.2% (10)	16.3% (8)
b) Division control (T2) (L0)			
c) Increase familiarity(T1) (L0)			
d) Align with strategic plan (T1) (L1)			
e) Stay competitive (T2) (L0)			
<b>FEEDBACK</b>			
a) Lifestyle (T4) (L2)		7.7% (4)	4.1% (2)
<b>INCREASE STAFF</b>			
a) Retention (T18) (L13)		40.4% (21)	26.5% (13)
b) Recruit teachers (T3) (L0)			
<b>PREVIOUS SUCCESS</b>			
a) Previous success (T1) (L4)		1.9% (1)	8.2% (4)
<b>TEACHER SUCCESS</b>			
a) Request (T7) (L4)		30.8% (16)	44.9% (22)
b) Teacher success (T9) (L18)			
<b>TOTAL</b>		<b>100% (52)</b>	<b>100% (49)</b>

**Figure B16. School authorities' rationale for retention actions of teachers and school leaders**



**Results – Retention: Summary**

Other than recruitment, this survey also examined retention of school staff, namely teachers and school leaders. After content analysis of responses, and aggregation of sub-themes, seven grand themes emerged: benefits, combination (of retention actions), division culture, none (no retention action), PD (professional development) supports, reality check, and wellbeing. Respondents were also asked to identify retention actions in terms of their effectiveness:

- Most effective – PD supports was the most effective retention action for teachers and school leaders; the other most frequent themes were division culture and benefits.
- Least effective – none (no retention actions), PD supports, and benefits were the top three least effective retention actions.

Interestingly, PD supports was simultaneously the most and the least effective retention action for teachers and school leaders. One respondent explained that since PD supports (e.g., induction and mentorship programs) are offered at other school authorities, it does not set them apart from their competition.

To further understand retention actions, respondents also provided a rationale. There were five grand themes in total. The topmost rationale themes are teacher success, increase staff, and division issues. Those results may indicate three key priorities for retaining school staff:

1. Increasing the number of school staff, which may represent a current or impending staff shortage,
2. Helping teachers be successful, which could contribute to retention, e.g., teachers may want to stay for continued support to achieve further success, and
3. To resolve division issues, e.g., retaining school staff contributes to resolving division-specific issues

The bottom two rationale themes are: previous success and feedback. Therefore, that could mean that school authorities do not prioritize past success and staff feedback as much as the other themes when it comes to their rationale for retaining school staff.

### ***RESULTS – Other Recruitment and Retention Strategies***

In addition to asking respondents to identify recruitment and retention strategies, which of those strategies were the most and least effective, they were also asked to recommend any other strategies for recruiting and retaining teachers and school leaders. All responses were analyzed based upon content, and then thematized into sub-themes, then aggregated into grand themes. There was a total of nine grand themes (see Table 20): certification, development, division culture, funding, location, more data, none (no additional recommendation), repeats, and video. Pattern frequencies differed between teachers and school leaders (see Figure B17).

The top theme of recommendations for recruiting and retaining teachers was repeats. That theme was based upon recommendations previously mentioned by a different school authority. Since repeats was the top theme and does not include actions or strategies mentioned by the responding school authority, it may represent a lack of communication of recruitment and retention strategies among school authorities. If there was perfect communication, that theme would not exist. The least frequent themes of recommendations for recruitment and retention of teachers were a two-way tie between more data and video (each with only one occurrence at 2.5%).

In contrast, the top grand theme of recommendations for recruiting and retaining school leaders was a four-way tie between repeats, none, division culture, and development. As previously mentioned, repeats as a top theme may be indicative of school authorities not communicating with other school authorities about their actions or strategies for recruitment and retention of school leaders. Another top theme was none – that is, no other recommendations for recruitment and retention of school leaders other than the content of previous responses. The following top theme was division culture which is loosely described as the culture or professional atmosphere of the division (see Table 20 for examples). The final top theme was development, e.g., the professional growth of new and current administration. Among the least frequent recommendations, there was a three-way tie between certification, funding, and location.

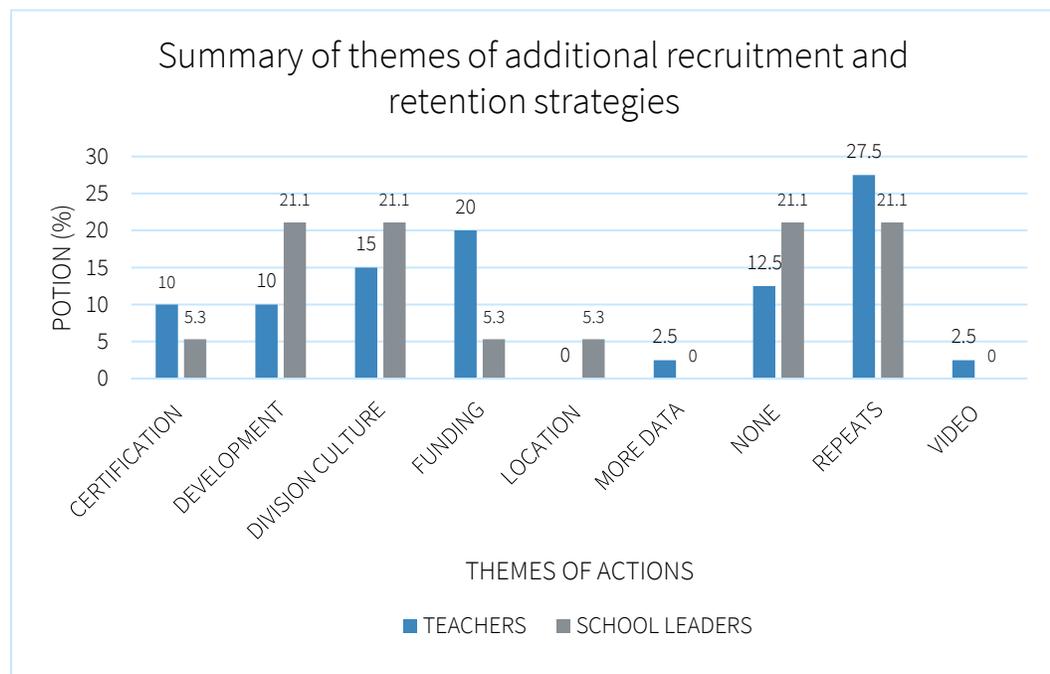
**Table 20. Summary of additional recruitment and retention actions or strategies for teachers and school leaders not already mentioned**

GRAND THEME:		CERTIFICATION	
SUB-THEME Teachers (Tn) (School Leaders (Ln)	EXAMPLES	TOTAL Teachers % (n)	TOTAL School Leaders % (n)
a) Certification (T4) (L1)	<p>a) <b>Teacher</b> – Create mandatory field experience in rural setting for BEd program; full year apprenticeship; more BEd grads needed; faster way to train CTS teachers; faster Letter of Authority; Letter of Authority for internationally educated teachers; easier for internationally educated teachers to obtain AB certification</p> <p><b>Administrator</b> – Cancel LQS certification in favour of provincial apprenticeship across varied schools</p>	10% (4)	5.3% (1)
DEVELOPMENT			
a) Development (T4) (L4)	<p>a) <b>Teacher</b> – Encourage Education Assistants to pursue BEd</p> <p><b>Administrator</b> – Pair an assistant principal with a strong principal; formalized principal development program for teachers; retired senior leaders to mentor new administrators; provincial meetings for principals</p>	10% (4)	21.1% (4)
DIVISION CULTURE			
<p>a) Division culture (T5) (L2)</p> <p>b) Support retirement (T0) (L1)</p> <p>c) Attitude (T1) (L1)</p>	<p>a) <b>Teacher</b> – Treat staff the best you can; give teachers reasonable teaching assignments; positive culture promoted throughout community and staff; more supports needed for inclusive learning and to meet complex needs; maximum class size; acknowledge and recognize staff in as many ways possible, e.g., birthday, marriage, advanced education, etc.</p> <p><b>Administrator</b> – Professional development for principals is based around being sensitive and responsive to staff needs; treat staff the best you can</p> <p>b) <b>Teacher</b> – N/A</p>	15% (6)	21.1% (4)

	<p><b>Administrator</b> – Support transition to retirement so that [school leader] job openings are known</p> <p>c) <b>Teacher</b> – Optimism</p> <p><b>Administrator</b> – Optimism</p>		
FUNDING			
a) Funding (T1) (L0)	a) <b>Teacher</b> – More funding and remove three-year weighted moving average funding model	20% (8)	5.3% (1)
b) Incentives (T7) (L1)	<p><b>Administrator</b> – N/A</p> <p>b) <b>Teacher</b> – Let divisions negotiate incentives; retention bonus; access to affordable childcare for teachers; increase salary so teaching profession is more attractive; harmonize guest teacher to grid rate in collective agreement would support retention; provide substitutes with greater access to benefits and professional development; greater incentives for teaching in the north; paid rural practicums;</p> <p><b>Administrator</b> – Greater incentives for teaching in the north</p>		
LOCATION			
a) Location (T0) (L1)	<p>a) <b>Teacher</b> – N/A</p> <p><b>Administrator</b> – Be specific with which school has an administrator opening and there are more applicants than using a hiring pool</p>	0	5.3% (1)
MORE DATA			
a) More data (T1) (L0)	<p>a) <b>Teacher</b> – Disaggregate TWINS data to know retention data on teachers and leaders</p> <p>b) <b>Administrator</b> – N/A</p>	2.5% (1)	0
NONE			
a) None (T5) (L4)	<p>a) <b>Teacher</b> – No other recommendations</p> <p><b>Administrator</b> – No other recommendations</p>	12.5% (5)	21.1% (4)
REPEATS			
a) Already mentioned (T11) (L4)	a) <b>Teacher</b> – Encourage high school student to enter teaching profession; cost of living allowance; support master’s program;	27.5% (11)	21.1% (40)

	<p>relocation assistance; housing assistance; internal weekly staffing bulletin; hire early; rural teaching incentives/subsidies, e.g., tax incentives, tuition reimbursement</p> <p><b>Administrator</b> – Incentives, e.g., cost of living allowance, mentorship; team building; professional development; internal weekly staffing bulletin; additional professional development and mentorship; internal leadership development; cross-district peer collaboration with other leaders; encourage high school students to enter teaching profession; grow your own; offering financial incentives; hire as early as possible</p>		
<b>VIDEO</b>			
a) Video (T1) (LO)	a) <b>Teacher</b> – Video as part of [teacher] application	2.5% (1)	0
<b>TOTAL</b>		<b>100% (40)</b>	<b>100% (19)</b>

**Figure B17. Summary of additional teacher and school leader recruitment and retention actions not already mentioned that is a recommendation to other system education leaders**



## RESULTS – Attrition: Teachers

Within the context of recruitment and retention, it is also important to include attrition. Hence, teacher attrition was also examined in the survey. Respondents were asked to provide reasons as to why teachers would leave the school since 2018. All responses were analyzed for content, and then organized by sub-theme, then aggregated into grand themes. There were seven grand themes (in decreasing order of frequency) (see Table 21 and Figure B18): life change (78.2%, n=79), overwhelmed (15.9%, n=15), finances (2.0%, n=2), not optional (2.0%, n=2), COVID (1.0%, n=1), leave of absence (1.0%, n=1), teachers stay (1.0%, n=1). The most frequent grand theme was life change.

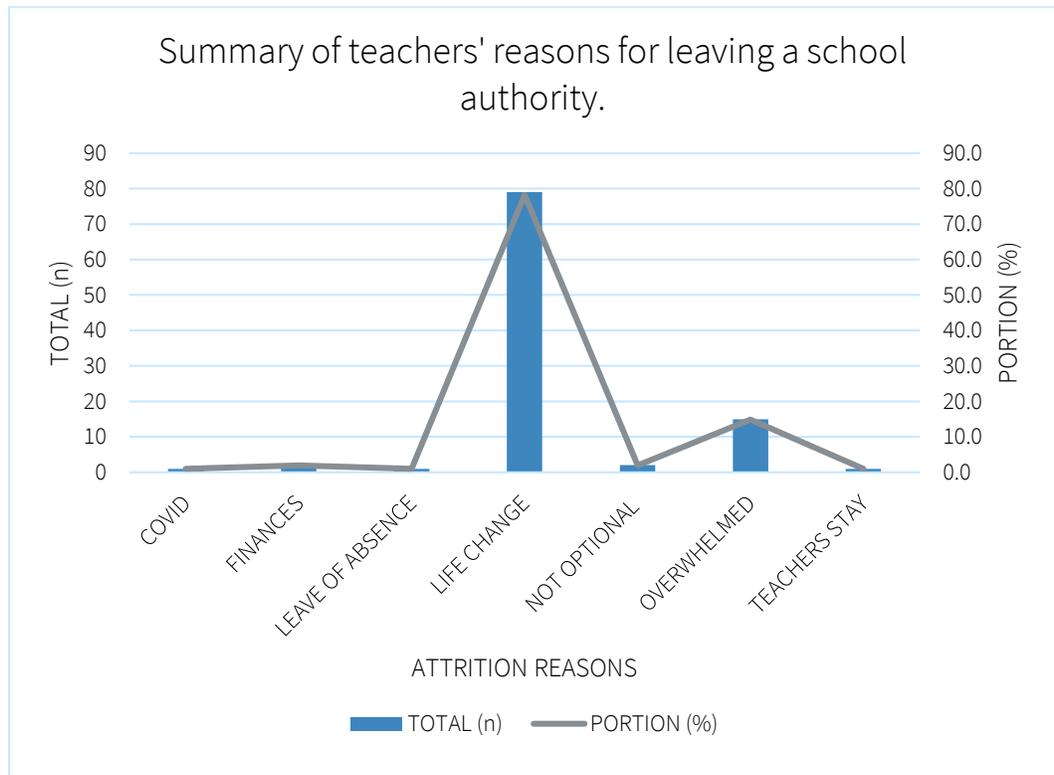
The most frequently occurring grand theme was life change which accounts for 78.2% (n=79) of responses and is comprised of four sub-themes (in decreasing order of frequency) (see Table 21): moving (n=38), retirement (n=30), career change (n=9), and personal reasons (n=2). From those sub-themes, the top two are moving and retirement. As the examples shown in Table 21, there are a plethora of reasons for moving and retirement. Out of those various reasons, one commonality is that they are all based on an individual, that is, each person individually chooses whether to move or to retire. Therefore, there is no actual “fix” by a school authority if a teacher chooses to move or retire, other than individual persuasion.

**Table 21. Summary of reasons for teacher attrition since 2018**

GRAND THEME		COVID
SUB-THEME (n)	EXAMPLES	TOTAL n (%)
a) COVID (1)	a) COVID	1% (1)
<b>FINANCES</b>		
a) Salary (2)	a) Salary not keeping up with inflation (better pay in other opportunities)	2% (2)
<b>LEAVE OF ABSENCE</b>		
a) Leave of absence (1)	a) Leave of absence	1% (1)
<b>LIFE CHANGE</b>		
a) Moving (38) b) Retirement (30) c) Career change (9) d) Personal reasons (2)	a) Moving to a new location, usually the Yukon Territory; moving back home especially during COVID; retirement; maternity leave then staying home to raise child; moving due to spouse’s work; move to a larger center; moving out of the community; move for a shorter commute; working overseas; moving to a new location; moving out of a desire to	78.2% (79)

	<p>be in more urban areas; move to another school authority; move to another province in Canada; moving to return to family; family relocation; moving to urban areas with increased opportunities; moving to a private or charter school; moving back home for opportunity and family in eastern Canada; moving due to accepting another job elsewhere; moving to another division due to a promotion to vice or assistant principal</p> <p>b) Retirement</p> <p>c) Seeking new opportunities; seeking opportunities outside of education; choosing a new career path; leaving teaching profession to explore other opportunities</p> <p>d) Family or personal reasons</p>	
<b>NOT OPTIONAL</b>		
<p>a) Contract not renewed (1)</p> <p>b) Not a fit (1)</p>	<p>a) Contract not renewed</p> <p>b) Not a fit for school's vision</p>	2.0% (2)
<b>OVERWHELMED</b>		
<p>a) Overwhelmed (15)</p>	<p>a) Overwhelmed with classroom complexity; mental health and wellness; burnout; illness or long-term disability; increased workload; workload is currently too high; medical illness; work assignment is too difficult; challenges of returning to work after starting a family; stress; unrealistic expectations from students' parents; lack of supports in classroom; wanting more flexibility in work schedule; stress of COVID on education; learning disruption to kids due to COVID; increase in students with significant behavioral issues; intense interfering parents; increasing classroom complexity</p>	14.9% (15)
<b>TEACHERS STAY</b>		
<p>a) Teachers do not leave (1)</p>	<p>a) Teachers do not leave (1)</p>	1.0% (1)
<b>TOTAL</b>		<b>100%</b>

**Figure B18. Summary of additional teacher and school leader recruitment and retention actions not already mentioned that is a recommendation to other system education leaders**



**RESULTS – Correlations**

**The definition of Cramer's V**

To understand how rationales for recruiting teachers align with the specific CASS zones, we employed Cramer's V, a statistical measure that assesses the strength of association between two categorical variables. The variables were the CASS zone, school authority types, and rationale for recruitment and retention. Cramer's V values range from 0, indicating no association, to 1, indicating a perfect correlation.

**Recruitment for teachers**

There is a significant and moderate correlation between the CASS zone and the rationale for recruiting teachers, which implies that the relationship observed between the CASS zones and recruitment rationale is not due to random variation but reflects a genuine pattern. This means that the specific needs of a zone are indeed influencing the qualities sought in teachers (see Table 22): Zone 1 – teachers are mostly recruited for the subjects needed; Zone 2/3 – recruiting teachers for the purposes of marketing the school division;

Zone 4 and Zone 5 and Zone 6 – their rationale for recruiting teachers are to resolve staff shortages.

**Table 22. Cramer’s V calculation of the correlation between CASS Zone and Rationale for the recruitment of teachers**

CORRELATION BETWEEN CASS ZONE AND RATIONALE FOR TEACHER RECRUITMENT							
CROSSTABULATION							
CASS Zone	Rationale						Total
	Increase	Location	Marketing	Retain Staff	Staff Shortage	Subject	
Zone 1	0	1	2	1	1	3	8
Zone 2/3	6	0	14	0	10	5	35
Zone 4	1	0	0	0	9	0	10
Zone 5	4	3	3	6	13	3	32
Zone 6	6	2	2	3	4	3	20
<b>Total</b>	<b>17</b>	<b>6</b>	<b>21</b>	<b>10</b>	<b>37</b>	<b>14</b>	<b>105</b>
SYMMETRIC MEASURES							
				Value	Approximate Significance		
Nominal by Nominal		Phi		0.658	0.001		
		Cramer's V		0.329	0.001		
N of Valid Cases				105			

However, there is no significant correlation between CASS zone and action, school authority types and rationale, school authority types and action, and rationale and action. This indicates that characteristics associated with one variable do not predictably affect, nor are they affected by, the others. For instance, the rationales for recruitment do not directly influence the specific actions taken in teacher management. This might be because school authorities typically rely on advertising to recruit teachers, regardless of their underlying rationale.

### Recruitment for leaders

There is a significant and moderate correlation between the CASS zone and the rationale for recruiting leaders, indicating that the observed relationship between the CASS zones and recruitment rationale is not merely coincidental but represents a real pattern. This suggests that the particular needs of a zone are indeed shaping the qualities sought in

leaders (see Table 23): Zone 1 – recruiting leaders to increase the hiring pool; Zone 2/3 – recruiting school leaders for the rationale of retaining staff; Zone 4 and Zone 5 and Zone 6 – recruiting school leaders to deal with staff shortages.

**Table 23. Cramer’s V calculation of the correlation between CASS Zone and Rationale for the recruitment of leaders**

CORRELATION BETWEEN CASS ZONE AND RATIONALE FOR LEADER RECRUITMENT						
CROSSTABULATION						
CASS Zone	Rationale					Total
	Increase	Location	Marketing	Retain Staff	Staff Shortage	
Zone 1	4	0	0	1	2	7
Zone 2/3	2	0	0	20	3	25
Zone 4	2	0	0	2	6	10
Zone 5	6	1	0	3	8	18
Zone 6	0	0	1	3	6	10
<b>Total</b>	<b>14</b>	<b>1</b>	<b>1</b>	<b>29</b>	<b>25</b>	<b>70</b>
SYMMETRIC MEASURES						
				Value	Approximate Significance	
Nominal by Nominal	Phi			0.767	0.001	
	Cramer's V			0.383	0.001	
N of Valid Cases				70		

However, there is no significant correlation between CASS zone and action, school authority types and rationale, school authority types and action, or rationale and action. This suggests that characteristics associated with one variable do not predictably affect, nor are they influenced by, the others. For example, the type of school authority does not directly impact the specific actions taken in leader recruitment. This could be because school authorities generally depend on advertising and offering benefits to recruit leaders, regardless of their school authority type.

### Retention for teachers

There is a significant and moderate correlation between the CASS zone and the rationale for retaining teachers, as well as a significant and moderate correlation between school authority type and the rationale. This indicates that the observed relationships between

the CASS zones and retention rationale are not merely coincidental but represent real patterns (see Table 24): Zone 1 – retaining teachers for the purposes of increasing staff and handling division issues; Zone 2/3 and Zone 4 and Zone 6 – retains teachers to increase staff; Zone 5 – retains teachers to increase staff and to help teachers succeed; Separate and Charter and Francophone and Public school authorities – retain teachers to increase staff. This suggests that the specific needs of a zone or a school authority type are indeed shaping the qualities sought in retaining teachers. Since all school authorities have a significant and moderate correlation between retaining teachers for the purposes of increasing staff, this may suggest either current or impending teacher shortages among those school authorities.

**Table 24. Cramer’s V calculation of the correlation between CASS Zone and Rationale, and CASS Zone and School Type for the retention of teachers**

CORRELATION BETWEEN CASS ZONE AND RATIONALE FOR TEACHER RETENTION							
CROSSTABULATION							
CASS Zone	Rationale						Total
	Division Issues	Feedback	Increase Staff	Increase Staff	Previous Success	Teacher Success	
Zone 1	4	1	4	0	0	2	11
Zone 2/3	10	3	12	4	0	6	35
Zone 4	3	0	4	0	0	1	8
Zone 5	0	1	8	0	2	8	19
Zone 6	0	1	6	4	0	3	14
<b>Total</b>	<b>17</b>	<b>6</b>	<b>34</b>	<b>8</b>	<b>2</b>	<b>20</b>	<b>87</b>
SYMMETRIC MEASURES							
				Value	Approximate Significance		
Nominal by Nominal		Phi		0.614	0.035		
		Cramer's V		0.307	0.035		
N of Valid Cases				87			

CORRELATION BETWEEN SCHOOL TYPE AND RATIONALE FOR TEACHER RETENTION							
CROSSTABULATION							
School Type	Rationale						Total
	Division Issues	Feedback	Increase Staff	Increase Staff	Previous Success	Teacher Success	
Separate	3	4	6	4	0	4	21
Charter	1	1	6	0	2	1	11
Franco	0	1	2	0	0	0	3
Public	13	0	20	4	0	15	52
<b>Total</b>	<b>17</b>	<b>6</b>	<b>34</b>	<b>8</b>	<b>2</b>	<b>20</b>	<b>87</b>
SYMMETRIC MEASURES							
				Value	Approximate Significance		
Nominal by Nominal		Phi		0.637	0.002		
		Cramer's V		0.368	0.002		
N of Valid Cases				87			

However, there is no significant correlation between the CASS zone and action, school authority types and action, or rationale and action. This indicates that characteristics associated with one variable do not predictably affect, nor are they affected by, the others. For instance, the rationales for retention do not directly influence the specific actions taken in teacher retention. This could be because school authorities typically rely on benefits and professional development support to retain teachers, regardless of their underlying rationale.

### Retention for leaders

There is a significant and moderate correlation between the CASS zone and the rationale for retaining leaders. This suggests that the specific needs of a zone are indeed shaping the qualities sought in leader retention (see Table 25): Zone 1 and Zone 5 and Zone 6 – retaining leaders to increase staff numbers; Zone 2/3 and Zone 4 – retaining school leaders to help with teacher success.

**Table 25. Cramer’s V calculation of the correlation between CASS Zone and Rationale for the retention of leaders**

CORRELATION BETWEEN CASS ZONE AND RATIONALE FOR LEADER RETENTION						
CROSSTABULATION						
CASS Zone	Rationale					Total
	Division Issues	Feedback	Increase Staff	Previous Success	Teacher Success	
Zone 1	3	0	4	0	2	9
Zone 2/3	5	0	5	2	10	22
Zone 4	0	2	1	0	4	7
Zone 5	2	0	7	1	3	13
Zone 6	0	0	4	1	1	6
<b>Total</b>	<b>10</b>	<b>2</b>	<b>21</b>	<b>4</b>	<b>20</b>	<b>57</b>
SYMMETRIC MEASURES						
				Value	Approximate Significance	
Nominal by Nominal		Phi		0.704	0.030	
		Cramer's V		0.352	0.030	
N of Valid Cases				70		

However, there is no significant correlation between the CASS zone and action, school authority types and rationale, school authority types and action, or rationale and action. This indicates that characteristics associated with one variable do not predictably affect, nor are they affected by, the others. For instance, school authority types do not directly influence the specific actions taken in leader retention. This could be because school authorities typically rely on professional development support to retain leaders, regardless of their authority type.

### **Cross Comparison Results**

Upon review, some of the responses may be cross compared to others for further insight. Namely, Questions 12, 15-19, and 52 are complementary to one another since they all relate to teacher attrition. This section discusses findings from that cross comparison.

Data trends from 2019 to 2023 indicate that it is more common for 10% or less of teachers to annually leave a school authority, and less common for portions equal to or greater

than 11% to annually leave a school authority (see Figure A7). If 10% or less of teachers annually leave, the corollary is that 90% or more teachers stay at a school authority.

The most common reasons for teachers to leave are (in decreasing order of frequency) (see Table 21, and Figure B18): moving to another geographic location (n=38), retirement (n=30), changing careers (n=9), and personal reasons (n=2). For further insight, the top two themes were examined more closely. Reasons for moving varied from moving due to the spouse's work, wanting a shorter commute, wanting to be closer to home, and more (see Table 21). Clearly, there are multiple reasons for why someone would move to a different geographical region. The second most common theme for teachers to leave was retirement. To add context, that theme was compared to the percentage of teachers within five years of retirement age (see Figure A4). Results indicate that 0-10% of teachers are within five years of retirement age. Although retirement was the second most common theme for teachers leaving a school authority, this does not appear to be a high concern since 0-10% of classroom teachers are within five years of retirement age. Similarly, 0-10% of school-based administration are within five years of retirement age (see Figure A5) which also seems to indicate a small concern.

## **LIMITATIONS**

Understanding the limitations to data is important as it provides context and boundaries the results. This section discusses the limitations to the qualitative data set. Overall, there were two major limitations to the qualitative data set. Firstly, due to data cleaning, not all responses were included in the analysis, i.e., those responses which did not match the question were excluded from results. Secondly, the number of responses differed per question (see Table 26). Any reasons for why some responses were blank (indicating no information) are not confirmed by the respondent. Hence, questions with a higher response rate are more representative of the sample population (54 school authority respondents) than those with a lower response rate.

**Table 26. Summary of the number of responses and blanks per qualitative question**

QUESTION	RESPONSES (n)	BLANKS (n)	RESPONSE RATE - % (n=54)
36	54	0	100%
37	53	1	98.1%
38	47	7	87.0%
39	44	10	81.5%
40	53	1	98.1%
41	46	8	85.2%
42	46	8	85.2%
43	34	20	63.0%
44	53	1	98.1%
45	48	6	88.9%
46	44	10	81.5%
47	33	21	61.1%
48	50	4	92.6%
49	43	11	79.6%
50	38	16	70.4%
51	30	24	55.6%
52	51	3	94.4%
53	38	16	70.4%
54	33	21	61.1%

# Highlights

These findings represent high levels of aggregation and summation of the survey data. School authority respondents were generous with their time and responses, creating a great deal of data to analyze. References to Part A and Part B refer to the Findings section. This Highlights section includes what are deemed to be the most relevant data for CASS members.

## Quantitative Findings

This section presents selected results of interest to CASS members. A portion of the stated goals of the study were to identify trends of retirement and school leaving of teachers and school leaders. It was also important to identify the hiring needs of school authorities. This section presents this information in a summarized form.

The survey respondents were from the following school authority types: Separate (12), charter (11), Francophone (2) and public (29) (See Figure A2). The student population represented by the respondents (as of Sept. 30, 2023) was 527,381. The total student population in Alberta of the invited school authorities (as of January 1, 2024) was 732,203 (see Table 2, [Alberta.ca student-population-statistics](#)). The responding school authorities represent 72% of the student population of the invited school authorities.

The survey respondents were asked to identify the percentage of their teaching, school leadership, and central office leadership staff who were within five years of retirement. About half (27 of 54 respondents) indicated that between 11% and 30% of their classroom teachers were within five years of retirement (See Figure A4). In relation to school-based administration, just over half of the respondents (33 of 54) indicated that between 11% and 50% of school leaders were eligible to retire within five years (see Figure A5). Finally, in relation to central office teacher leaders or system education leaders just over one third (19 of 54) of responding school authorities indicated that between 11% and 50% were within five years of retirement (see Figure A6).

Survey respondents were asked to identify the category of percentages of teachers that left their school authority over the past five years (since 2019). Figure A7 shows a relatively stable pattern of teachers leaving (for whatever reason) over the past five years, e.g., it is more common for less than 10% of teachers to annually leave a school, and it is less common for more than 10% of teachers to annually leave a school. However, for the 2023 year, an increasing number of teachers left in the ranges of 11% to 25%.

Respondents were asked to identify the category of percentages of school-based administrators (principals and assistant or vice principals) that left their school authority over the past five years (since 2019). Figure A8 represents the estimated range of school-based administration leaving over five years. The figure shows a relatively stable pattern of school-based administrators leaving (for whatever reason) over the past five years. Like the pattern of teachers leaving since 2019, it is more common for less than 10% of school-based administrators to leave a school, and it is less common for more than 10% of school-based administrators to leave a school. However, for the 2023 year, an increasing number of school-based administrators left in the ranges of 16% to 25%. The largest number of school authorities, between 25 and 37, indicated that between 0 – 5% of school-based administrators left the school authority over the five-year period

Respondents were asked to consider their hiring needs for classroom teachers in relation to the upcoming school year (September 2024). The responses reflect an estimate of anticipated school division needs. The aggregated anticipated need for teachers ranged from 974 to 2139 positions. The actual number of teachers hired would depend upon confirmed teacher vacancies, the education funds provided through the provincial budget process, and internal allocation processes.

Figures A14 and A15 demonstrated a clear and predominant need for teacher skills and knowledge:

- French language and immersion teachers at all levels
- Math, Science teachers
- CTS teachers (Division 3 & 4) including construction, cosmetology, automotives, and computer science
- Music teachers
- Generalists at elementary and Division 3 (i.e., those that can teach multiple subjects)

Figure A14. Anticipated Subjects and Specialization Across All Divisions for 2024

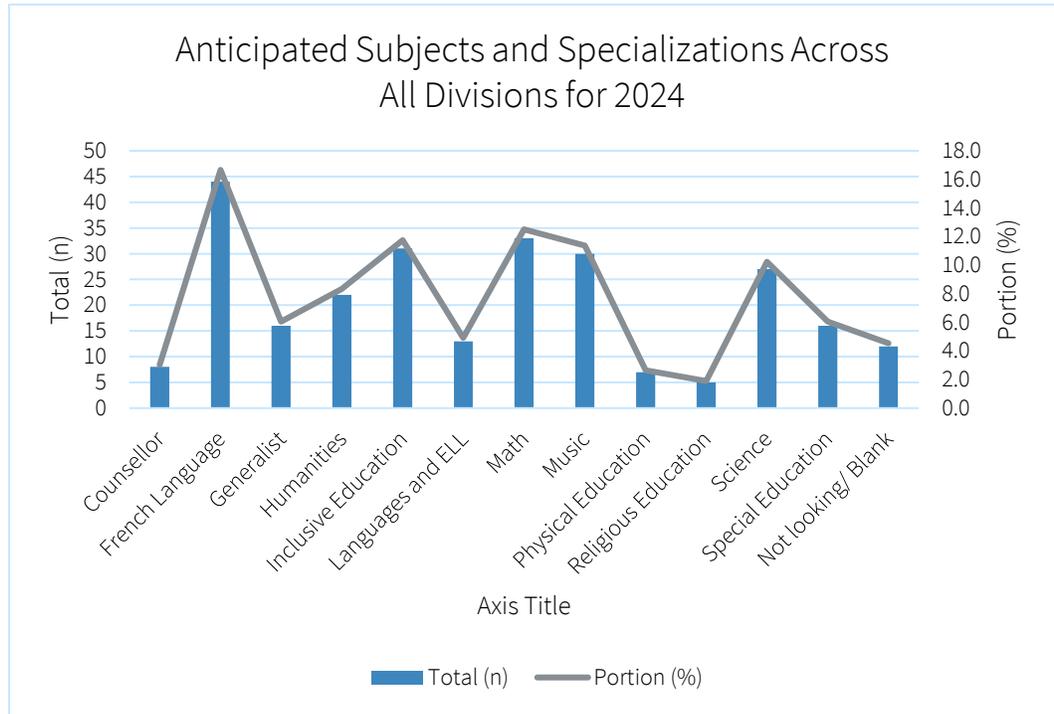
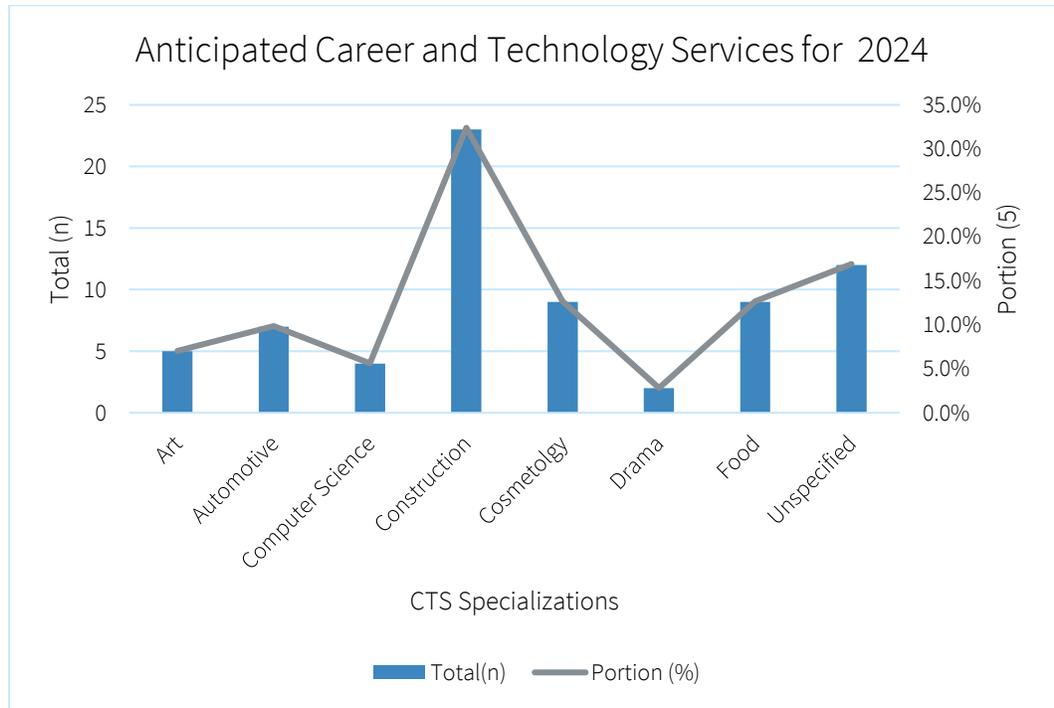


Figure A15. Anticipated Career and Technology Services for 2024



Although the number indicated was relatively low compared to other needs, school authorities identified the need for teachers with expertise in supporting inclusive education or students with specific learning needs.

In conclusion, these findings highlight that 62% of school authorities responded to the survey and that the response were from all types of publicly funded authorities. The responses represented all CASS Zones. The retirement trends for teachers, school leaders, and central office leaders (since 2018-19) in school authorities were stable, meaning no significant swings in retirement rates. The teacher leaving rates, also relatively stable, showed that it was more common for less than 10% of teachers to leave a school. The school leader leaving rate was similar to teachers. However, for both teachers and school leaders, there was a slight increase in leaving at the end of 2022-23. Finally, respondents stated their hiring needs for the upcoming school year. The predominant responses showed a need for teachers with knowledge and background in: French language (all Divisions), math and science (Divisions 4), CTS (Divisions 3,4), music (all Divisions), and generalists (Divisions 1,2,3).

## Qualitative Findings

The full results of the qualitative findings are found in Part B of the Findings section. The findings are a result of the analysis of questions 36-54 of the survey

### **Recruitment Results**

#### **Teachers**

The actions school authorities take to recruit teachers falls into seven grand themes, with the Advertising theme being the most significant portion (64.2%) of coded responses. Advertising includes actions related to career fairs, general education recruitment websites, local school division websites and related activities. The second most significant theme was that of Benefits (18.9%) of coded responses. The Benefits theme includes actions related to bursaries or awards for those committing to stay in the division, mileage incentives, family or partner supports, and professional learning opportunities.

The respondents were asked to identify the most and least effective actions regarding teacher recruitment. The most effective actions undertaken by school authorities were Advertising and Benefits. Interestingly, the least effective actions taken by some school authorities fell into the category of Advertising (see Table 2). Further examination into the actions that were taken in the grand theme of Advertising, it was evident that for some school authorities job fairs and education application websites or career sites were deemed to be most effective. While some school authorities identified these same actions

as least effective. One possible explanation may be market competition. For example, at any job fair, all school authorities present are competing to recruit as many teachers as possible. As such, teaching job fair participants may be more interested in some school authorities than others. Hypothetically, if one school authority can fill teaching vacancies from that job fair, they may deem it as an effective recruiting strategy. Yet, if a different school authority does not fill their teaching vacancies, they may deem that same job fair as not as effective (see Table 3). Other possibilities as to why advertising is simultaneously the most and least effective would need further examination.

School authorities were asked to provide a rationale for the actions they took to recruit teachers (see Table 4). The most dominant reason for taking the recruitment actions was to address a Staff Shortage, also known as staff vacancies. The rationale for the actions was to address immediate and emergent need for teachers. The second most dominant reason for the recruitment actions was that of Marketing. The grand theme of Marketing was grounded in actions that promoted the school authority and let applicants know what the school authority provided and what skills and attributes were important to them. Through promotion, school authorities may try to emphasize their highlights to attract teachers.

### **School Leaders**

The actions school authorities take to recruit school leaders fell into several grand themes. Benefits and Advertising were the grand themes that were the most prevalent for recruiting school leaders. Benefits included actions related to professional learning, the participation in a local aspiring leadership pool, and opportunities to take educational leadership courses from post-secondary institutions or other related organizations. Advertising consisted primarily of school authority websites and weekly staffing bulletins.

For school leaders, Benefits were seen to be the most effective recruiting action, particularly in professional learning opportunities, such as selection to leadership pools or access to leadership courses through post-secondary institutions or other organizations. The second most effective strategy for recruiting school leaders was Advertising and is comprised of the use of regular staffing bulletins and word of mouth.

The least effective action for recruiting school leaders was Advertising. The results would suggest that advertising school leadership positions may not be a recommended strategy. It appears that emphasizing the benefits of school leadership may be more helpful towards recruitment. It was also evident that leadership certification did not play a key role in the recruiting process. This seems to align with provincial professional practice standards for principals. Individuals recruited for a principalship are not required to have LQS certification upon appointment but have up to three years to obtain the necessary certification.

The rationale for actions to recruit school leaders is represented in three predominant themes, namely, Retain Staff, Staff Shortage, and Increase Pool (see Table 6). The reason the actions were taken, according to respondents, was to ensure that leaders were supported and recognized so that they would stay in their positions. Additionally, the recruitment of school leaders was to address immediate staff shortages. Finally, school authorities were committed to increasing the pool of leadership candidates from which to draw school leaders.

## **Retention Results**

### **Teachers**

In a similar way to the recruitment of teachers and school leaders, respondents were asked to identify actions the school authority takes to retain teachers. They were asked to identify the most and least effective of those actions and to state their rationale. In terms of actions to retain teachers, there was a total of seven grand themes (see Table 11): professional development (PD) supports, benefits, division culture, wellbeing, and the themes of combination of actions, no retention action, and reality check had a frequency of zero. The grand theme of Professional Development Supports (see Table 13) incorporates the following summary of actions: divisional professional learning, mentorship, and leadership development, as well as direct classroom supports, such as educational assistants, collaboration time, and emotional-social supports. The Benefits theme included housing incentives, benefits associated with employment contracts, and some benefits associated with partial tuition reimbursement and supports for earning a permanent professional teaching certificate (see Table 16).

For retaining teachers, the most effective theme identified was that of Professional Development Supports. The total frequency of Professional Development supports (n=54) was about twice as much as other themes (a range from n=19 to n=24) (Table 16). This theme was also identified the second least effective strategies for retaining teachers. Some school authority respondents felt that actions such as mentorship and teacher induction programs were not effective. One respondent explained that it was not a competitive advantage because other school authorities had similar actions. In addition, internal hiring was another least effective retention action for teachers because if that teacher does not get the position, they may leave the school authority to get the position elsewhere.

Division culture, as another grand theme, was both most and least effective in terms of teacher retention. Division culture included examples of a welcoming atmosphere, reasonable student-teacher ratios, close-knit community feel, strong inclusive values, and more (for further examples see Table 16). This apparent discrepancy requires further investigation.

In relation to providing a rationale for the actions taken, five grand themes emerged: increase staffing, teacher success, division issues, feedback, previous success. The most prevalent rationale was to increase the number of staff members in the authority, followed by providing for teacher success.

### **School Leaders**

The most common actions to retain school leaders were themed in the following ways (in descending order): Professional Development Supports, Division Culture, Benefits and Wellbeing. Of these, the themes identified as most effective for school leaders (in descending order) were PD Supports, Benefits, Division Culture, Combination (of actions), and Wellbeing, (see Table 16). Key examples of Professional Development Supports included action such as leadership academies or cohort groups hosted by the school authority, funds for professional learning, tuition reimbursement, leadership building activities, and ongoing training opportunities (see Table 16). Some examples of the Benefits theme included actions such as, reduced housing costs, benefits, additional personal days, and increased administrator allocation (see Table 16). Several Division Culture examples are a welcoming atmosphere, working with Elders, collaborative culture, and good reputation (for a complete listing see Table 16).

The actions deemed least effective in the retention of school leaders were placed in the following themes): none (no retention action), PD supports, Benefits, Division Culture, and Reality Check. Multiple school authorities indicated that a plethora of actions were most effective at retaining school leaders.

When considering the rationale for the retention of teachers and school leaders, the exact order of the grand themes is slightly different (See Table 15 and Figure B12). They were similar in overall patterns: Teacher Success, Increase Staff, Division Issues, Previous Success and Feedback. Based on those results, it appears that school authorities' favoured teacher success and increasing staff numbers as their top rationale actions for school leaders. In contrast, Division Issues, Feedback, and Previous Success were less popular as rationales for retaining school leaders

### **Attrition Results**

School authorities were asked to identify reasons why teachers left school divisions. The responses were categorized into sub-themes and aggregated into grand themes. The most frequently occurring grand theme was life change which accounts for 78.2% of responses. Life Changes is comprised of four sub-themes (see Table 21): moving, retirement, career change, and personal reasons. From those sub-themes, the top two are moving and retirement. There is a plethora of reasons for moving and retirement (for examples see Table 21). An individual teacher's decision(s) for leaving a district are

personal. For further study, data from each of those teachers would need to be gathered, and that was outside the scope of this study.

### **Correlation Results**

To understand how rationales for recruiting teachers align with the specific CASS zones, we employed Cramer's V, a statistical measure that assesses the strength of association between two categorical variables. The variables were the CASS zone, school authority types, and rationale for recruitment and retention. Cramer's V values range from 0, indicating no association, to 1, indicating a perfect correlation. Details of this approach are found in Results – Correlations in Part B.

There is a significant and moderate correlation between the CASS zone and the rationale for recruiting leaders, indicating that the observed relationship between the CASS zones and recruitment rationale is not merely coincidental but represents a real pattern. This suggests that the particular needs of a zone are indeed shaping the qualities sought in leaders (see Table 23): Zone 1 – recruiting leaders to increase the hiring pool; Zone 2/3 – recruiting school leaders for the rationale of retaining staff; Zone 4 and Zone 5 and Zone 6 – recruiting school leaders to deal with staff shortages.

There is a significant and moderate correlation between the CASS zone and the rationale for retaining teachers, as well as a significant and moderate correlation between school authority type and the rationale. This indicates that the observed relationships between the CASS zones and retention rationale are not merely coincidental but represent real patterns (see Table 24): Zone 1 – retaining teachers for the purposes of increasing staff and handling division issues; Zone 2/3 and Zone 4 and Zone 6 – retains teachers to increase staff; Zone 5 – retains teachers to increase staff and to help teachers succeed; Separate and Charter and Francophone and Public school authorities – retain teachers to increase staff. This suggests that the specific needs of a zone or a school authority type are indeed shaping the qualities sought in retaining teachers. Since all school authorities have a significant and moderate correlation between retaining teachers for the purposes of increasing staff, this may suggest either current or impending teacher shortages among those school authorities.

There is a significant and moderate correlation between the CASS zone and the rationale for retaining leaders. This suggests that the specific needs of a zone are indeed shaping the qualities sought in leader retention (see Table 25), e.g., Zone 1 and Zone 5 and Zone 6 – retaining leaders to increase staff numbers; Zone 2/3 and Zone 4 – retaining school leaders to help with teacher success.

## ***Cross-Comparison Results***

Finally, significant highlights include a cross-comparison analysis of related survey questions. Namely, Questions 12, 15-19, and 52 are complementary to one another since they all relate to teacher attrition. Data trends from 2019 to 2023 indicate that it is more common for 10% or less of teachers to annually leave a school authority, and less common for portions equal to or greater than 11% to annually leave a school authority (see Figure A7). If 10% or less of teachers annually leave, the corollary is that 90% or more teachers stay at a school authority.

The most common reasons for teachers to leave are (see Table 21, and Figure B18): moving to another geographic location, retirement, changing careers, and personal reasons. Reasons for moving varied from moving due to the spouse's work, wanting a shorter commute, wanting to be closer to home, and more (see Table 21). Clearly, there are multiple reasons for why someone would move to a different geographical region. The second most common theme for teachers to leave was retirement. To add context, that theme was compared to the percentage of teachers within five years of retirement age (see Figure A4). Results indicate that 0-10% of teachers are within five years of retirement age. Although retirement was the second most common theme for teachers leaving a school authority, this does not appear to be a high concern since 0-10% of classroom teachers are within five years of retirement age. Similarly, 0-10% of school-based administration are within five years of retirement age (see Figure A5) which also seems to indicate a small concern.

# Considerations and Conclusion

This research study provides significant data related to teacher and school leader recruitment and retention in Alberta. School authority leaders responded to the survey invitation. They shared their time, knowledge and experience in answering our survey that would be helpful to all school authorities for recruiting and retaining teachers and school leaders. The research study provides data that can be used to support interpretations and insights to the challenges of teacher and school leader recruitment and retention. This section offers six considerations, described below.

The first consideration was to determine and anticipate current and future K-12 teacher workforce needs and trends throughout Alberta. The data show that the patterns of leaving have been relatively stable since 2018 at around 10% per year. However, some school authorities (N=16) have seen an increase in the number of teachers leaving in 2023 (Figure A7). That increase may have implications for hiring replacement teachers for the current and upcoming school years for those school authorities. Those implications are further described in the following paragraph.

A second consideration is the implication of recent increases in teacher vacancies. Currently, most cited vacancies are in the following subjects: French language and immersion, high school math and science, and secondary CTS for across multiple studies. These positions are difficult to fill due to the specific educational background and knowledge required. In addition, some school authorities were seeking music teachers, as well as generalist teachers who can teach multiple subjects. Since 2003, there has been an ongoing need for CTS, math, French immersion and language teachers (see Government of Alberta, 2010a). Other than teacher vacancies, it may also be helpful to consider the context of school authorities.

The third consideration are the unique characteristics of school authorities that contribute to their recruitment and retention of teachers and school leaders. For example, there are a few key characteristics to note. Firstly, certain school authorities cited location as having a possible impact on the recruitment and retention of teachers and school leaders. For example, some of the rural school authorities expressed challenges in recruiting teachers. Secondly, several school authorities expressed success in retaining teachers through a sense of community and belonging nurtured at the school and division level. Lastly, while multiple school authorities directly stated the use of mentorship and teacher induction programs to retain teachers, the effectiveness of those programs were mixed. For instance, due to the popularity of those programs, a couple of

divisions felt that the availability of those programs was not a distinguishing feature and may have possibly hindered applicants' interest in working at that division. A potential distinguishing feature may be the division's work culture.

A fourth consideration is emphasis upon a welcoming and safe work culture. One potential method could be the development and application of robust recruitment and retention strategies that highlight lifestyle benefits of the school authority. Another possible recruitment tactic is for a school division to highlight its unique and favourable characteristics. That way, they may distinguish themselves from other authorities who also use mentorship and induction programs. Furthermore, those distinguishing features may contribute to the effectiveness of specific recruitment and retention actions.

The fifth consideration is that specific recruitment and retention actions may not have the same effectiveness for all school authorities. As an example, discrepancies between what was considered most effective and least effective actions for recruitment and retention are likely contextual and rooted in the immediate needs of the authority. That is, if an authority is looking for teachers with specific knowledge and skills and they are not found through specific job or career fairs, the respondent may not see those particular fairs as effective, yet the same job fairs may be effective for other authorities and/or in other situations. Although the considerations discussed had emphasized the impact upon teachers, the impact upon students also needs to be addressed.

The sixth and final consideration are implications for students. This is directly related to education workforce recruitment and retention because the availability of qualified and experienced teachers impacts the success of student programs and student educational experiences.

This education workforce study describes the current CASS context of teacher and school leader recruitment and retention. The process of filling vacant positions and recognizing a shortage of teachers with specific skills or knowledge is contextual and complicated. Authorities may consider strategic actions towards increasing the number of applicants for teacher and school leadership positions.

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# Appendix 1

## CASS Teacher and Principal Workforce Survey

### ***Introduction***

Welcome to the College of Alberta School Superintendents (CASS) - Alberta Education (AE) Teacher and Principal Workforce Survey. This survey is being used to collect school authority data about the teaching workforce, as well as data about principals, including assistant and vice principals. The data will be aggregated and shared with CASS members.

### ***Purposes of the survey***

The purposes of this survey are to collect school authority data about their current and future teaching and school-based leadership workforce needs. The primary purposes are:

- To determine and anticipate current and future K-12 teacher workforce needs and trends throughout Alberta.
- To understand the factors and challenges school authorities in Alberta have regarding the recruitment and retention of all certificated teachers.
- To collect information from school authorities regarding constructive actions they take that help them address recruitment and retention issues of teachers and school-based educational leaders and the reasons the strategies have been selected.

### ***Survey Information***

- This survey data will be collected and analyzed by College of Alberta School Superintendents and Alberta Education researchers (Dr. Edgar Schmidt - CASS Leadership Consultant; Kendall Tupker – Alberta Education Manager, Leadership Excellence and Teacher and Leadership Certification Branch; Dr. Julieta Delos Santos - Alberta Education Workforce Initiatives Coordinator).
- The data will be aggregated in a variety of ways and individual school authorities will not be identified in the data unless approved by the school authority.

- **All data will be collected and secured by CASS and Alberta Education and only the researchers will have access to the raw data.**
- **You will be asked to provide school authority data from 2018 to present day for several questions. Please be aware that survey completion will likely require a small team of knowledgeable individuals working together to respond to some questions.**
- **This survey may take up to 45 minutes to complete. Please be aware of the time commitment.**

### ***Consent***

- I have reviewed the purposes of this survey.
- I acknowledge that the data will be aggregated in a variety of ways.
- I acknowledge that the school authority will not be identifiable unless I specifically agree to allowing the school authority data to be shared with CASS members and beyond.
- I understand that Alberta Education will be analyzing the provincial data for Alberta Education policy purposes.
- I understand that CASS will be analyzing the survey data for CASS policy, professional practice, and professional learning purposes.
- I understand that CASS members will be able to access a full report upon completion of this study.
- Raw survey data will be maintained on CASS password protected folders for 3 years, after which time the data will be deleted.
- By proceeding with this survey, I consent to the school authority data to be aggregated and analyzed.
- I understand that this survey is voluntary and that I may withdraw at any time.

### ***Informed Consent and Key Contact Information***

These data are collected to assist researchers with any follow up questions or for clarification purposes. The contact data will not be shared beyond the researchers without consent of the school authority. If you have any questions, please contact Dr. Edgar Schmidt at [edgar.schmidt@cass.ab.ca](mailto:edgar.schmidt@cass.ab.ca).

1. Primary Contact (first and last names)
2. Email

3. Telephone
4. Key Contact Position Title
5. Address of primary school authority location

### **Survey Questions**

#### **About the school authority**

6. Formal name of the school authority:
7. Total Student Population (Sept. 30, 2023):
8. CASS Zone (checkbox):  
1, 2/3, 4, 5, 6, Other (specify)
9. If Other was identified in Question 8, please specify in what part of Alberta the central office is.
10. Type of School Authority (checkbox)  
Public, Catholic, Francophone, Charter, Other (please specify)
11. If Other was identified in Question 10, please specify what type of school authority you represent.

#### **Teaching Workforce**

Describe your current certificated workforce in terms of:

12. The percentage of **classroom teachers** who are within five years of retirement age. (Dropdown selection)  
0-10% / 11-20% / 21-30% / 31-40% / 41-50% / 51-60% / 61-70% / +71%
13. The percentage of school-based **principals (including assistant or vice principals)** who are within five years of retirement age. (Dropdown selection)  
0-10% / 11-20% / 21-30% / 31-40% / 41-50% / 51-60% / 61-70% / +71%
14. The percentage of central office **teacher leaders (consultants, managers, directors, etc.)/ CASS regulated system education leaders** who are within five years of retirement age. (Dropdown selection)  
0-10% / 11-20% / 21-30% / 31-40% / 41-50% / 51-60% / 61-70% / +71%

The percentage of **classroom teachers** who left the school authority (for whatever reason) for each of the past five years.

15. 2018-19 (Dropdown selection)  
0-5% / 6-10% / 11-15% / 16-20% / 21- 25% / 26-30% / +31% / Data not available

16. 2019-20 (Dropdown selection)  
0-5% / 6-10% / 11-15% / 16-20% / 21- 25% / 26-30% / +31% / Data not available
17. 2020-21 (Dropdown selection)  
0-5% / 6-10% / 11-15% / 16-20% / 21- 25% / 26-30% / +31% / Data not available
18. 2021-22 (Dropdown selection)  
0-5% / 6-10% / 11-15% / 16-20% / 21- 25% / 26-30% / +31% / Data not available
19. 2022-23 (Dropdown selection)  
0-5% / 6-10% / 11-15% / 16-20% / 21- 25% / 26-30% / +31% / Data not available

The percentage of school-based **principals (including assistant or vice principals)** who left the school authority (for whatever reason) for each of the past five years.

20. 2018-19 (Dropdown selection)  
0-5% / 6-10% / 11-15% / 16-20% / 21- 25% / 26-30% / +31% / Data not available
21. 2019-20 (Dropdown selection)  
0-5% / 6-10% / 11-15% / 16-20% / 21- 25% / 26-30% / +31% / Data not available
22. 2020-21 (Dropdown selection)  
0-5% / 6-10% / 11-15% / 16-20% / 21- 25% / 26-30% / +31% / Data not available
23. 2021-22 (Dropdown selection)  
0-5% / 6-10% / 11-15% / 16-20% / 21- 25% / 26-30% / +31% / Data not available
24. 2022-23(Dropdown selection)  
0-5% / 6-10% / 11-15% / 16-20% / 21- 25% / 26-30% / +31% / Data not available

What are the anticipated needs for **classroom teachers** for **September 2024**?

Approximately how many teachers (head count) could be hired for next September? It is understood that this number may change depending on the local context and time of staffing.

25. Elementary generalist (Dropdown selection)  
0-5 / 6-10 / 11-15 / 16-20 / 21- 25 / 26-30 / 31-35 / 36-40 / +41
26. Elementary specialist (Music, Art, subject specialists...) (Dropdown selection)  
0-5 / 6-10 / 11-15 / 16-20 / 21- 25 / 26-30 / 31-35 / 36-40 / +41
27. Please specify the types of elementary specialists you wish to place. Be as specific as possible. (Text)
28. Division 3, Grades 7-9, or Junior High subject specialists (Dropdown selection)  
0-5 / 6-10 / 11-15 / 16-20 / 21- 25 / 26-30 / 31-35 / 36-40 / +41
29. Please specify the types of specialists you wish to place. Be as specific as possible. For example, if identifying a CTS teacher, please state the area to be assigned.

30. Division 4, Grades 10-12, or Senior high subject specialists  
0-5 / 6-10 / 11-15 / 16-20 / 21- 25 / 26-30 / 31-35 / 36-40 / +41
31. Please specify the types of specialists you wish to place. Be as specific as possible. For example, if identifying a CTS teacher, please state the area to be assigned. (Text)
32. Please specify the types and numbers of inclusive education specialists/ special education teachers you wish to place to address needs of students who have one or more of the following qualities: deaf and hard of hearing, blind or visually impaired, developmentally delayed, physically disabled, cognitively delayed, autistic, behaviourally challenged, language delayed, gifted and talented, learning disabled, or any other identification as required. Please specify the level (Elementary, JH, SH; or Division 1,2,3,4) assigned, as well. Be as specific as possible. (Text)
33. What other teaching positions, that have not been identified, do you wish to place? Be as specific as possible, including the division or grade level needed. (Specify)

### **Teaching Shortages**

34. Where are the current shortages of certificated teachers in your school authority? Please be as specific as possible regarding the assignment(s) and grade level(s). (Text)
35. What are the most common reasons given for teacher staffing shortages?

### **Workforce Recruitment**

36. What actions have you taken to **recruit teachers** for your school authority over the past five years? Please describe your recruitment actions in detail. (Text)
37. What are the reasons for taking these actions to recruit teachers?
38. Which of these actions were the most effective?
39. Which of these actions were least effective?
40. What actions have you taken to **recruit school-based principals** (include assistant or vice principals) for your school authority over the past five years? Please describe your recruitment actions in detail. (Text)
41. What are the reasons for taking these actions to recruit principals?
42. Which of these actions were the most effective?
43. Which of these actions were least effective?

### **Workforce Retention**

44. What actions have you taken to **retain classroom teachers** in your school authority over the past five years? Please describe in detail the actions you have taken. (e.g.

induction program, mentorship program, contract signing incentive, rent free or low cost housing for a year, returning incentive...)

45. What are the reasons for choosing these actions to retain teachers?
46. Which of these actions were most effective?
47. Which actions were least effective?
48. What actions have you taken to **retain school based principals** (include assistant or vice principals) in your school authority over the past five years? Please describe in detail the actions you have taken. (e.g., leadership induction program, mentorship program, ...)
49. What are the reasons for choosing these actions to retain principals?
50. Which of these actions were most effective?
51. Which actions were least effective?
52. Considering **teacher** attrition rates since 2018: What are the primary reasons teachers give for leaving the school authority? Be as specific as possible. (e.g., retirement, moving to a new location, work assignment...)

### **Recommendations**

53. What additional actions or strategies that you have not already mentioned, would you recommend to other system education leaders regarding **teacher** recruitment and retention?
54. What additional actions or strategies that you have not already mentioned would you recommend regarding **principal (including assistant and vice principals)** recruitment and retention?

### **Ending message**

Thank you for taking the time to complete this survey. The results will be analyzed, and a written report will be presented to CASS members as soon as it is available. The survey results will provide helpful information for the recruitment and retention of teachers, principals, teacher leaders, and system education leaders.

If you have any questions, please contact Dr. Edgar Schmidt at [edgar.schmidt@cass.ab.ca](mailto:edgar.schmidt@cass.ab.ca).