

Summary Report

Teacher Recruitment and Retention in
New Brunswick

January 2024



NB-IRDT

New Brunswick Institute for
Research, Data and Training

Project Title

Teacher recruitment and retention in New Brunswick

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Acknowledgements

This priority project was undertaken by the New Brunswick Institute for Research, Data and Training (NB-IRDT) at the request of the Government of New Brunswick, Department of Early Education and Childhood Development (EECD). The opinions, results and conclusions reported in this paper are those of the authors and are independent from the funding sources. No endorsement by the Government of New Brunswick, or their partners is intended or should be inferred.

Funding for this project was provided by EECD.

How to Cite This Product

McDonald, T., & Miah, P. (2024). Summary report: Teacher recruitment and retention in New Brunswick. Fredericton, NB: New Brunswick Institute for Research, Data and Training.

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Why is This Study Important?

There are many different ways a school can help its students succeed - but its greatest impact comes from providing students with excellent, qualified teachers.

In the province of New Brunswick, many teachers are close to retirement, and there is a growing need to fill the gap they will leave behind. According to the New Brunswick Teachers' Association, the province can expect to lose between 170 to 210 teachers to retirement every year for the next 5 years.¹

Although new graduates are entering the teaching profession each year, research suggests that nearly one-third of Canadian teachers leave their jobs within the first 5 years of work.² It's possible that as more and more teaching positions open, there may not be enough new teachers to fill them - or, if there are enough new teachers to fill these roles, a large proportion of them may not stay for the long term.

It is extremely important for the province to effectively recruit and retain enough teachers to replace those who are retiring while providing incentives to existing teachers to remain in the profession. Our research aims to support NB's policy makers and school districts as they work toward this goal.

To understand the shifting levels of supply and demand within the teaching profession, and the decisions of NB teachers, we explore 3 main questions:

- At what rate do Bachelor of Education graduates from NB universities live and teach in New Brunswick?
- What factors affect a teacher's decision to leave the teaching profession?
- Do teachers that leave the NB public school system stay in or leave NB?



How Was This Study Completed?

To undertake this study, researchers at NB-IRDT used linked NB Teacher Payroll data, University Graduates data from the Maritime Provinces Higher Education Commission and Citizen Data holdings at NB-IRDT. Teachers' entrances into and exits from teaching jobs in the NB public school system are determined by inclusion in the Teacher Payroll data - with data available from 2013-2021. Retention in NB is determined by Medicare eligibility status in the Citizen Data. Graduation from a Bachelor of Education program in NB is determined by inclusion in the University Graduates data - with data available from 2004-2020.

This report analyzes the recruitment of graduates from the NB public universities offering a Bachelor of Education (BEd): The University of New Brunswick (UNB), Université de Moncton (UdeM), and St. Thomas University (STU), and teachers' attrition and retention rates, with a study period of 2013-2021. It presents results according to age, sex, school district, marital status and immigration status.



Limitations

While reading the results on the next pages, it is important to remember there are certain limitations to this study. For instance, because NB Teacher Payroll data is only available from 2013-2021, teachers who left the profession before 2013 are not included in the study. Likewise, due to data availability, individuals who graduated with a BEd from NB before 2004 cannot be identified.

Because administrative data do not have information on factors such as personal experiences, we can only report on teachers' observable demographic factors rather than motivations such as job satisfaction. The data in this study do not follow teachers who leave NB, though this may be a topic for future research.

Key Findings: Teacher Recruitment

On average, between 2004 and 2020,

48% of New Brunswick's BEd graduates became teachers in NB

This includes:

- **72% of BEd graduates from UdeM**
- **42% of BEd graduates from STU**
- **37% of BEd graduates from UNB**



When we examined New Brunswick's BEd graduates according to personal (demographic) characteristics, we found:

- ↳ **49%** of female and **45%** of male graduates became teachers in the province.
- ↳ **59%** of graduates who were from NB (that is, they lived in NB before university) became teachers in NB.

Only **11%** of domestic graduates from out of province and **10%** of graduates from other countries became teachers in NB.

What Factors are Associated With Becoming a Teacher in NB?

Holding other factors constant,

Female BEd graduates have approximately **1.31 times higher odds** than male graduates to pursue teaching careers in NB.

Married BEd graduates have approximately **1.96 higher odds** than their unmarried counterparts of working as teachers in NB.

The odds of becoming a teacher in NB are **4.58 times higher** for BEd graduates from UdeM than for BEd graduates of UNB.

Key Findings: Teacher Retention and Attrition

Between 2013 and 2021, **over 90%** of teachers were still teaching 5 years after being hired.



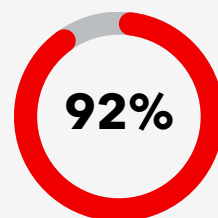
Retention of teachers in NB schools



After 1 year
of teaching



After 3 years
of teaching



After 5 years
of teaching

How Many Teachers are Leaving The Profession?

↳ Each year, **between 2-3%** of teachers left their jobs in the NB public school system.

Notably, **96%** of these teachers who left their jobs stayed in NB.

There are some differences between teachers in the Anglophone and Francophone School Districts:

Anglophone District

Anglophone teachers are more likely than Francophones to leave the profession at a younger age - but those who stay in the profession past the early years tend to stay longer than Francophone teachers.

Francophone District

Young Francophone teachers are more likely than young Anglophones to remain in the profession. Francophone teachers tend to both enter the profession earlier and retire earlier than Anglophones.

Conclusions

NB is facing a wave of teacher retirements in the near future and is currently losing between 2-3% of its public school teachers each year. Although we find consistently high levels of retention among new teachers, it is important to note that a large proportion (around 50%) of NB BEd graduates do **not** end up working in the province's public school system. This highlights the importance of continuing to focus on recruiting and retaining more teachers to meet the growing demand in the province's public schools.

In the meantime, our findings suggest that certain graduates are more likely than others to become teachers in NB. For instance, the majority (59%) of graduates who became public school teachers between 2013-2021 had lived in NB before university. This is similar to our previous findings that graduates who are from NB are more likely to stay and work in NB. Likewise, of the three public universities that offer a BEd, UdeM has by far the highest proportion of graduates (72%) who become teachers in the province. This might reflect the Francophone job opportunities NB provides, whereas Anglophone teachers may have more job mobility across Canada.

While these findings can help support recruitment and retention strategies, we recommend even more research to expand the focus of our work.

References

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