

Q1: Years Since Retirement



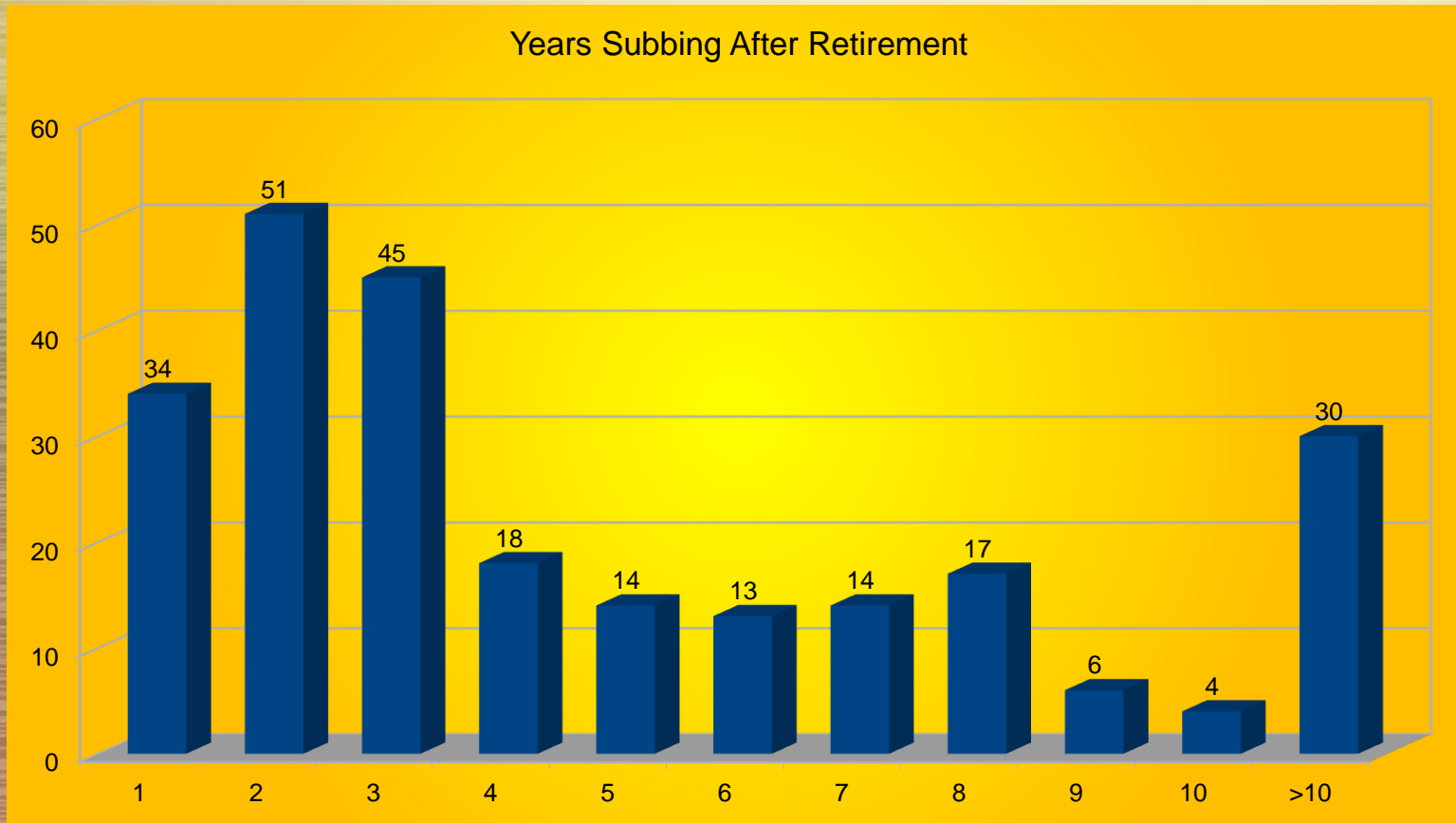
Analysis

Subbing falls off very quickly after 3 years, then again after 10.

As population is predicted to increase, opening more full-time positions, more subs will be needed.

Given the current difficulties divisions are having finding qualified subs, this presents a potential problem, one which will manifest sooner rather than later.

Q2: Years of Subbing Experience (excludes Terms)



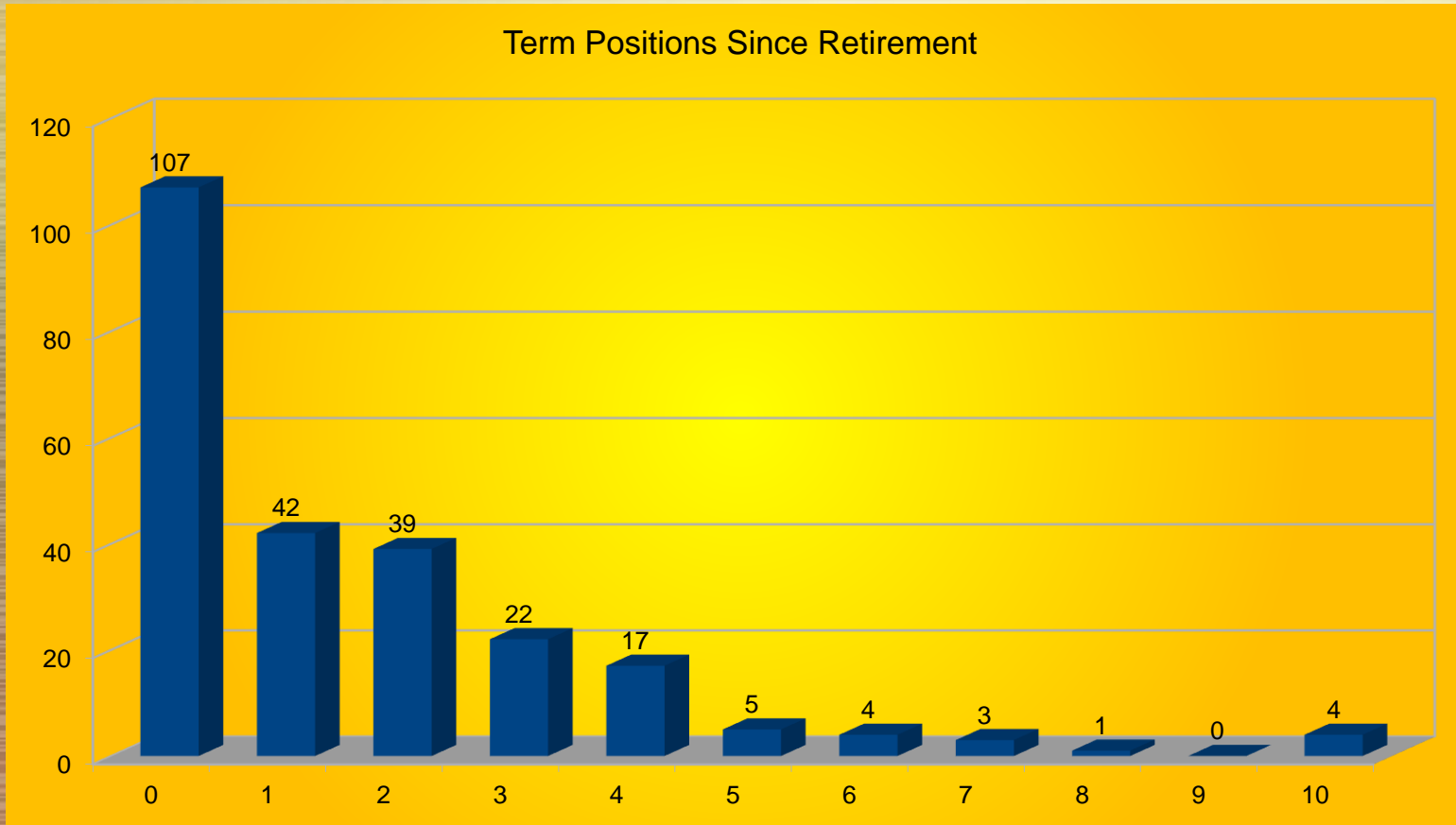
Analysis

As above, we see a falling off of subs after 3 years.

There are, however, a substantial number of subs with 10 or more years of experience (13.8%).

Substantial numbers of teachers are withdrawing from subbing within 3 years of retirement. These are lost to the divisions' sub pools, which are currently understaffed.

Q3: Term Positions Since Retirement

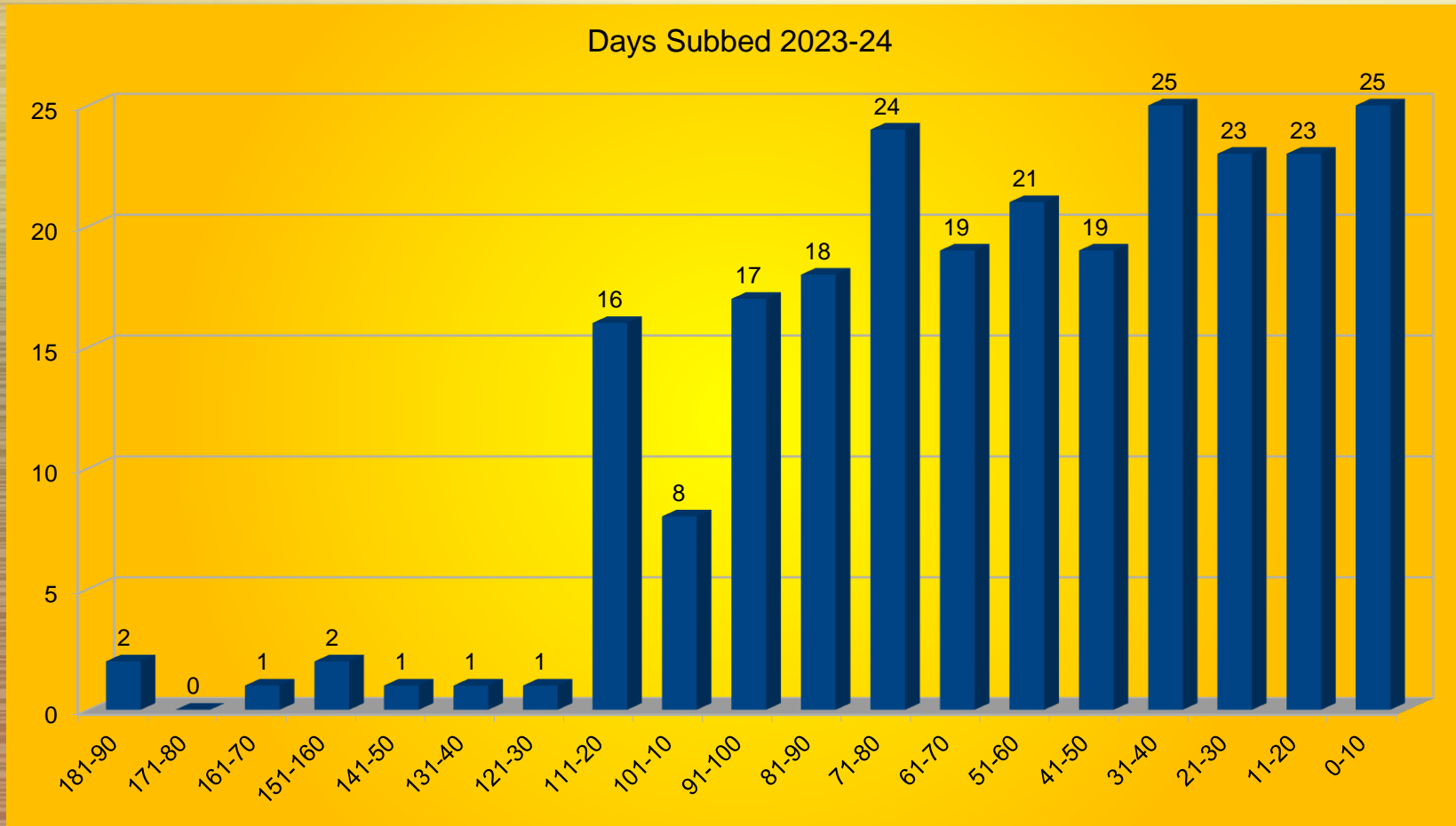


Analysis

It would appear that retired teachers like being retired, with only 1.6% of respondents taking 9 or more term positions over the course of their retirement and 43.5% not taking any term positions at all.

As we did not survey all retirees, we can not draw any conclusions about the overall percentages of retired teachers who sub.

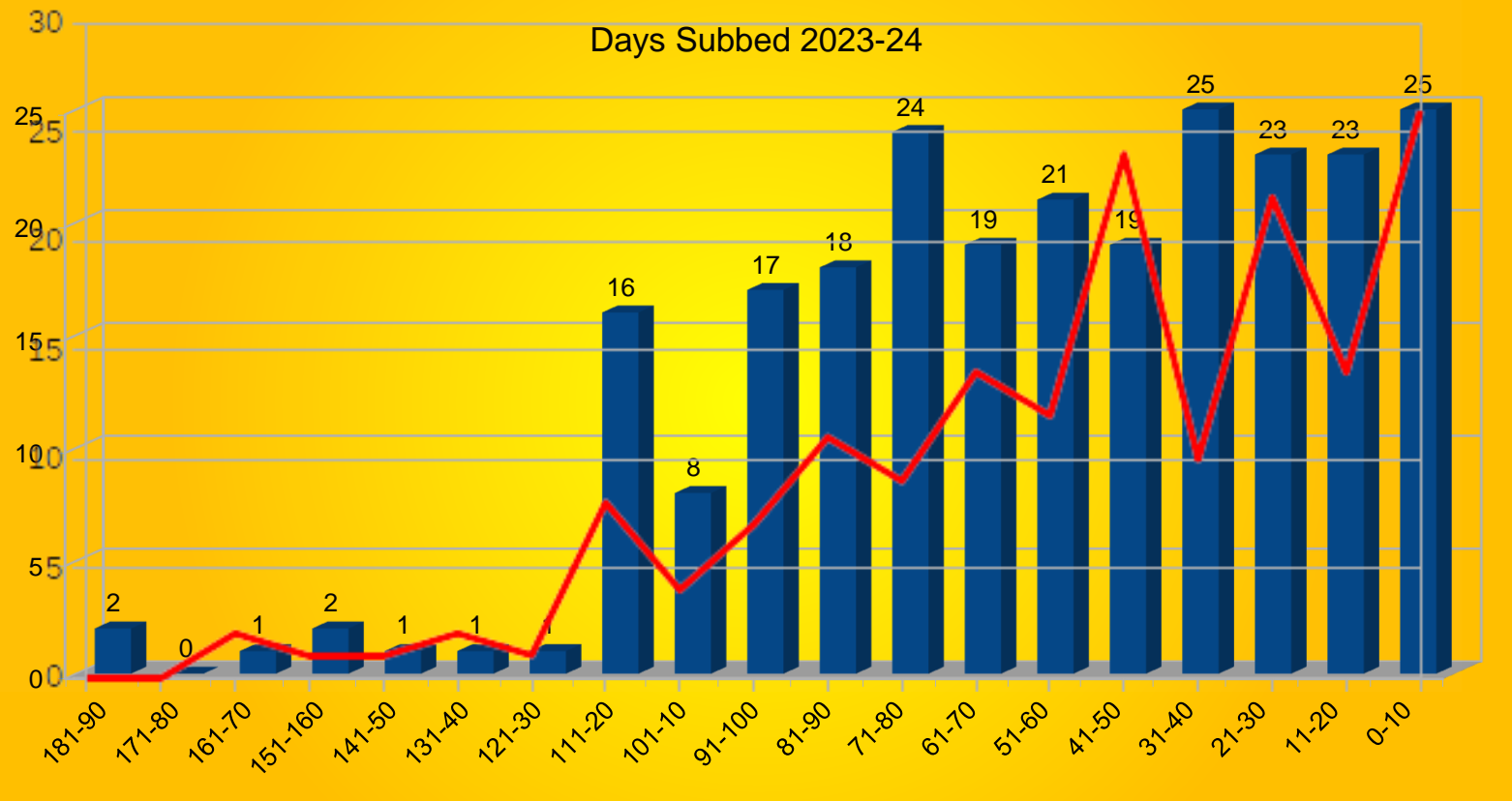
Q4: Approximate Days of Work 2023-24



Analysis

Data suggests that the Rule of 120 has a clear effect on extensive subbing, with only 8 respondents (3.2%) working beyond Day 120.

Q4: Approximate Days of Work 2023-24 vs 2021-22



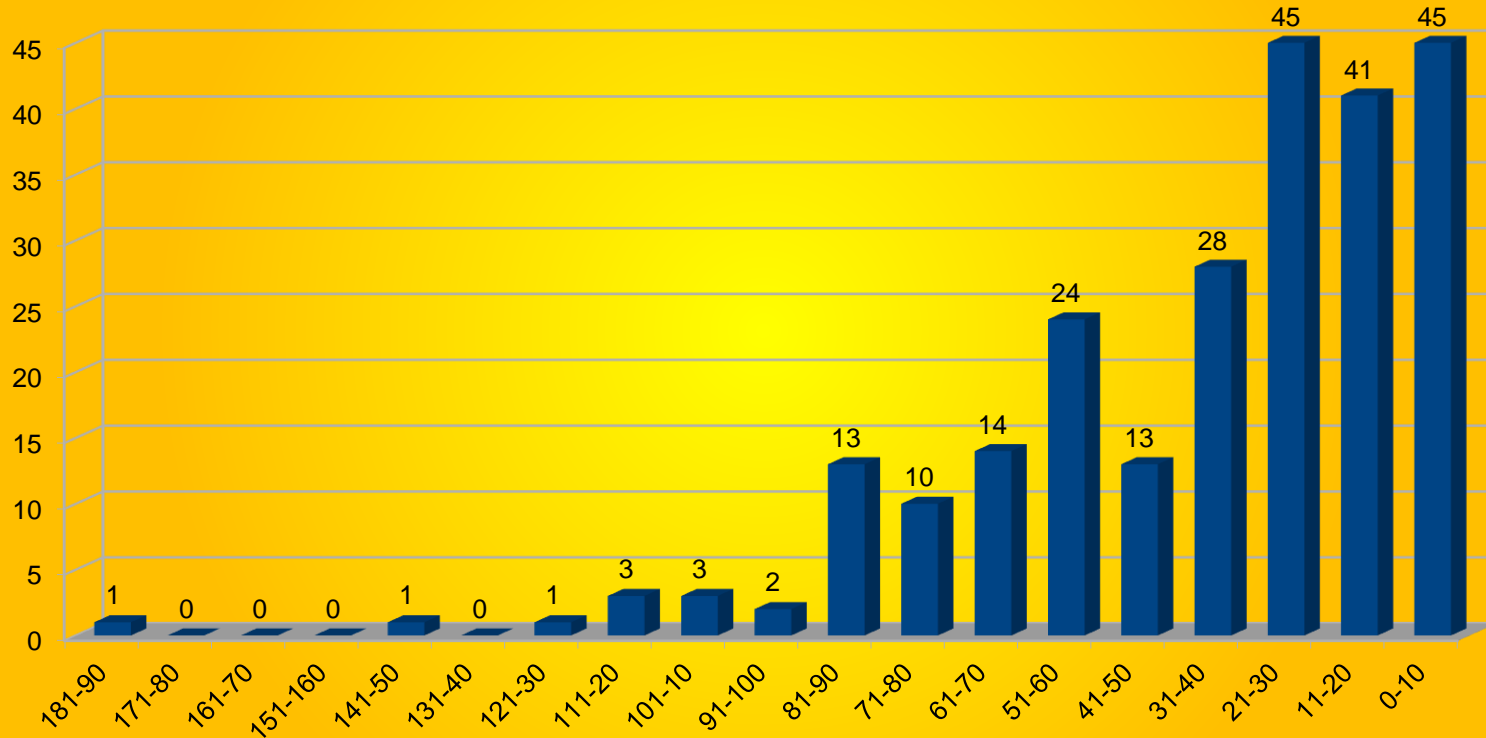
Analysis

Trends have remained fairly consistent since the last survey, especially regarding the Rule of 120.

The Red line indicates 2021-22 data.

Q5: Days Worked 2024-25 (so far)

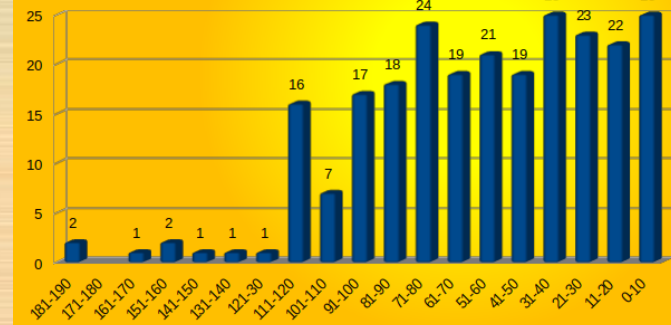
Days Subbed 2024-25
Up to Spring Break



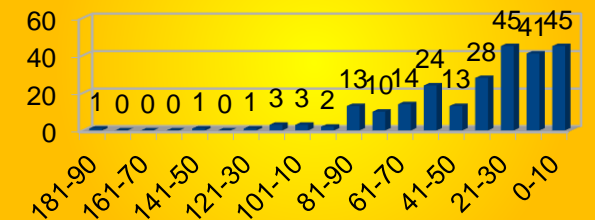
Analysis

Apart from the 2 outliers who appear to have worked more than the number of school days so far, the trend appears to be following the previous year.

Days Subbed 2023-24

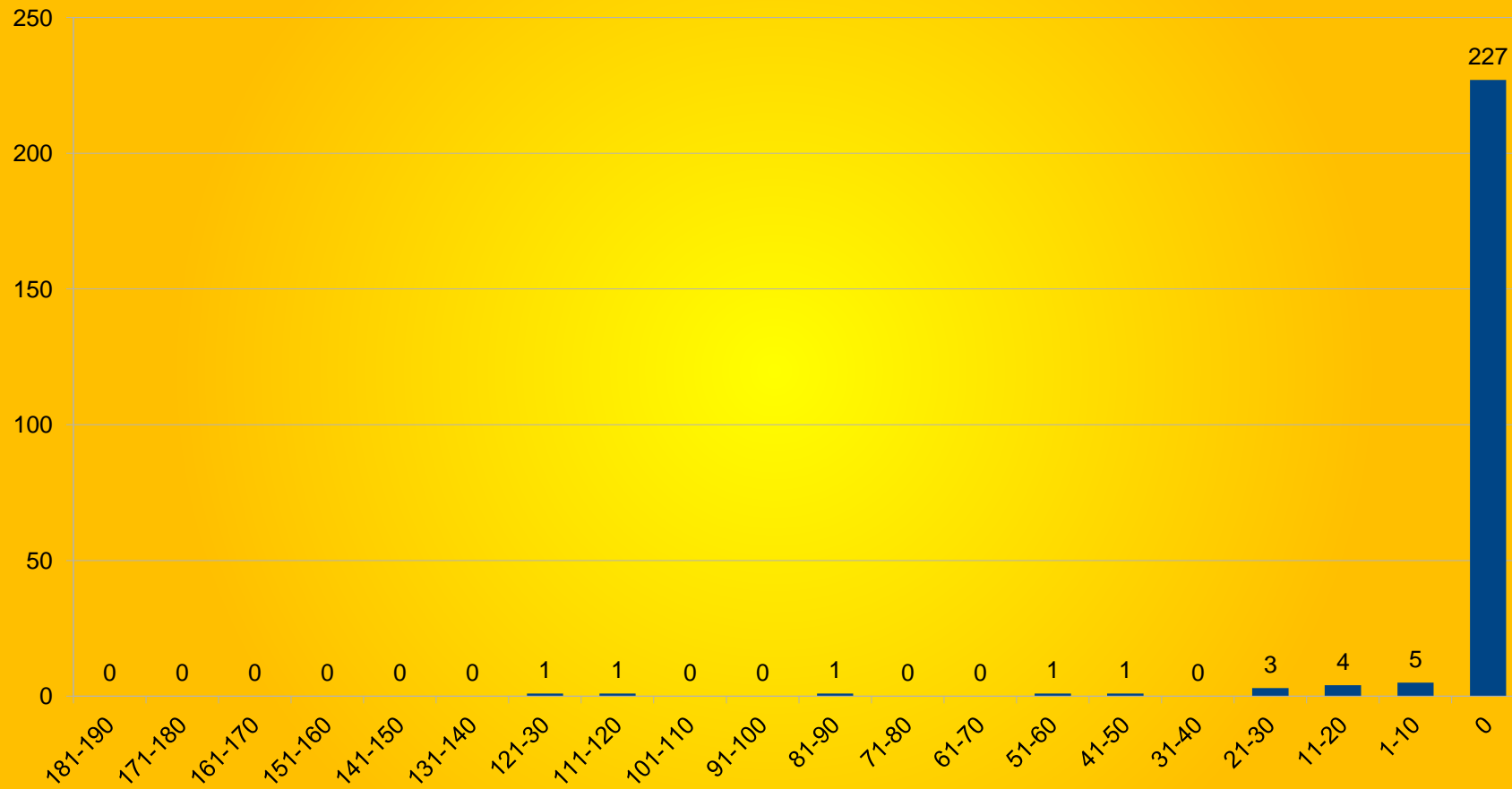


Days Subbed 2024-25
Up to Spring Break



Q6: Days Subbed in Private/Independent Schools

Days Worked Outside Provincial Contract

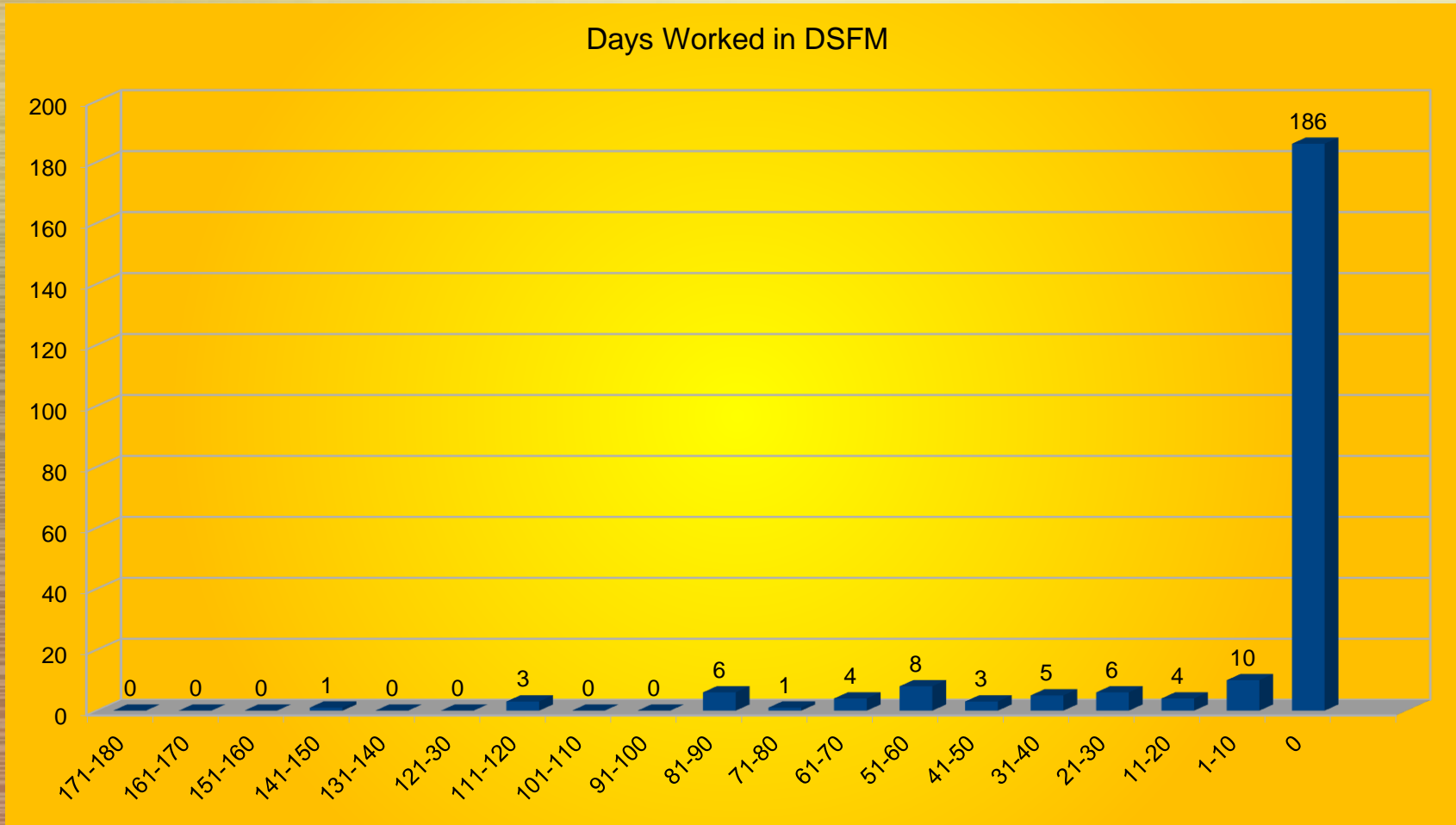


Analysis

Very few respondents have subbed in the private/independent school system.

Those who did report fewer days on average than public school subs, but the n is too small to draw any conclusions from that.

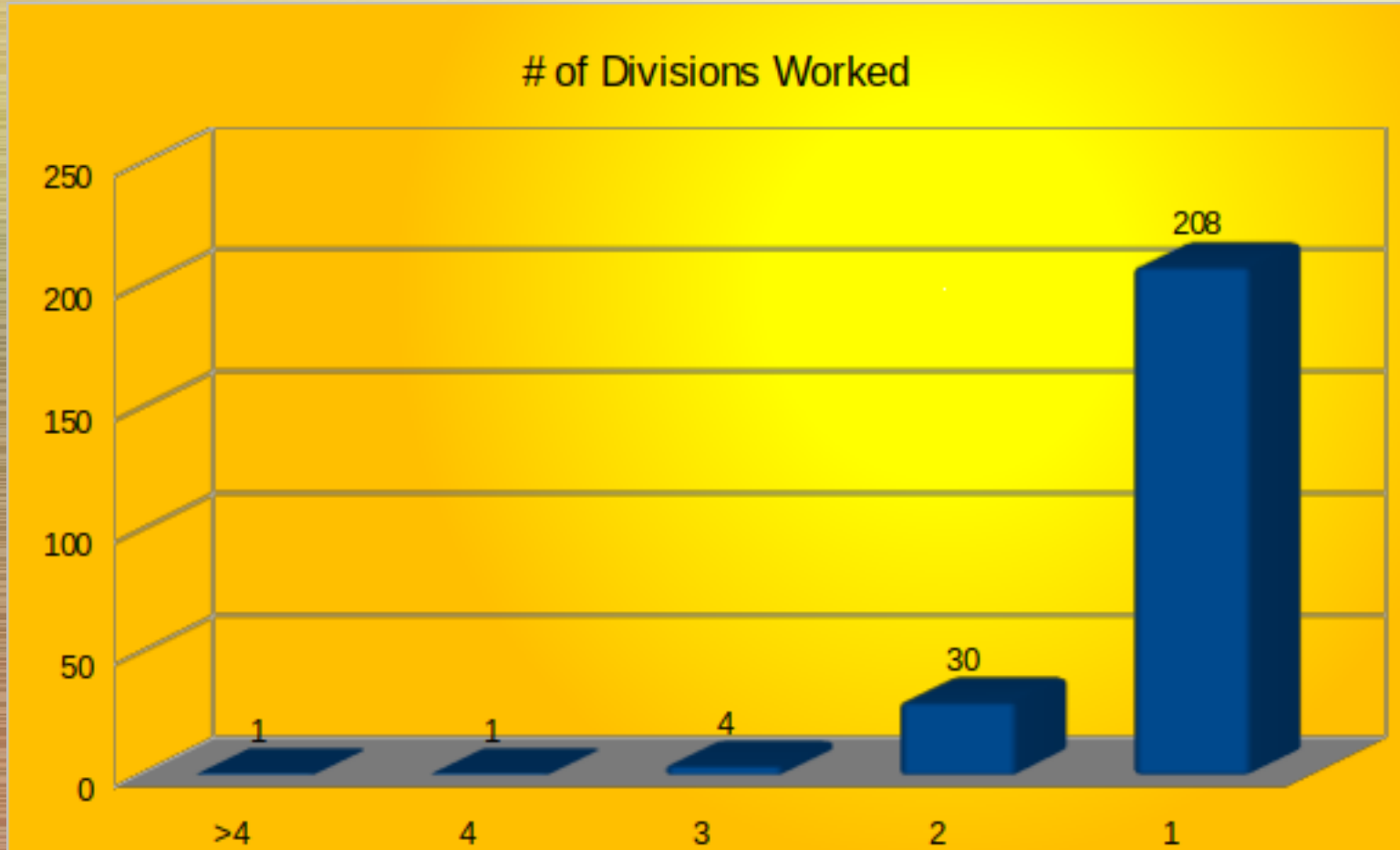
Q7: Days Subbed in DSFM Schools



Analysis

It appears that most retirees are not spending a great deal of time in DSFM, but again the n is too small to draw any significant conclusions.

Q8: # of School Divisions of Work 2023-25



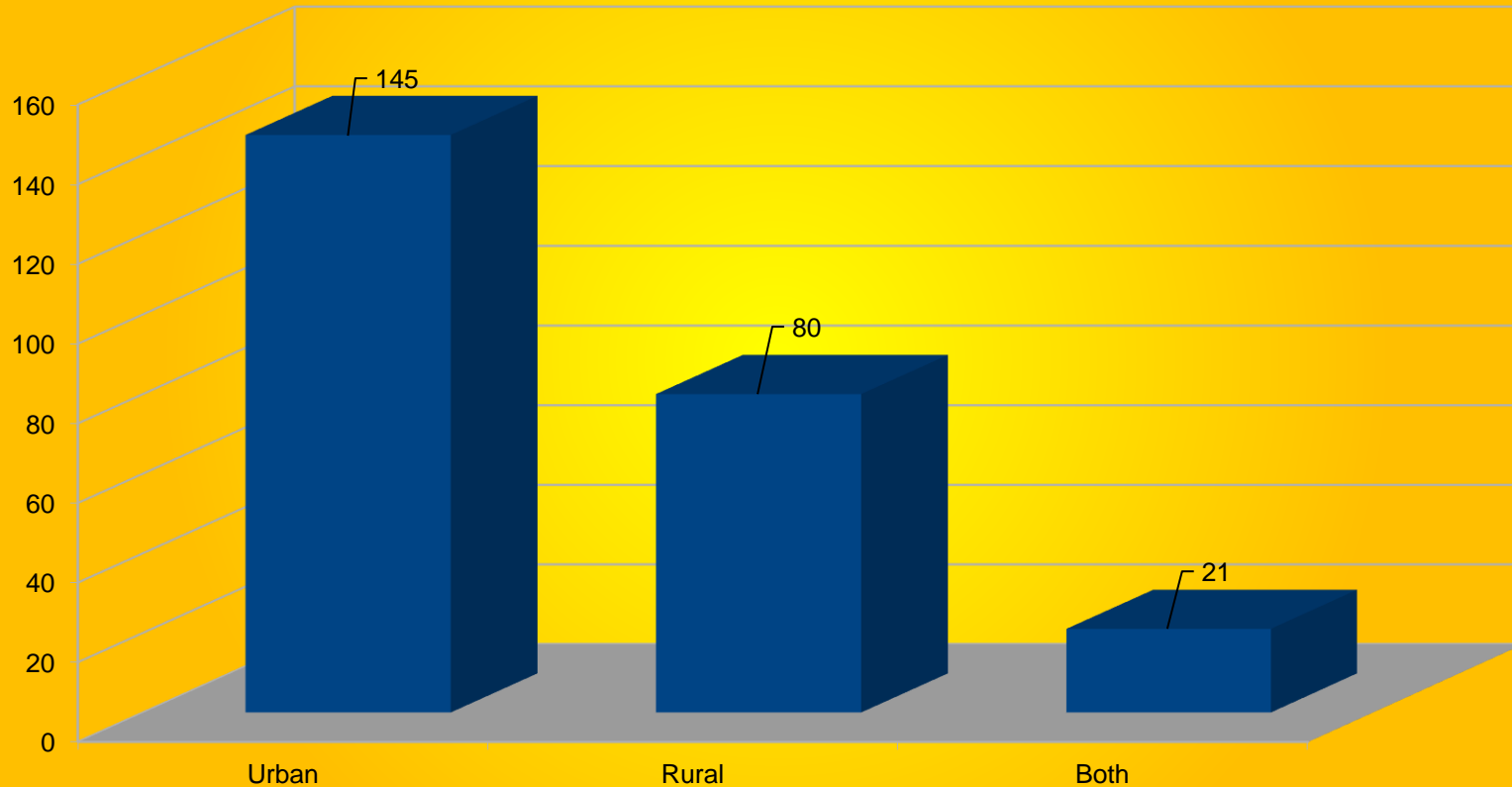
Analysis

The vast majority of respondents worked solely in one division, although 30 worked in 2 SD's and 1 hearty traveller worked in more than 4 SD's!

Closer ties to the MTS locals should be pursued, even if it is as simple as reminding the retirees to check with their local association's web page or newsletter regularly.

Q9: Urban or Rural—or Both?

Urban-Rural Subbing



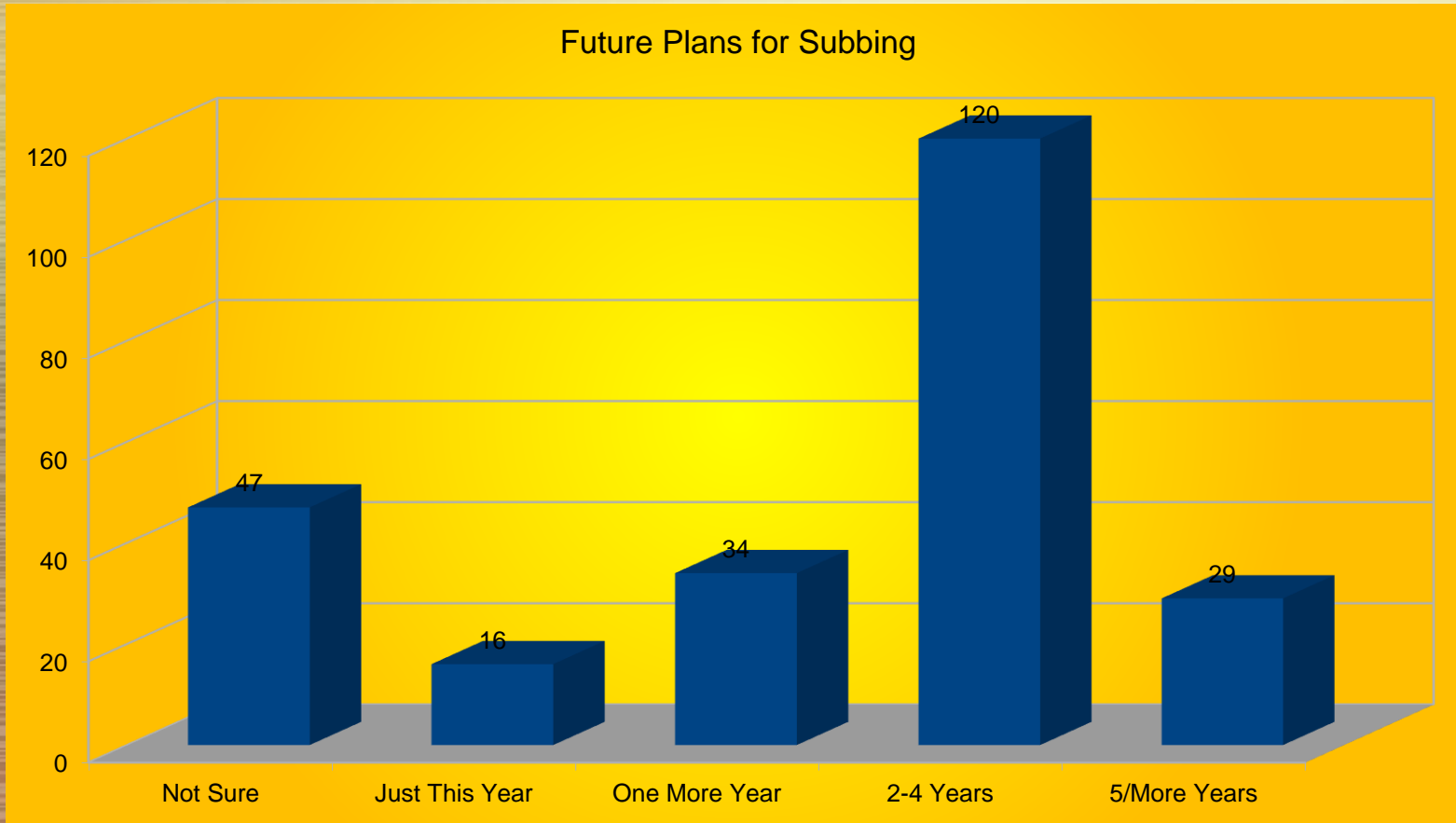
Analysis

While urban and rural subbing patterns have remained substantially unchanged since the last survey (2020-22), the number of subs working in both regions has more than doubled.

This may be a function of fewer available subs in the rural regions on a per capita basis.

For the purposes of this survey, “Urban” comprises Winnipeg, Portage la Prairie, Brandon, Selkirk, and Thompson.

Q10: How Many More Years of Subbing



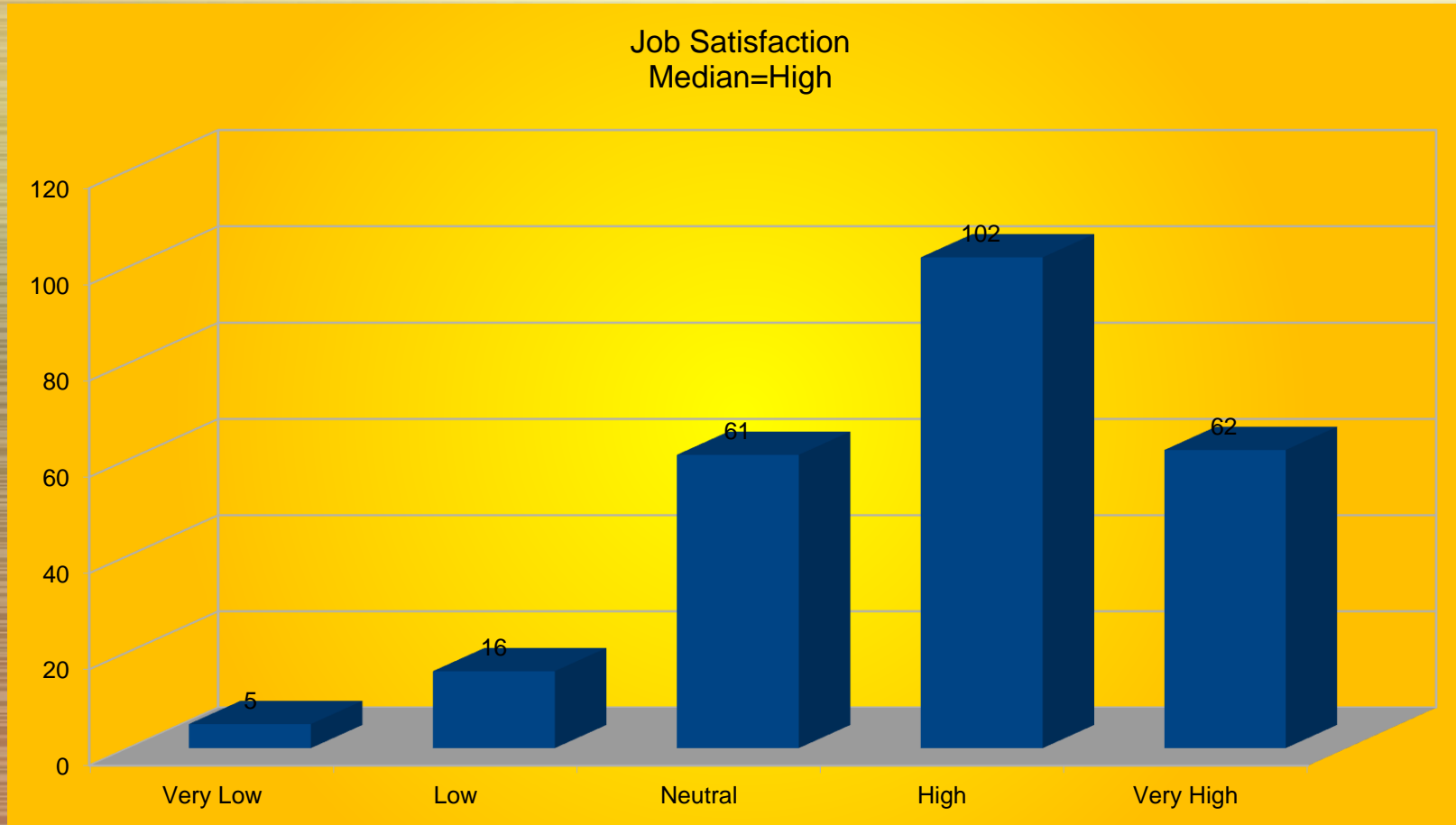
Analysis

Consistent with earlier data, we see most respondents looking at quitting within 4 years.

Worthy of note, however, is the large block of those who are not sure when they will stop (19%).

Losing the vast majority of retirees who sub over the next 4-5 years is likely to exacerbate the sub shortage in many divisions, despite the higher uptake of subbing by recent retirees.

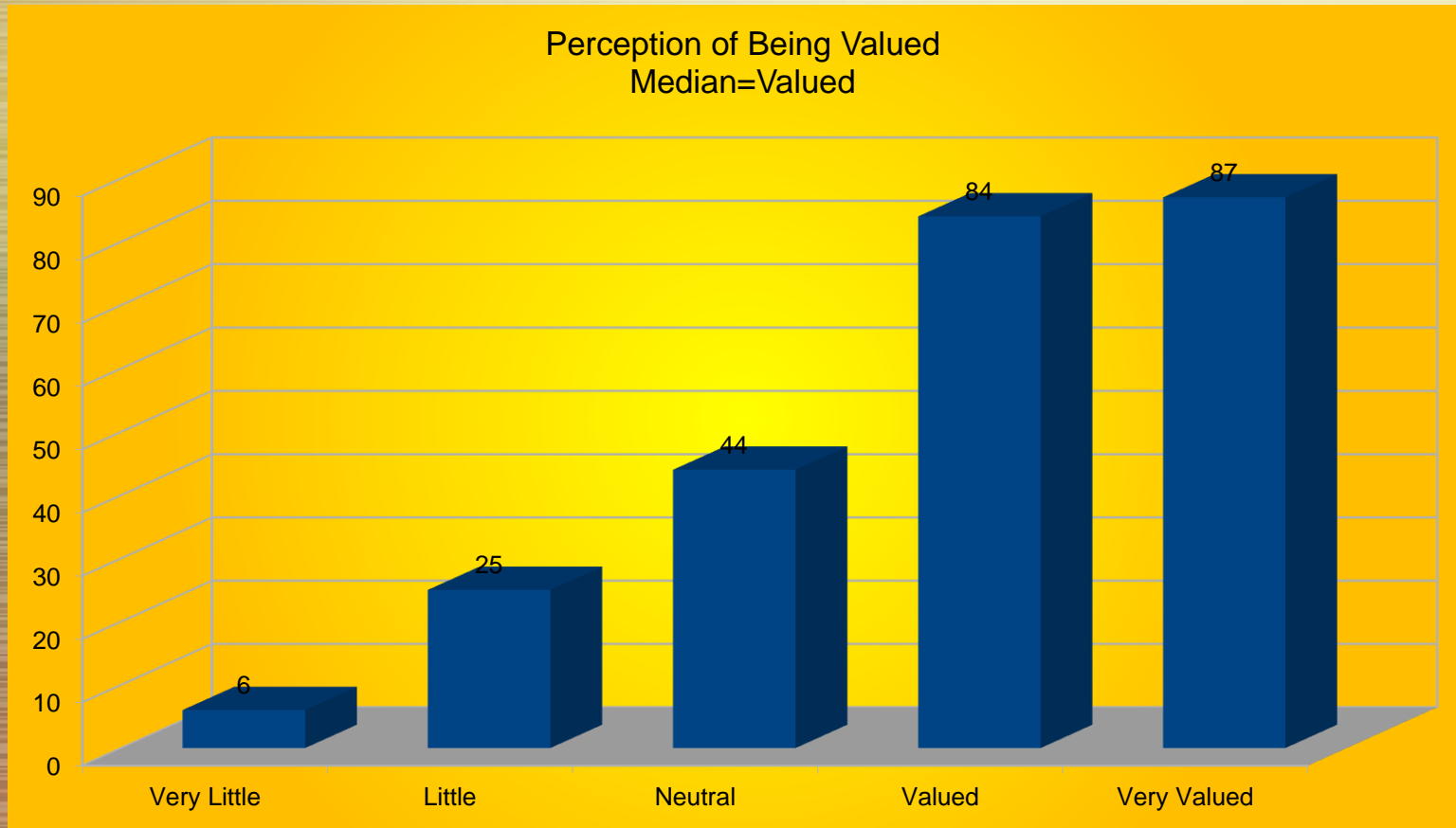
Q11: Overall Satisfaction Levels



Analysis

Overall, the respondents are generally satisfied with subbing, with only 8.5% reporting low or very low job satisfaction.

Q12: Perception of Being Valued As A Sub



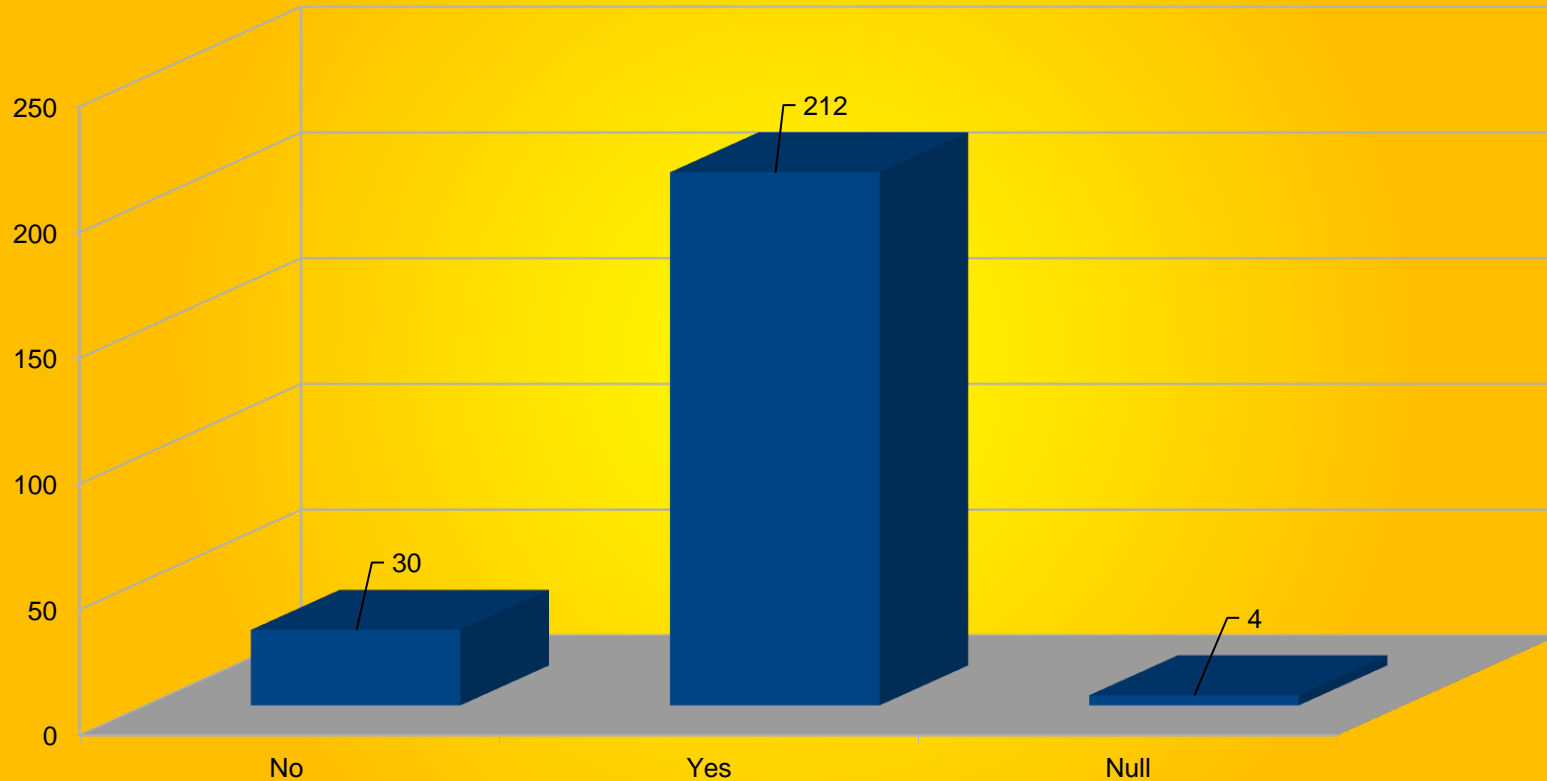
Analysis

69.5% of respondents perceive themselves as valued or very valued in their roles.

The lower end of the spectrum suggests a fairly strong tie between this perception and job satisfaction, which also has a probable effect on their decisions regarding how long they will continue to sub (generally, less than 5 years).

Q13: Should Sub Pay Rates be Stepped?

3 Levels Supported?

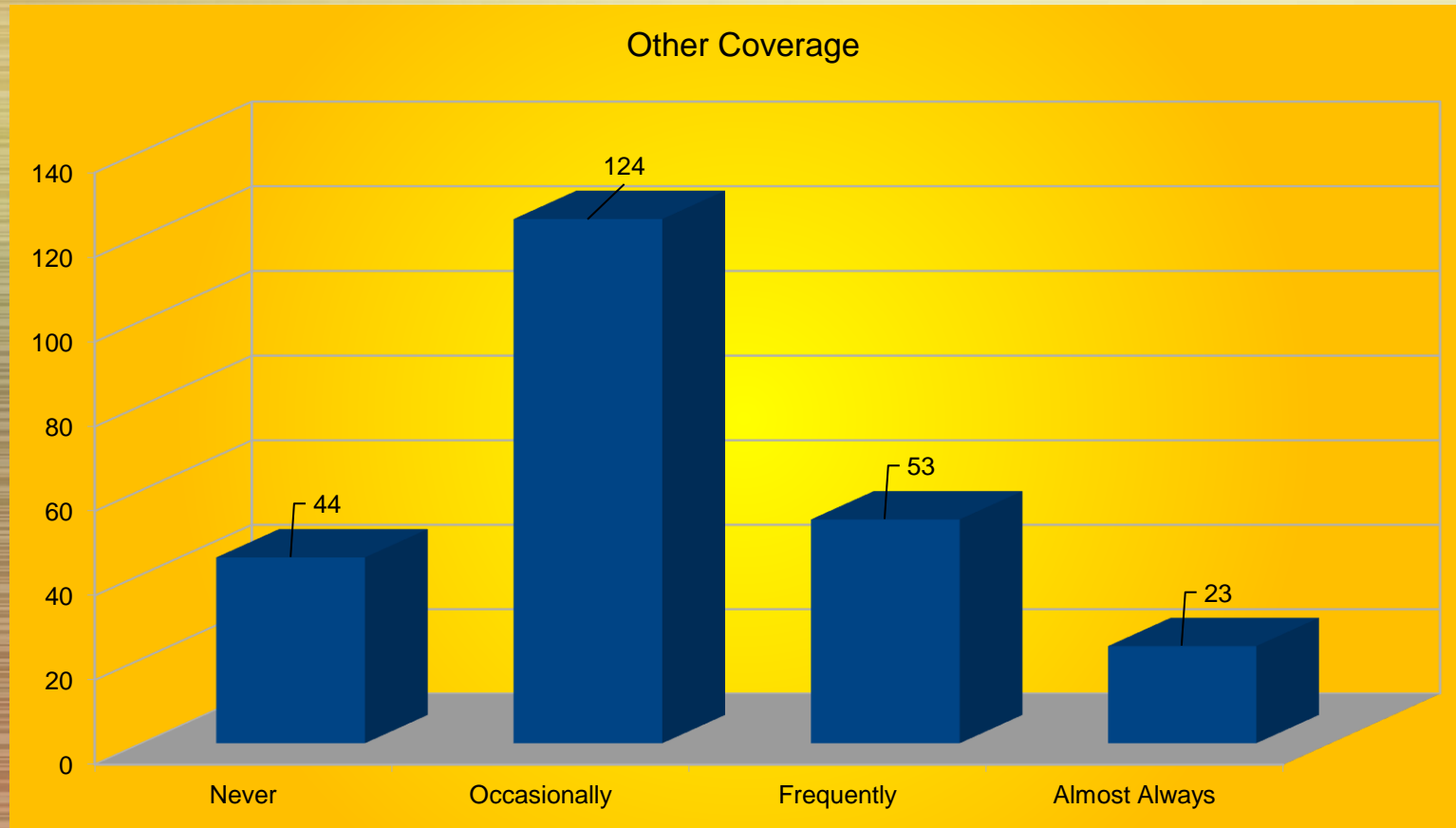


Analysis

When asked if substitute remuneration should have 3 steps (Uncertified, Certified with less than 10 years of experience, Certified with 10 or more years of experience), respondents were strongly in favour of such a plan.

Of the Null responses, one was a very Canadian “Yes, No.”

Q14: Covering Non-Assignment Activities



Analysis

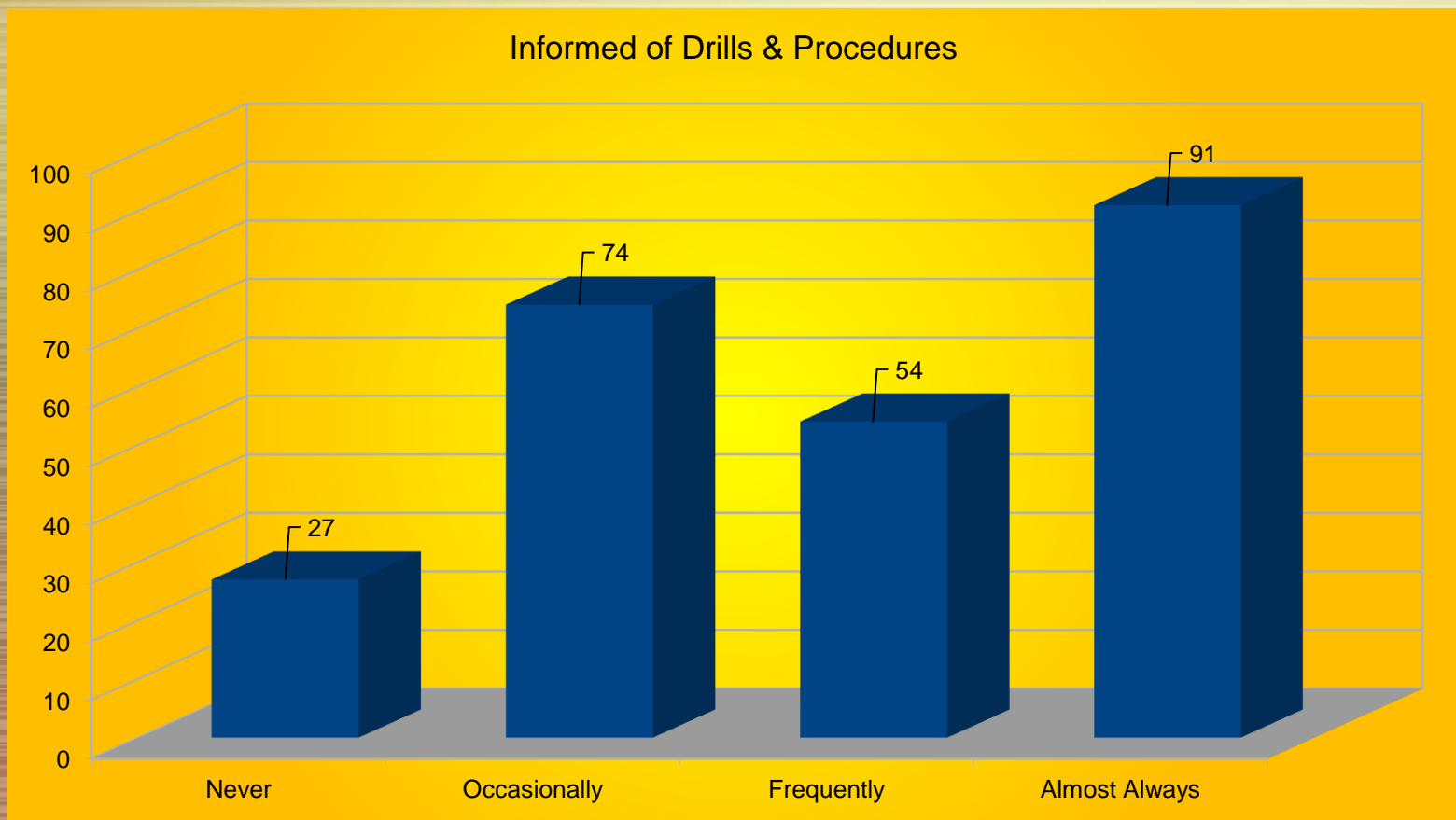
Such activities include covering other teachers' classes, bus/lunch duties, EA duties.

The Provincial Collective Agreement 2024 states in Article 9.03 (Timetable):

The timetable for a substitute Teacher shall normally be the same as the timetable of the Teacher who is being replaced unless otherwise determined at the time of the assignment or except in unforeseen circumstances. For substitutes in an extended substitute teaching assignment, Article 6.01 Preparation Time shall apply.

It appears that some schools have more “unforeseen circumstances” than others. Subs, administrators, and classroom teachers need to be reminded of this article.

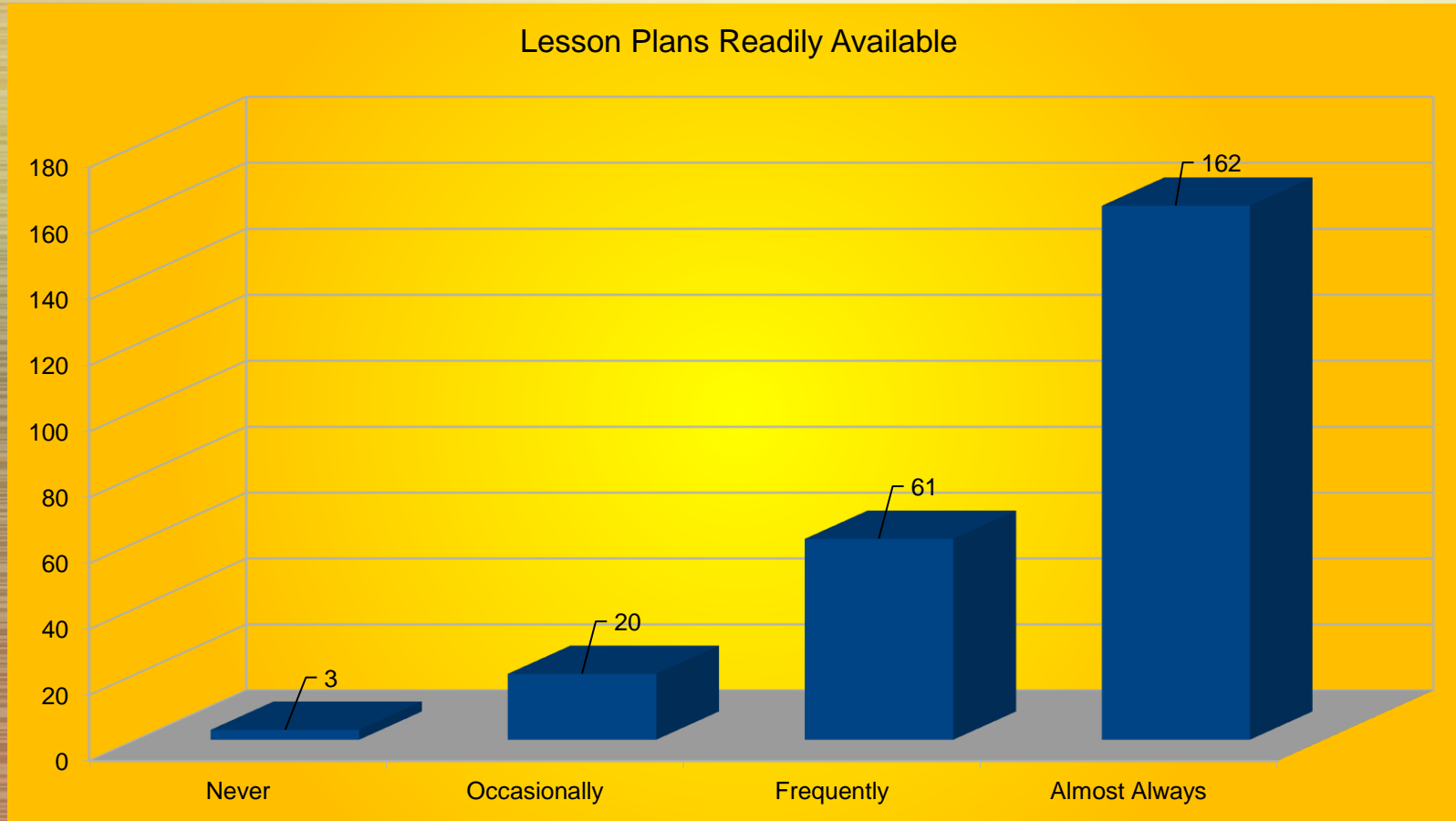
Q15: Advised of Drills/Interruptions and Procedures?



Analysis

Because subs may not have access to in-school email or bulletins, it is good practice to ask each day if there is anything that might disrupt the typical school day.

Q16: Lesson Plans & Materials on Desk or Online?

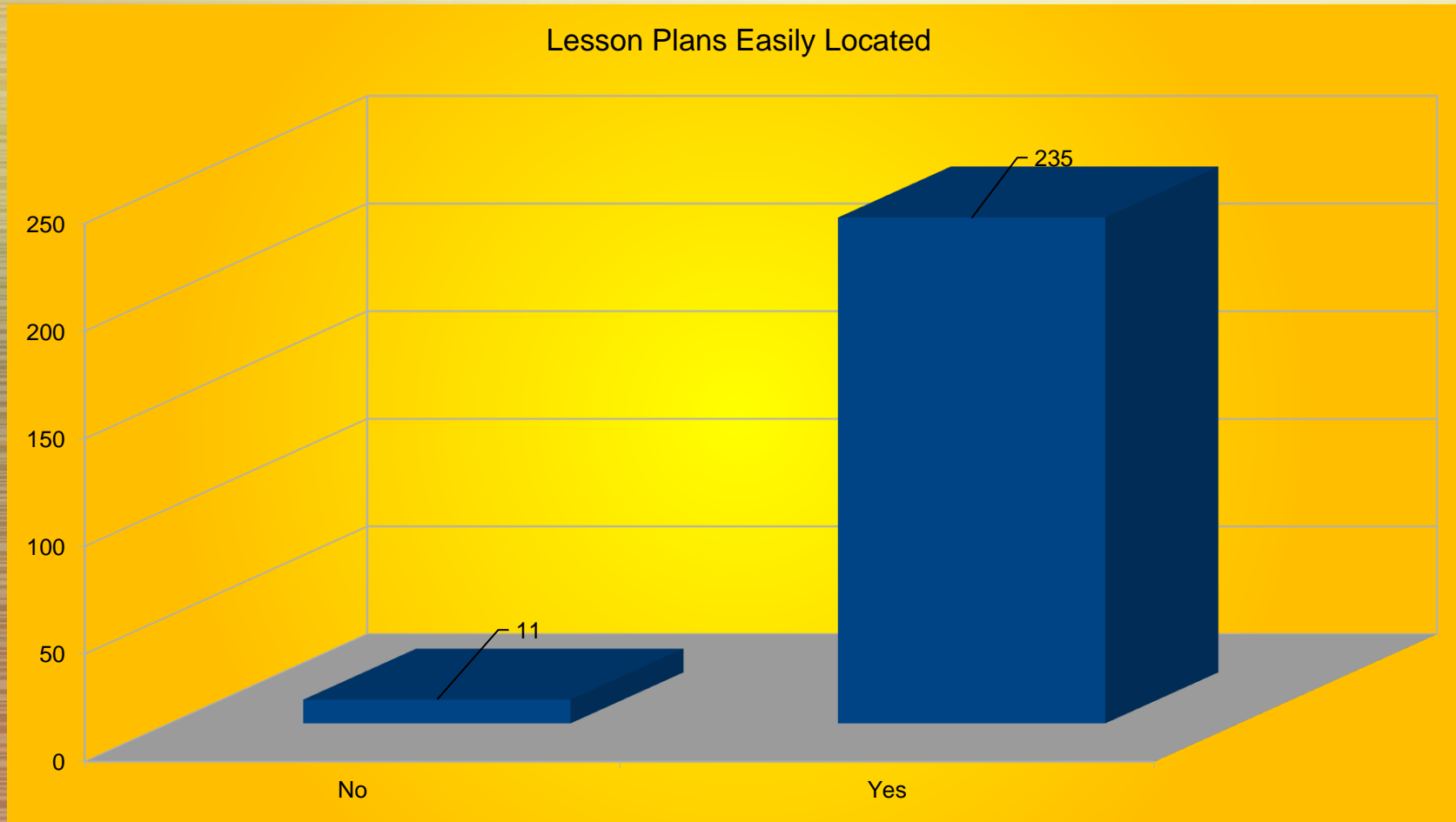


Analysis

Sometimes absences happen at the last minute.

The majority of subs do have access to their plans on the teacher's desk or attached through the booking software or email.

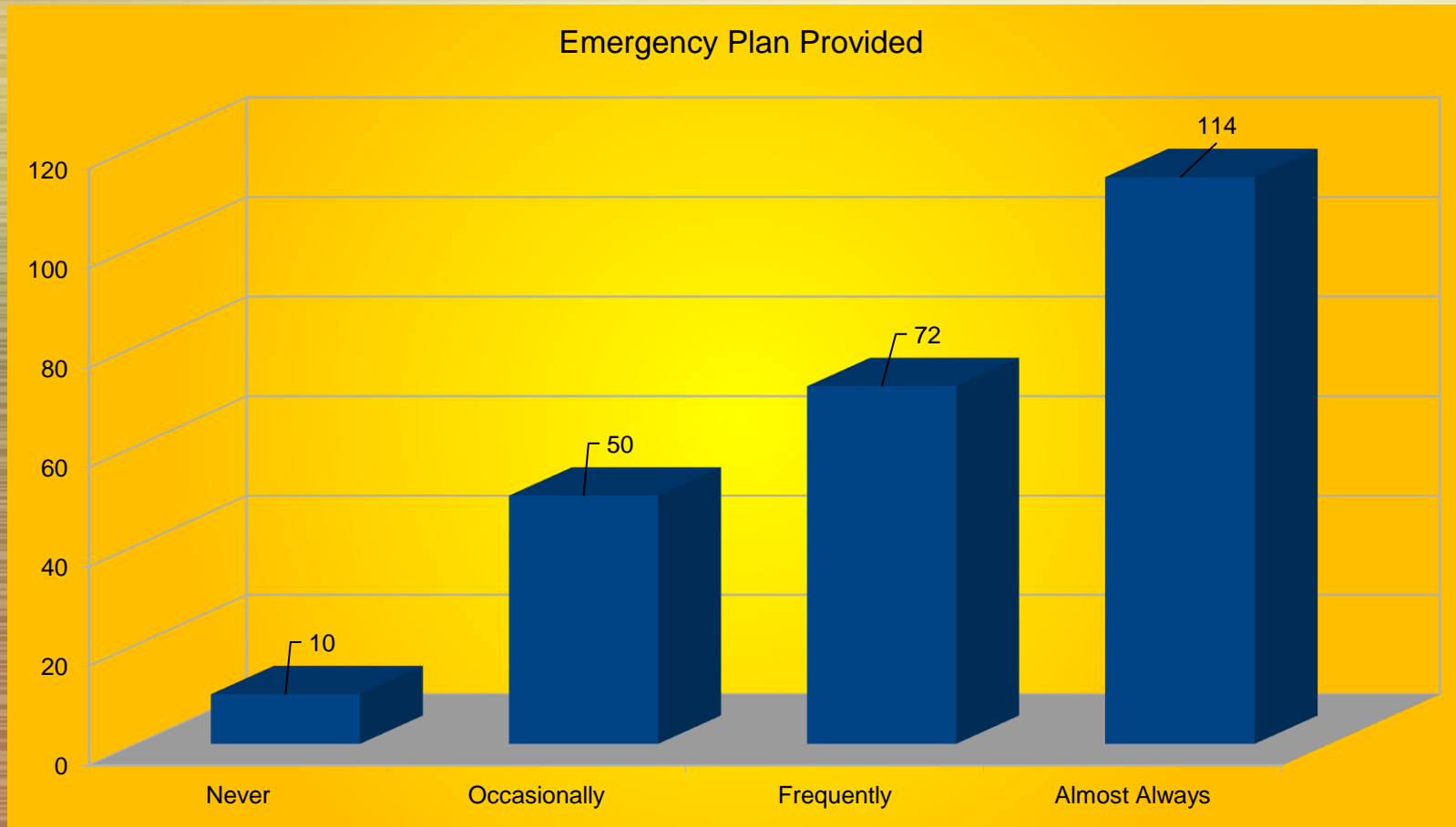
Q17: Are the Lesson Plans & Materials Easily Located?



Analysis

Respondents reported overwhelmingly that lesson materials were easily located (95.5%).

Q18: Emergency Plans on Desk or As Attachments

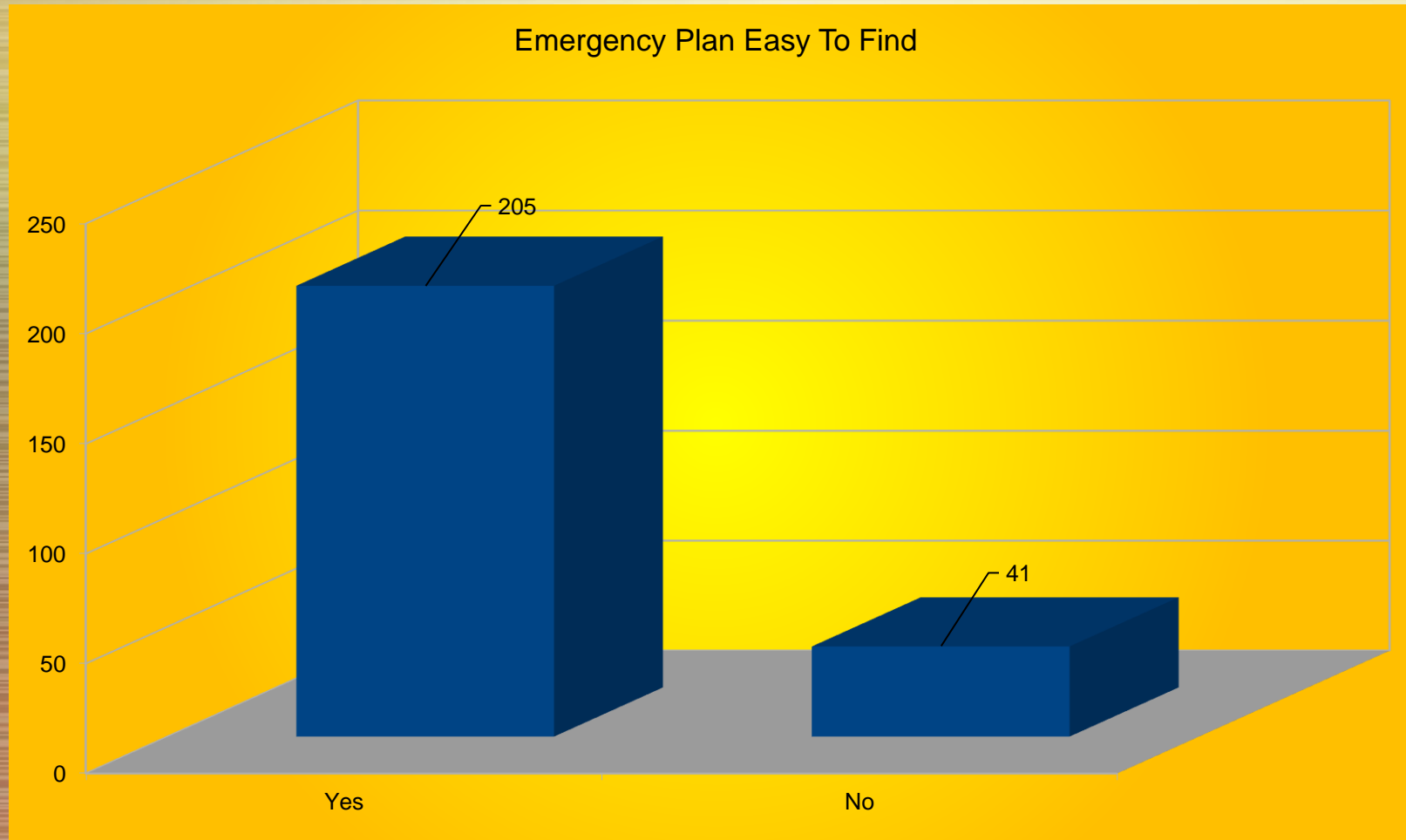


Analysis

Overall, Emergency Plans are being provided, but there is some room for improvement.

It is good practice to know where these plans are in each room.

Q19: Emergency Plan Easily Located

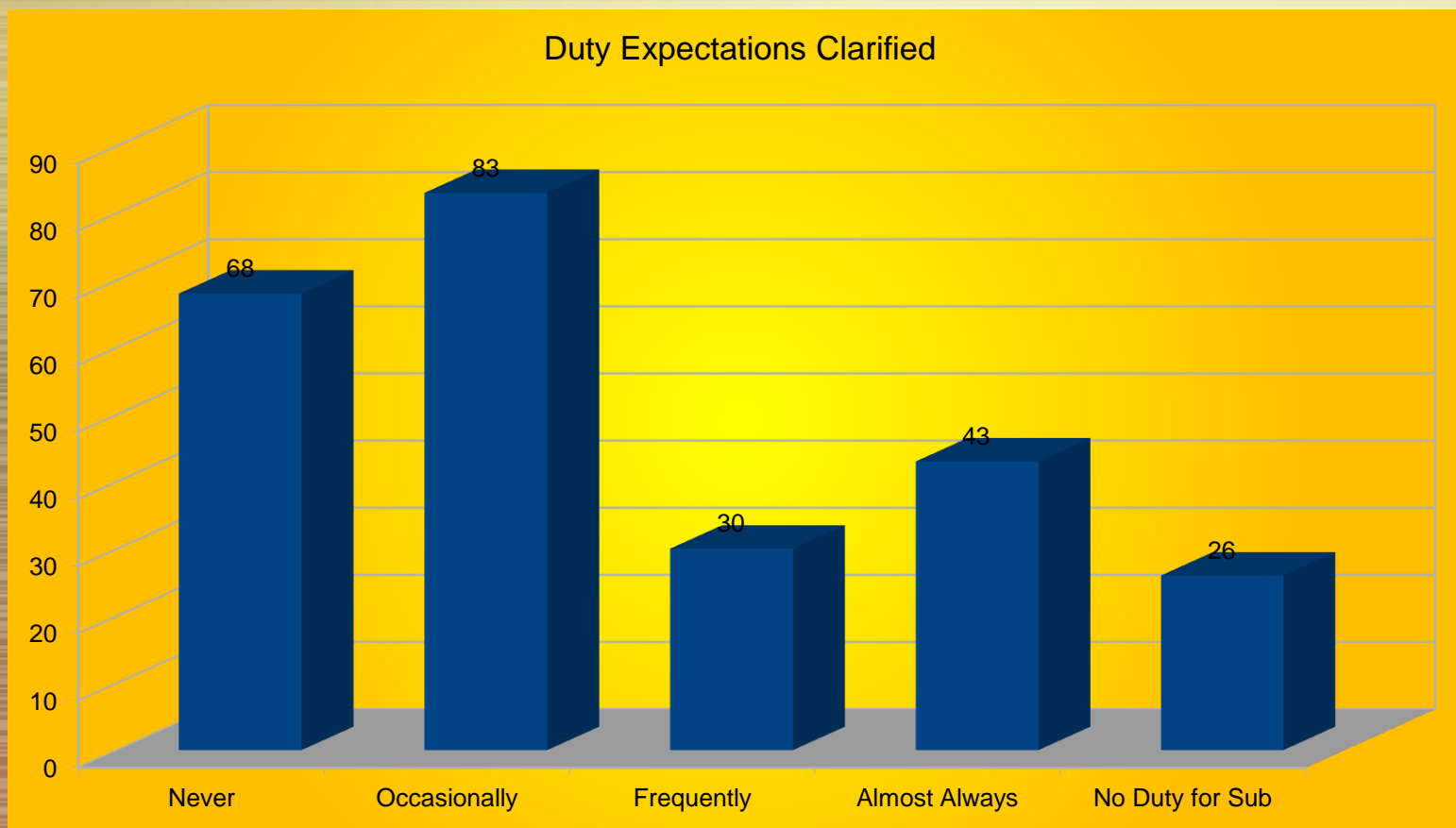


Analysis

Emergency plans are generally (83%) easily found.

Again, it is good practice to know where they are in every room.

Q20: Expectations of Students and Teachers Explained For Being on Duty?



Analysis

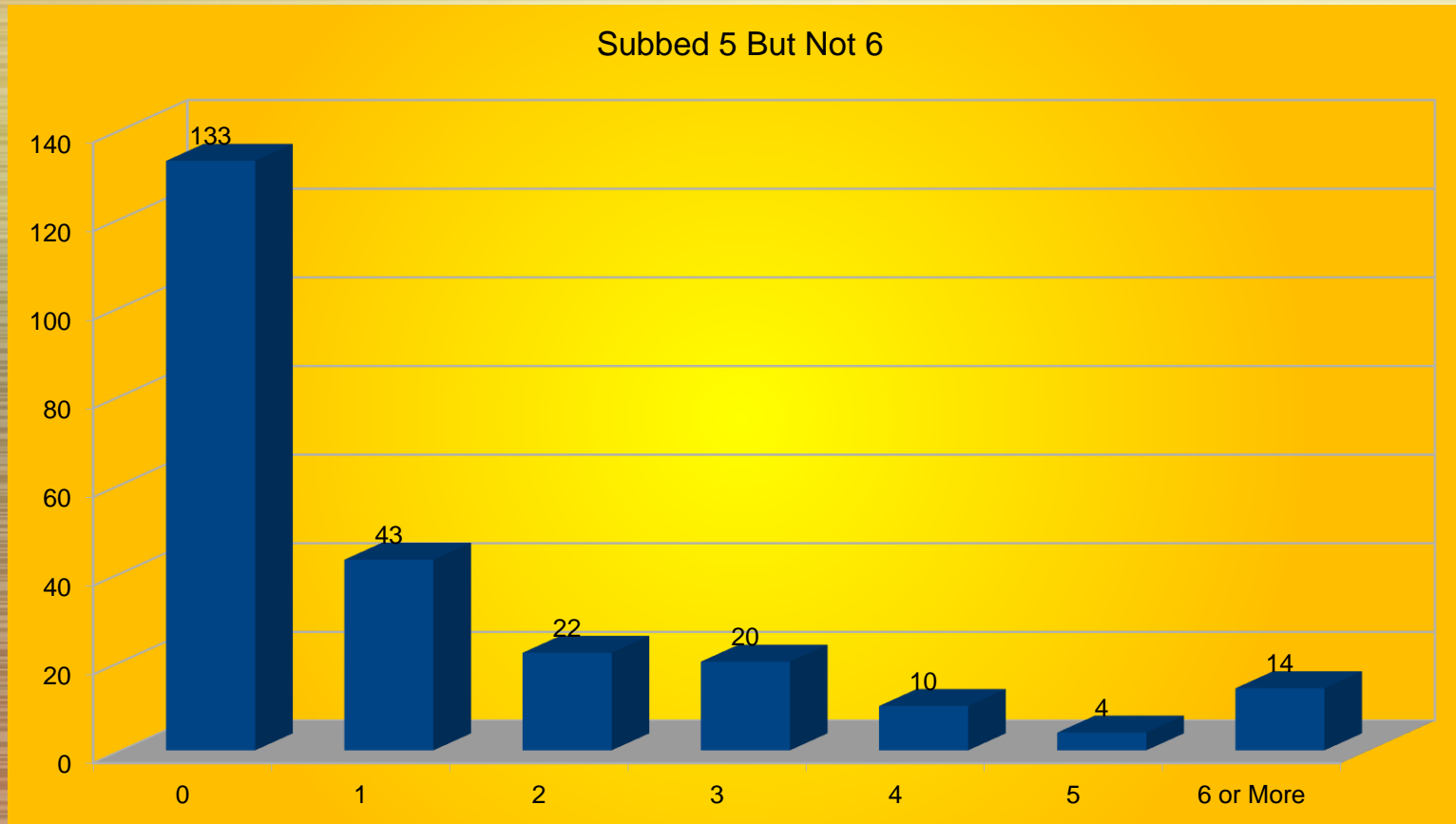
There were 4 crossovers of 'Never, Occasionally' and 1 crossover of 'Never, Frequently' in the data.

Some schools allow students to slide on ice, while others do not, for instance.

26 respondents noted that their assignments never include duty other than the classroom.

There is room for improvement here.

Q21: Times Respondents Subbed 5 Days In a Row But Not 6 for the Same Person



Analysis

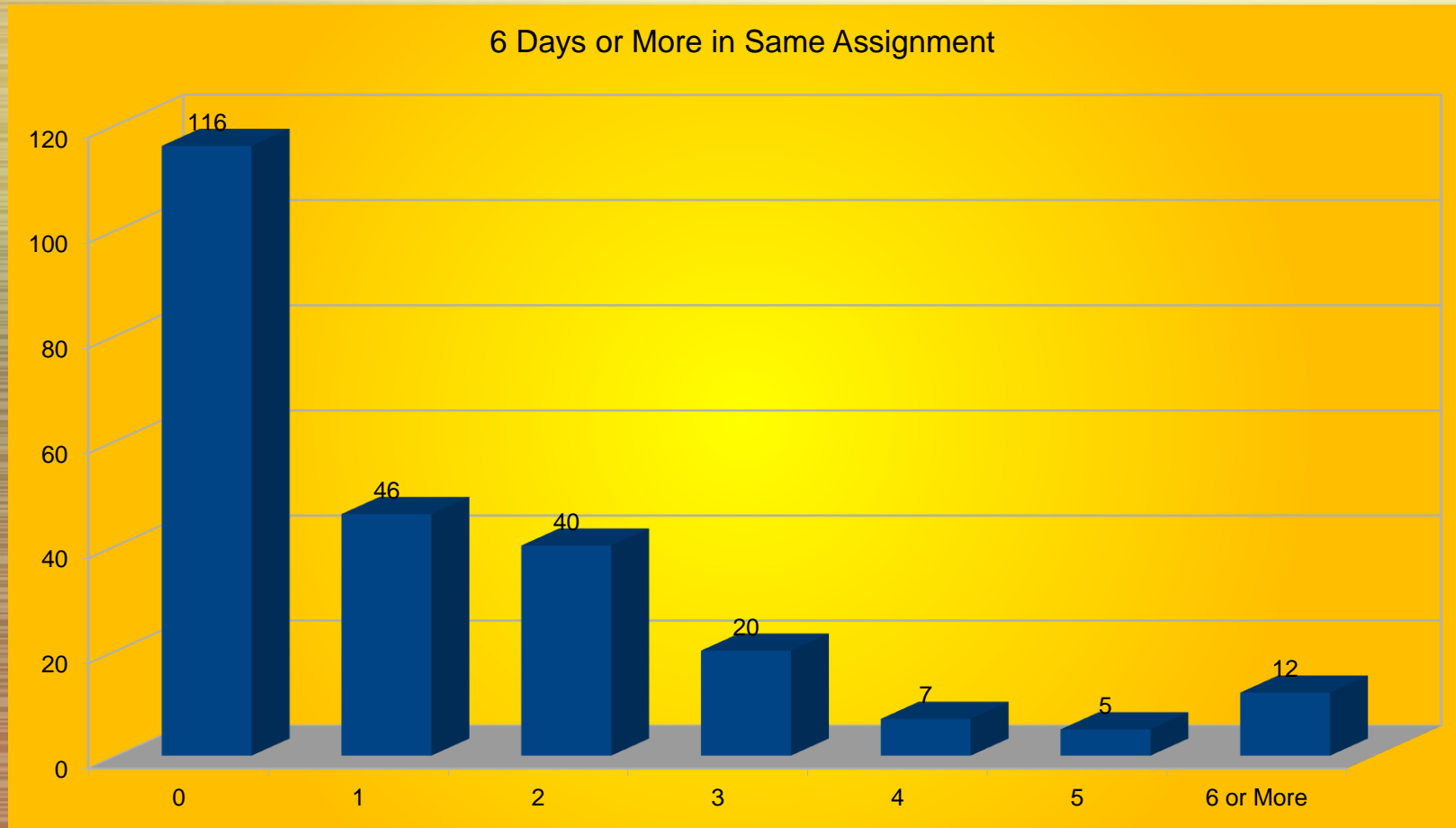
A significant number of subs report subbing 5 days but not 6 in a single assignment.

Previous contracts varied in the number of days that defined an extended substitution for grid salary.

As some divisions used to pay grid salary rather than sub pay at the 5-day mark, this change to 6 has caused some discontent.

It is worth noting that many leaves are for 5 days only, and that shifting to 6 days for an extended term may be seen as simply a cost-saving measure at the expense of subs.

Q22: Number of Extended Assignments



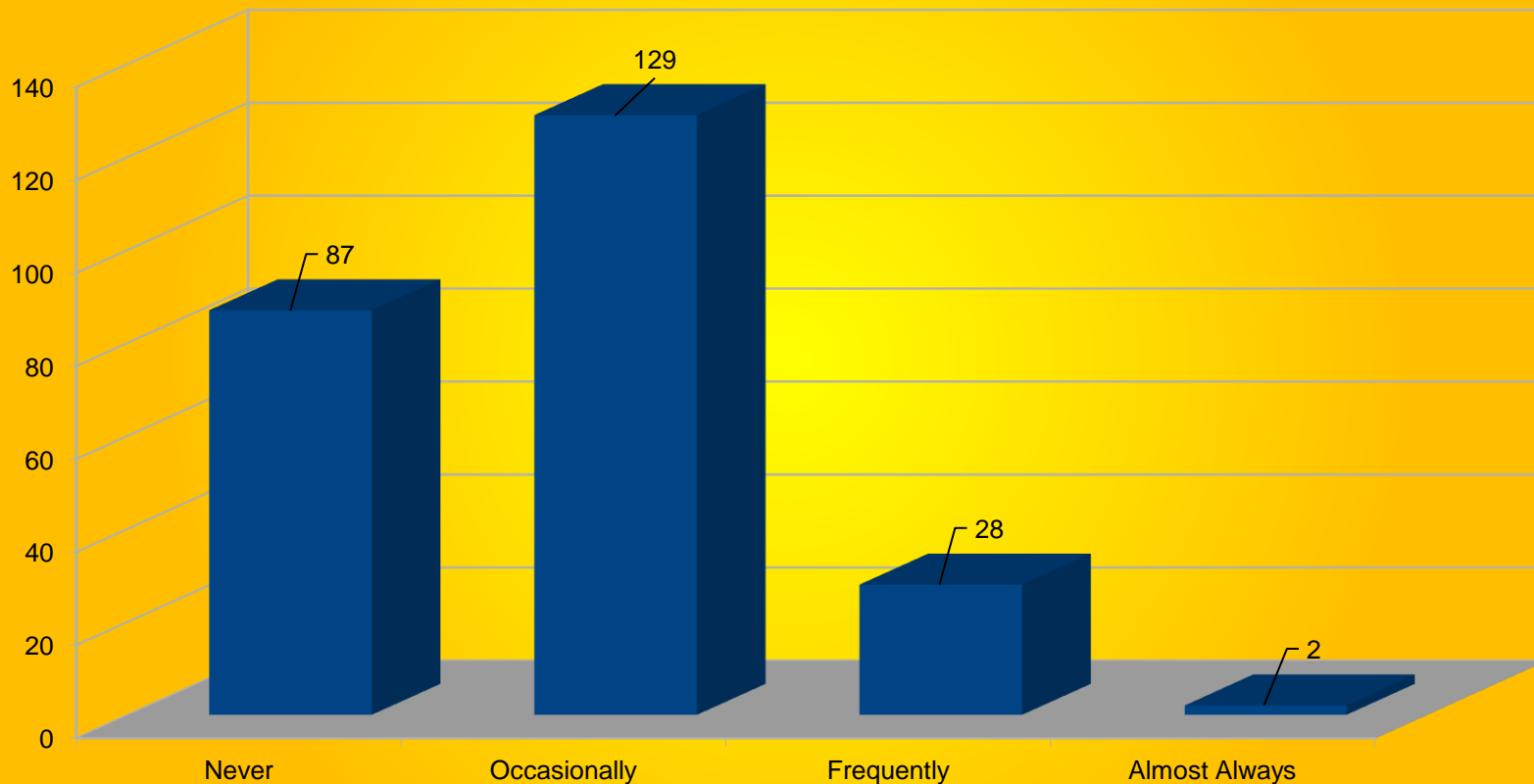
Analysis

Currently subs filling the same position for 6 days move to salary grid retroactive to the first day.

As the previous survey did not test this question, we have no survey data to suggest that subs are going onto the grid in greater or lesser numbers than before, but we do have anecdotal reports that some are seeing fewer instances of moving to grid.

Q23: Assignment Changes Upon Arrival

Assignment Changed Without Consultation



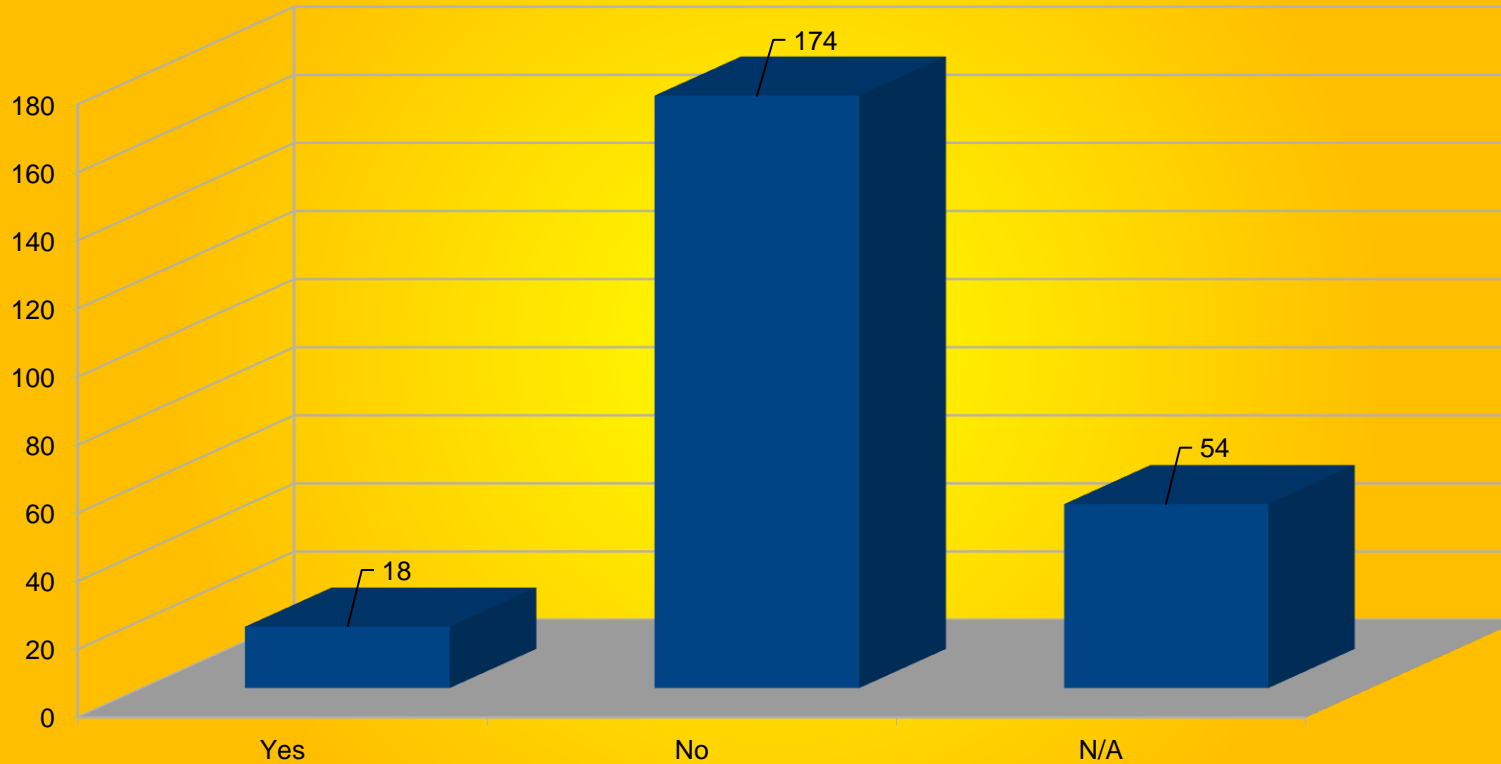
Analysis

The data shows that unannounced assignment changes occur in about 64% of instances.

Although this may indicate a shortage of available subs, it may also be due in part to emergent situations.

Q24: Assignment Changes Declined If Not Consulted

Declined Assignment Change Without Consultation



Analysis

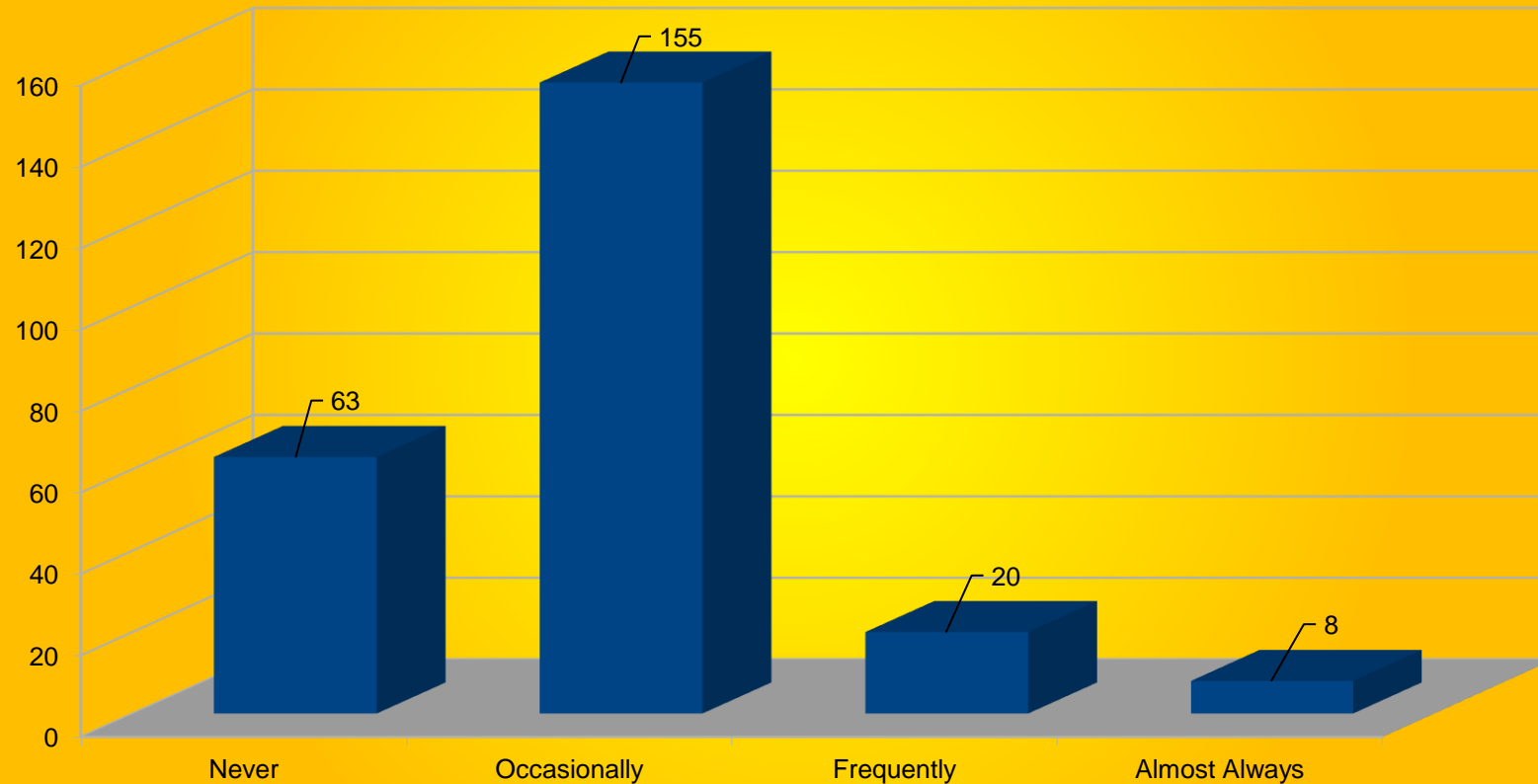
Only 18 respondents reported turning down assignments that had changed without prior consultation with them upon their arrival.

N/A: Never had an assignment changed.

It is clear that retiree subs remain flexible to meet the needs of the system, but it is also clear that there are shortages of available subs.

Q25: Assignment Changed With Consent After Consultation

Assignment Change Accepted After Consultation

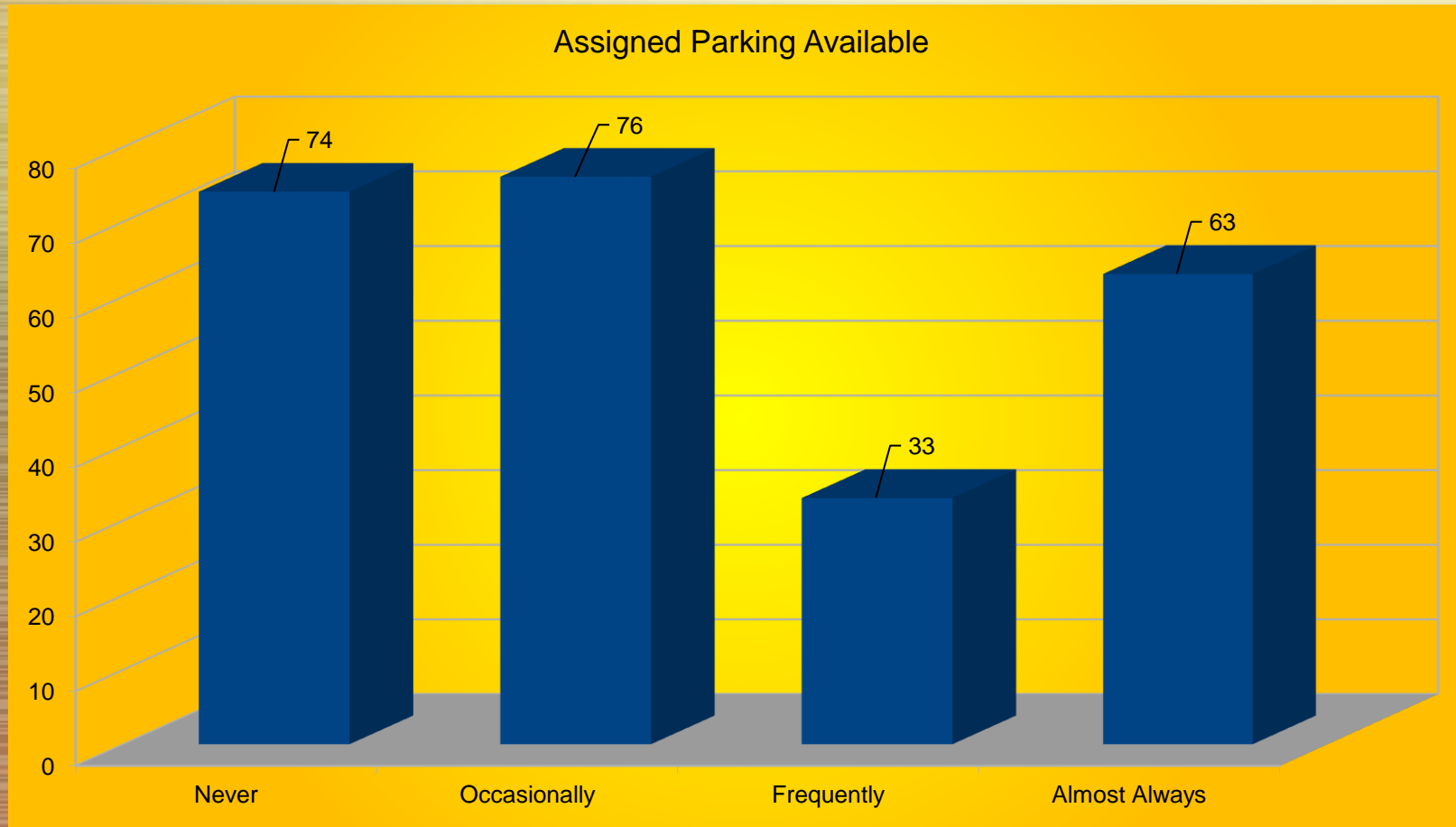


Analysis

It appears that the majority of subs are amenable to accepting assignment changes if they are consulted.

We did not pursue reasons for not accepting a change of assignment, so we can not draw any conclusions on that.

Q26: Assigned Sub/Staff Parking Available?

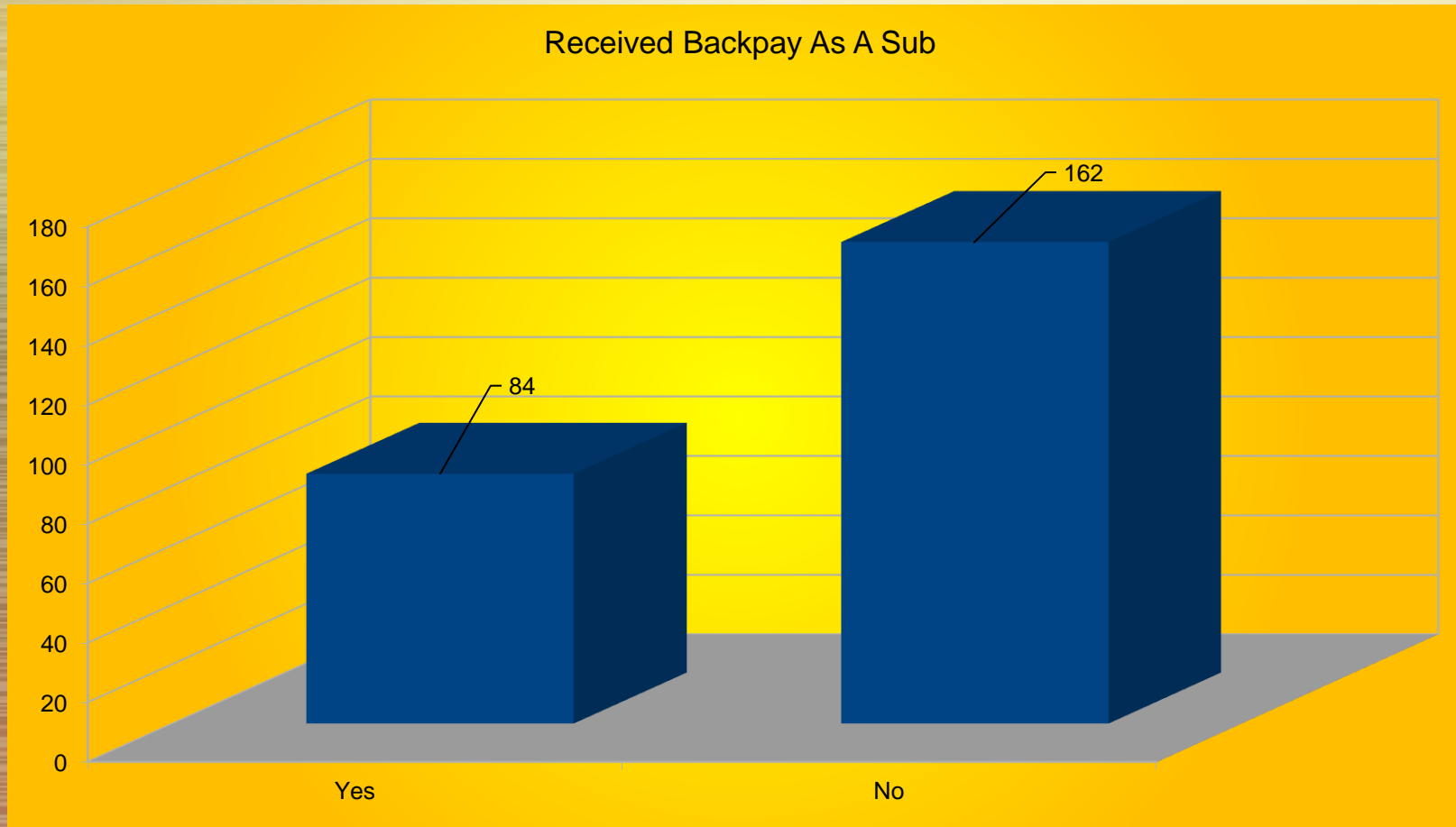


Analysis

Whether an assigned sub spot or access to a staff-only parking lot, there is room for growth here, especially when the weather is foul.

For those subs with impaired mobility, this is a 'reasonable accommodations' issue.

Q27: Received Backpay as a Sub



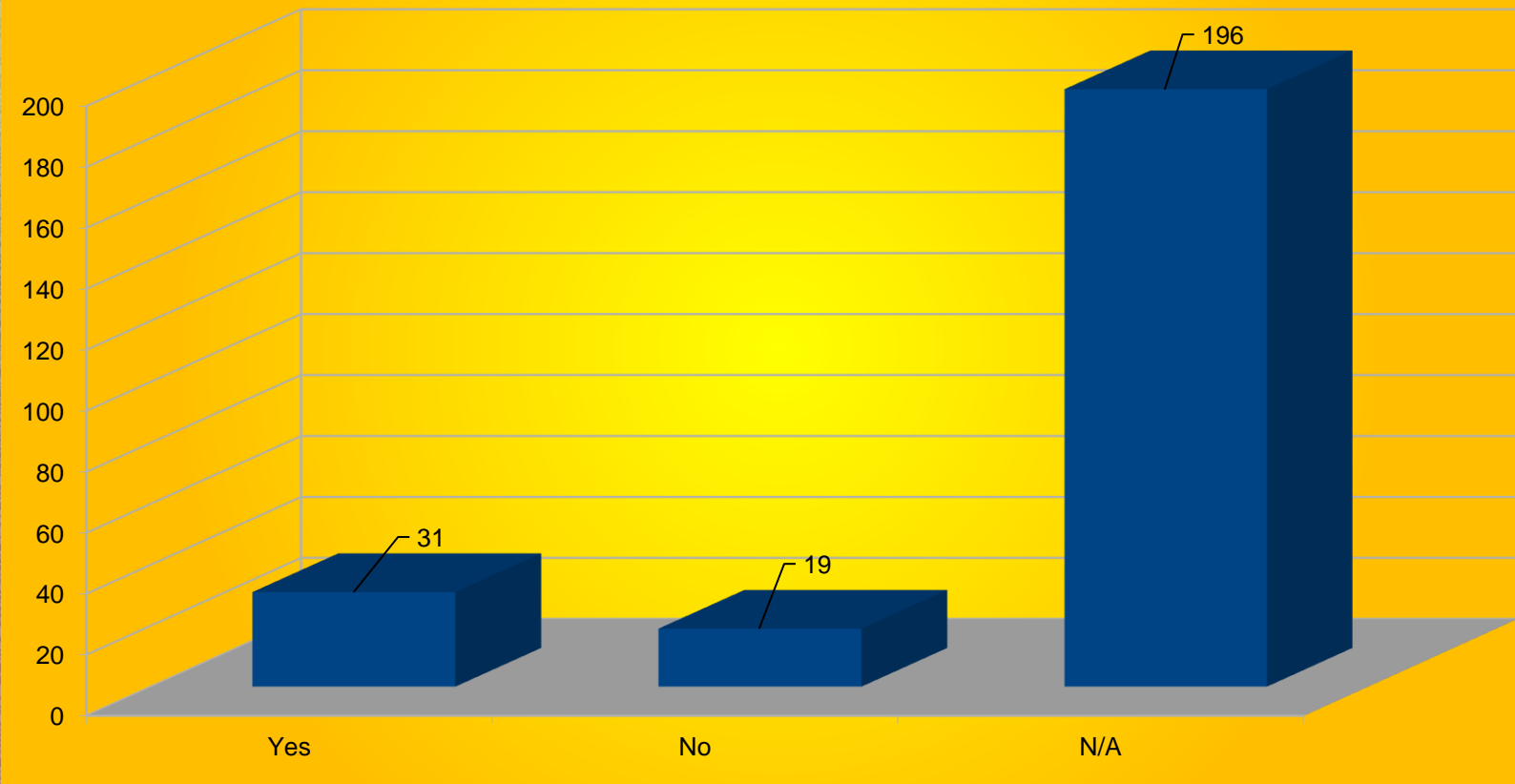
Analysis

34% of respondents report having received backpay as a sub previous to the current provincial collective agreement.

Given the current state of modern record-keeping, calculating backpay for subs would not be an onerous task, and would certainly be appreciated.

Q28: Received Different Pay Rates (Urban:Rural)

Rural Rates Different From Urban Rates



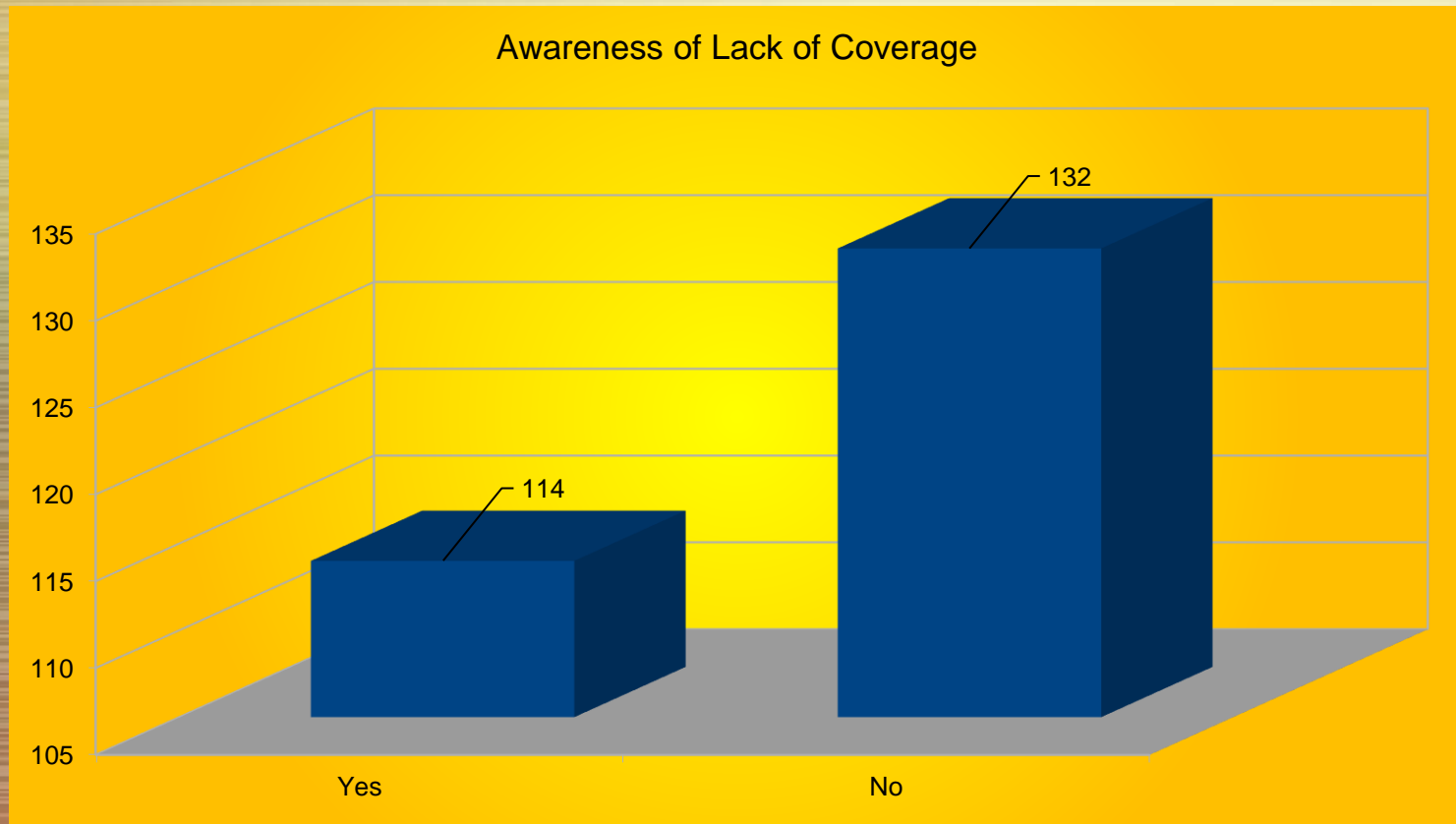
Analysis

Of the 50 respondents who have worked both rural and urban schools, 62% report a different pay rate.

Increases are being phased in until the scale below comes into effect.

Harmonized Rates - Effective July 1, 2026		
	North	South
Certified	\$247.57	\$237.36
Uncertified	\$198.05	\$189.88

Q29: Aware of Lack of Extended Compensation for Injury



Analysis

Current sick leave for subs only accrues at 1 day after each 9 days in an extended placement, and does not carry over to the rest of the year(s).

This differs substantially from the practice for teachers under contract:.

7.01 SICK LEAVE

*1. Teachers shall receive sick leave each year as follows:
a) A new Teacher who is under contract to the Division **as of the first (1st) day of the fall term shall be credited with twenty (20) days sick leave on that date.** A Teacher must work for at least one (1) day before any sick leave days are credited. [emphasis added]*

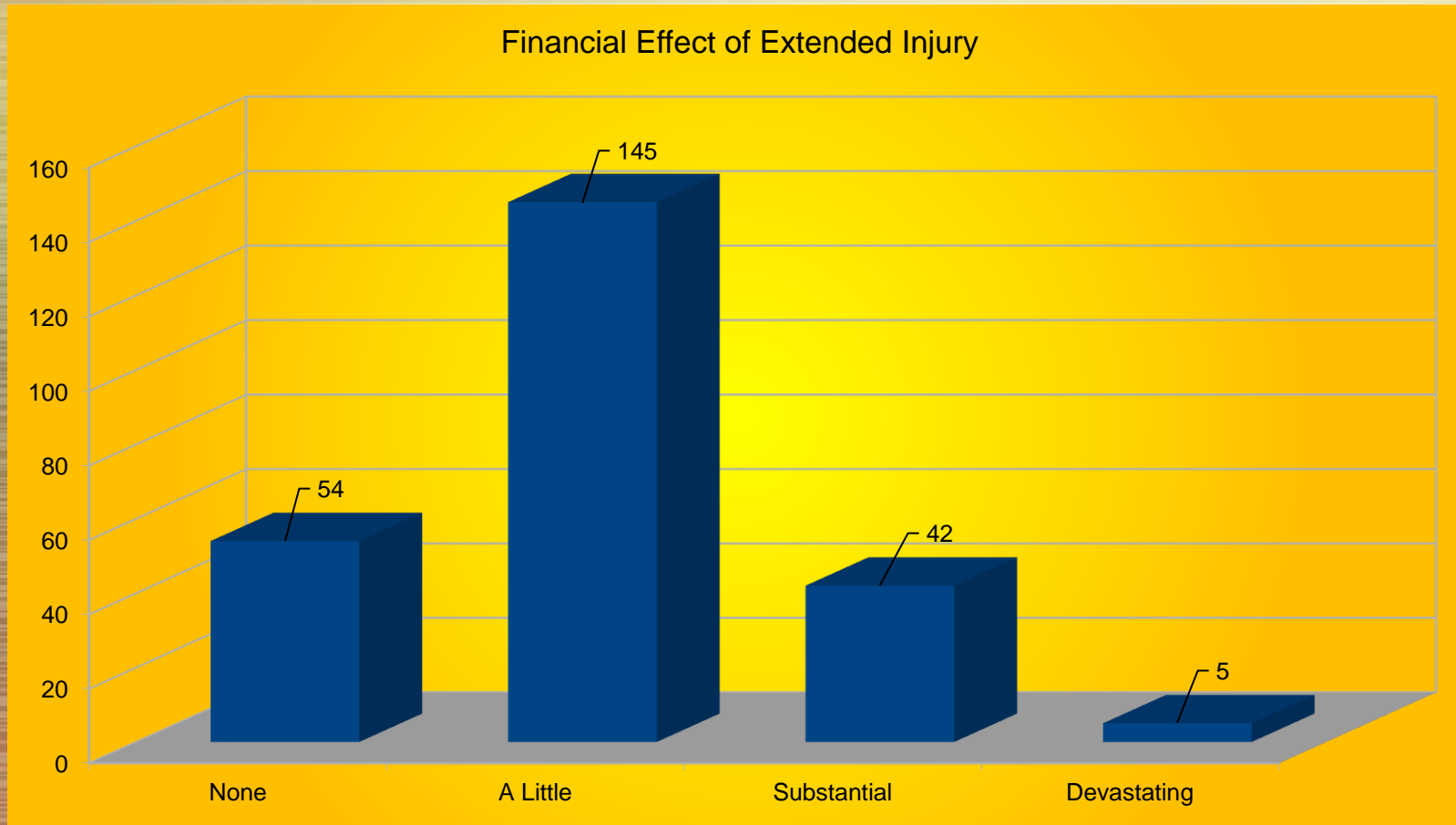
On the job injury and sick leave coverage are limited to accrued sick leave days and to the return of the teacher being replaced.

There is currently no provision for an injury that may be debilitating for an extended period.

9.09 ON-THE-JOB INJURY

Entitlement to accrued sick leave or on-the-job injury entitlement ceases upon the last day prior to the return of the Teacher being replaced in the assignment.

Q30: Financial Hardship if Unable to Return to Subbing Due to On-the-job Injury

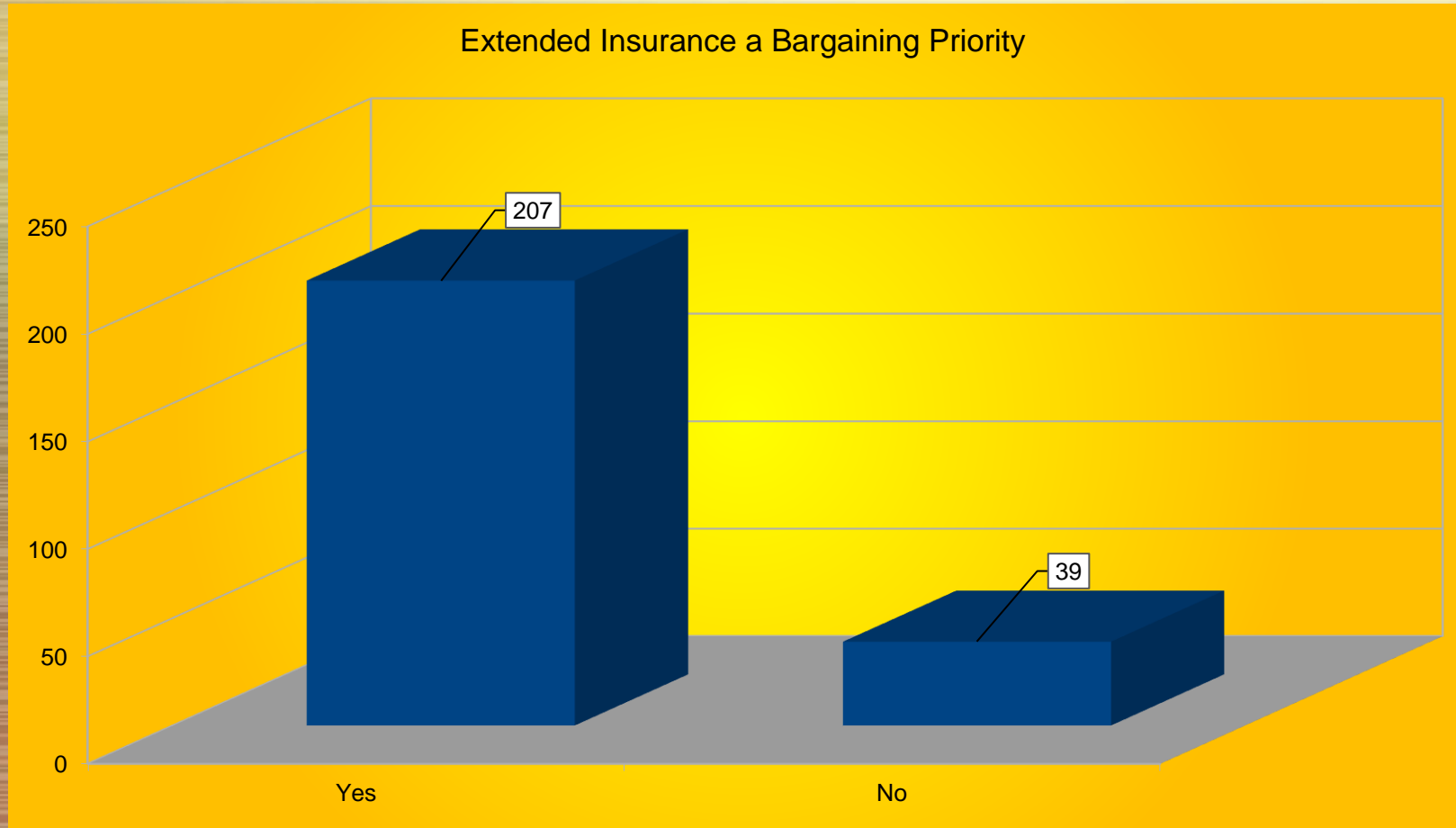


Analysis

We all retire to differing financial circumstances, but the lack of coverage for ongoing effects of an on-the-job injury needs to be addressed.

While nearly 80% of respondents would face little to no financial hardship in this situation, nearly 20% would face substantial to devastating financial effects were they to suffer an injury preventing further work.

Q31:Extended Injury Coverage a Bargaining Priority



Analysis

When asked if the provision of Workers' Compensation or some equivalent coverage should be a priority for bargaining on behalf of subs, 84% of respondents said Yes.

This would provide an important sense of relief for the 20% who would face substantial or devastating financial hardship should they face an extended inability to sub due to on-the-job injury.