



2022–23

BCTF Membership Survey

Summary Report, April 2023¹

This report presents a high-level summary of the first annual BCTF Membership Survey. Using a random sample methodology, the survey aimed to build a representative picture of teachers' lived experiences across the province during the current school year. The perspectives and experiences shared through the survey will help the Federation continue to advocate for the working and learning conditions teachers and their students need.

The first part of this report provides a snapshot of the teaching profession in BC's public education system during the 2022–23 school year.

The report then highlights five key findings from the survey:

1. Teachers are experiencing increasing workload and stress.
2. Teachers continue to experience challenges related to well-being.
3. The teacher shortage is significantly impacting students and teachers.
4. Teachers continue to perceive significant gaps in meeting students' needs.
5. Teachers feel most supported by their colleagues and local and provincial union.

The survey was conducted online from February 22 to March 12, 2023. The overall margin of error for the sample is +/- 1.7%, 19 times out of 20.

¹ This report was updated in May 2024. For more information on version history, see Appendix A.

A Snapshot of Teachers in BC

The 2022–23 BCTF Membership Survey² presents a snapshot of the teaching profession in BC public schools during the current school year.

- Sixty three percent³ of the respondents were classroom teachers, 23% specialist teachers and 7% Teachers Teaching on Call (TTOCs). Other positions represented included Adult/Continuing Education Teachers (0.8%), Distributed Learning Teachers (0.9%), and District Coordinator/Helping Teachers (1.3%).
- Most teachers (74.5%)⁴ have a full-time continuing contract with their district.
- A majority of teachers (69.0%)⁵ in BC have over 10 years of teaching experience, while 16% are in the first five years of their career.
- Being licensed as a teacher in BC requires completing an undergraduate program and a professional teacher education program. This survey found that, in addition to meeting these certification requirements, 37%⁶ of teachers also have their Master's degree, further illustrating how British Columbia's teachers are highly academically and professionally trained and certified.⁷
- The survey represents teachers across all grade levels, including adult/continuing education and distributed learning. The survey also represents teachers in all regions of the province.⁸

Furthermore, to better understand the diversity of teachers in BC, the 2022-23 BCTF Membership Survey asked several demographic questions related to race, cultural identity, ancestry, gender, sexuality, and ability or disability. Recognizing that surveys often provide set categories that do not fully capture who we are, teachers were invited to self-identify within particular categories as well as provide their own descriptors for their identities.⁹ The resulting data is a fluid representation of some of the identities of teachers in BC. The 2022–23 membership survey found that:

- Approximately one third (34.0%) of teachers are between 45 and 54 years old.¹⁰

² See Appendix A for a full description of the methodology. All percentages reported in the body of this document are calculated using the overall case total unless specified otherwise.

³ Appendix B, Table B.2.

⁴ Appendix B, Table B.3.

⁵ Appendix B, Table B.5.

⁶ Appendix B, Table B.6.

⁷ learningforward. (2017). The state of teacher professional learning: Results from a nationwide survey. <https://learningforward.org/report/professional-learning-canada/>

⁸ Teachers from every school district responded to the survey. However, given small sample numbers within smaller districts, it is not possible to provide representative analysis by district. See Appendix B, Table B.1 and Table B.4.

⁹ Recognizing shifting terms used to describe sexual identities; teachers were invited to self-describe their sexual identity. Furthermore, in response to the invitation to elaborate on which race, cultural identities, ethnicities, or ancestry they belong to, teachers shared diverse identifications. These open-ended answers will be explored further in future analysis.

¹⁰ Appendix C, Table C.1.

- Seventy-six percent¹¹ of teachers in BC identify as women, 20% as men, 1% as non-binary and 1% preferred to self-describe. Broadly, this continues a general upward trend in the number of female teachers over the past 15 years, from 62% in 1991–92.¹²
- Six percent of teachers identify as a person living with a disability or a disabled person.¹³ This is substantially lower than findings from the 2017 Canadian Survey on Disability which found that 20% of working age adults had a disability.¹⁴ The lower rate found through self-identification in this survey may point to the ongoing stigma faced everyday by people with disability/disabled persons and potential barriers to a career in education.¹⁵
- Three percent of teachers identify as Aboriginal or Indigenous (First Nations, Metis, Inuit).¹⁶ This is slightly lower than the estimated 4% to 6% of teacher education graduates per year who are Indigenous,¹⁷ and points to the ongoing under-representation of Indigenous teachers within BC's public education system.
- Provincially, 16% of teachers identify as a racialized person or a person who has experienced racism.¹⁸ This rate varies by region across the province. For example, 23% in Metro West Region identified as a racialized person or a person who has experienced racism, whereas the figure is seven percent (7.3%) in North Central/Peace River.¹⁹

¹¹ Appendix C, Table C.2.

¹² Historical analysis relies on how the Ministry of Education has classified teacher statistical data related to gender using the binary categories of "male" and "female." As stated in guidance released in April 2018 from Statistics Canada, sex and gender are distinct concepts. Furthermore, gender identity occurs along a spectrum and can change over time.

¹³ Appendix C, Table C.3.

¹⁴ See <https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2022062-eng.htm>

¹⁵ For a discussion of disability at work, from a teachers' perspective, see Lee (2022, February 24). Understanding disability and accessibility at work and in unions. Teacher Magazine.

¹⁶ Appendix C, Table C.4.

¹⁷ Ministry of Advanced Education and Skills Training. (2021). Aboriginal learners in British Columbia's public post-secondary system. Available at https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/aboriginal-education-training/aboriginal_learners_report_2021.pdf

¹⁸ Appendix C, Table C.5.

¹⁹ Appendix D, Table D.2.

Key findings from the 2022–23 BCTF Membership Survey

Key finding 1: Teachers are experiencing increasing workload and stress

Data from the 2022–23 BCTF Membership Survey strongly supports anecdotal evidence that teachers in BC are experiencing increasing workload and that this is taking its toll. A majority of teachers (60.9%) report that their workload is greater now compared to a year ago. Similarly, 63% of teachers are experiencing more stress this year.

Q: Compared to this time last year, how would you describe your overall workload?

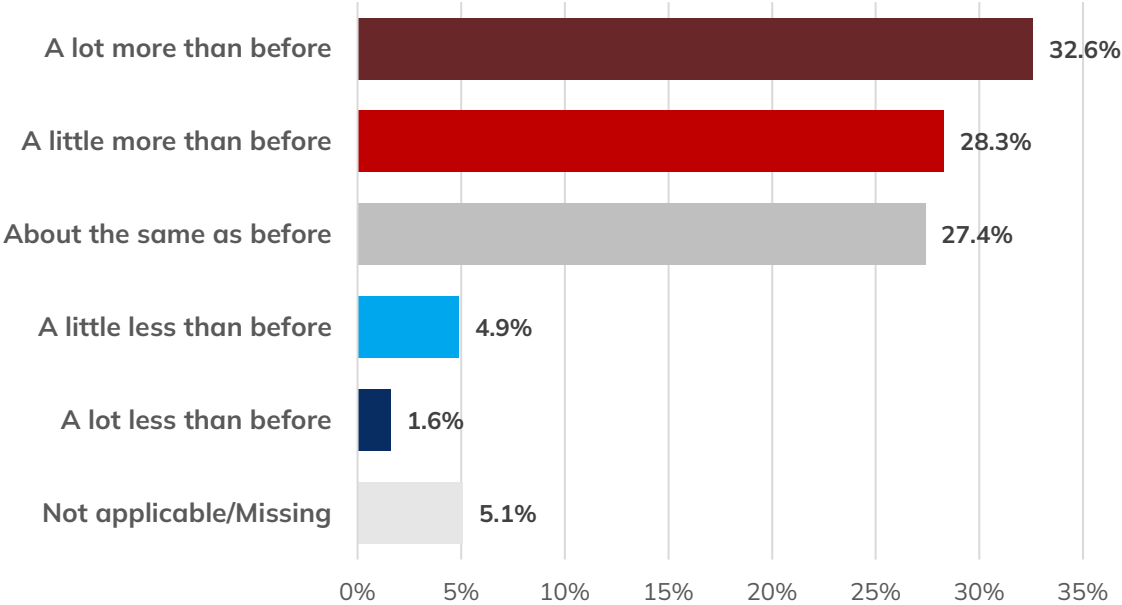


Figure 1: Overall workload compared to last year²⁰

²⁰ Appendix B, Table B.7.

Q: Compared to this time last year, how would you describe your level of stress?

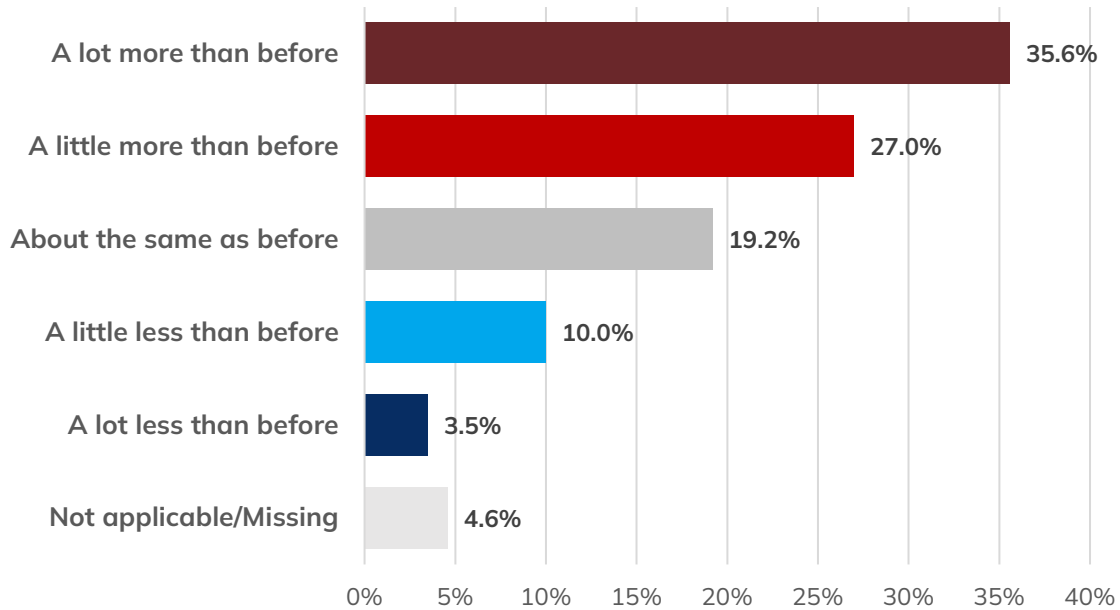


Figure 2: Overall Level of Stress Compared to Last Year²¹

Comments from teachers illustrate some potential causes and impacts of increasing workload and stress. For instance, one teacher with over 20 years of experience linked increasing workload to how the “role of a teacher has dramatically changed” and “teachers are expected to do more and more.” This can cause teachers to become “burned out” and “cynical and uninspired by a profession that is undervalued and a workload that is unreasonable.” Another teacher described the emotional costs of “insufficient preparation time” and feeling like they are unable to “do anything well, or as well as I would like,” stating that they “love teaching children” but “I just don’t know if I can do it anymore.”

Teacher burnout and stress have significant impacts both personally and within the broader school community. For example, one teacher “experienced severe burnout” and “decided to give up my regular classroom position and went back to TTOC work” at a significant cost of pay and seniority, as well as feeling that they “very much miss my regular students.” Others have moved “into the classroom from the position of inclusive education support teacher due to burn out.” Another described how teachers at their school are “experiencing very high stress levels” and there are “more teachers on sick leave than ever before.” Furthermore, increasing workloads, alongside a lack of recognition of this work, can lead to those who “don’t feel respected at all as a professional” and a fear that “we will lose experienced teachers and that the gaps students already face will continue to grow.”

²¹ Appendix B, Table B.8.

Key finding 2: Teachers continue to experience challenges related to well-being

The 2022–23 BCTF membership survey asked teachers about their current physical and mental health, as well as how those compared to last year.

In terms of physical health, while roughly half (45.2%) report good or very good physical health, 40% report that their physical health is worse now than it was last year (See Figures 3 & 4). In turn, only approximately $\frac{1}{3}$ of teachers (37.2%) report a good or very good state of mental health, and 40% report that their mental health is worse now as compared to last year (See Figures 5 & 6).

Q: How would you describe your current physical health?

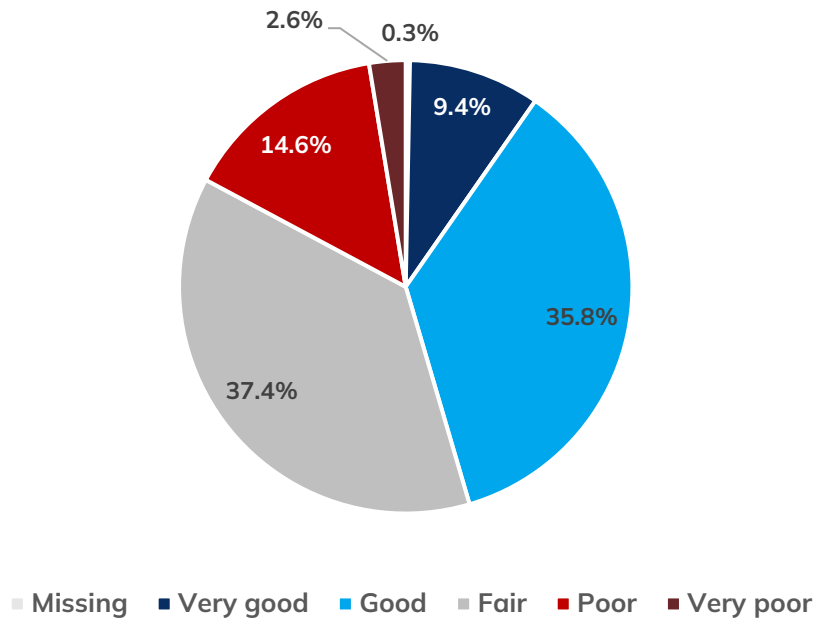


Figure 3: Current physical health²²

²² Appendix B, Table B.9.

Q: How would you say your physical health is now compared to this time last year?

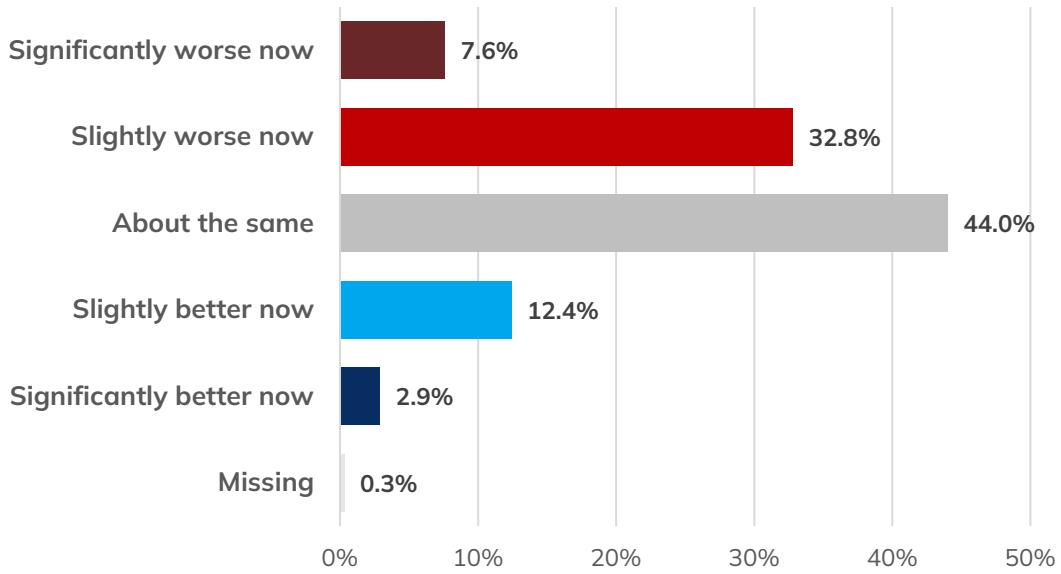


Figure 4: Physical health compared to last year²³

Q: How would you describe your current mental health?

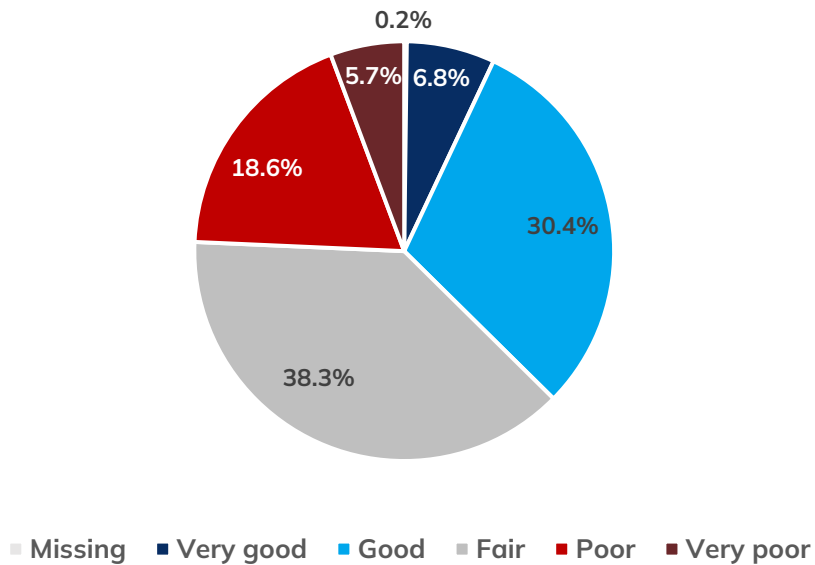


Figure 5: Current mental health²⁴

²³ Appendix B, Table B.10.

²⁴ Appendix B, Table B.11.

Q: How would you say your mental health is now compared to this time last year?

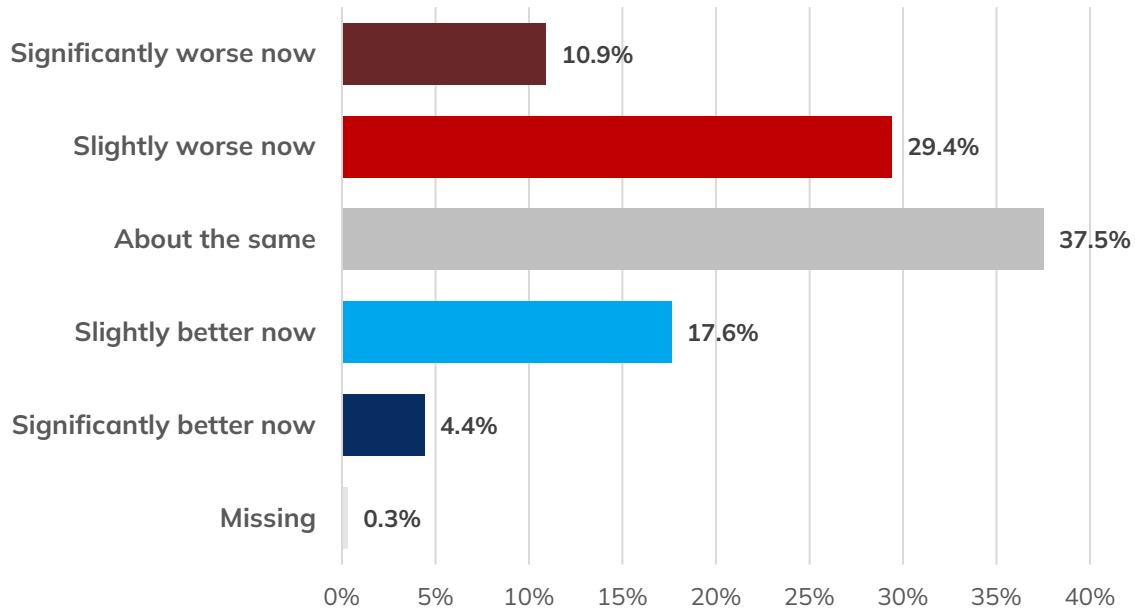


Figure 6: Mental health compared to last year²⁵

These findings continue a worrying trend of declining well-being among teachers. Research conducted by the UBC Human Early Learning Partnership (HELP) in 2021 asked BC teachers to report on the state of their mental health, in comparison to before the COVID-19 pandemic. At that time, the vast majority of teachers (80.5%) reported slightly or significantly worse mental health.²⁶ This was significantly higher than general declines in mental health among the Canadian population. While the findings from this survey related to teachers' mental health are not as stark as the HELP survey in 2021, conducted in the height of the COVID-19 pandemic, the reported impacts on mental health are a trend that has been documented in multiple well-designed surveys of BC teachers over the last few years.

The impacts of poor mental and physical health are felt across the public education system. As one teacher commented, "we need to make mental and emotional health a priority for all because without it, no one can be healthy in other ways. We cannot teach and learn effectively when our health is at risk in any capacity."

²⁵ Appendix B, Table B.12.

²⁶ Gadermann, A.M., Warren, M.T., Gagné, M., Thomson, K.C., Schonert-Reichl, K.A., Guhn, M., Molyneux, T.M., & Oberle, E. (2021). The impact of the COVID-19 pandemic on teacher well-being in British Columbia. Human Early Learning Partnership. https://earlylearning.ubc.ca/app/uploads/2022/06/bc_teachers_and_covid-19_survey_report.pdf

Key finding 3: The teacher shortage is significantly impacting students and teachers

BC is experiencing major demographic shifts that are creating an increasing demand for teachers and critical personnel shortages. These shortages have a direct impact on students and teachers. Specifically, the 2022–23 BCTF Membership Survey found that 81% of teachers have been directly impacted by staffing shortages at their school or district.²⁷ Teachers identify the number one impact of these shortages as being “not able to get necessary support for my students.” In addition, losing preparation time, a greater workload, not taking needed personal/sick days and being pulled away from regular assignments to provide internal coverage are top impacts (see Figure 7).

Q: What are the three biggest impacts of staffing shortages on your work as a teacher?

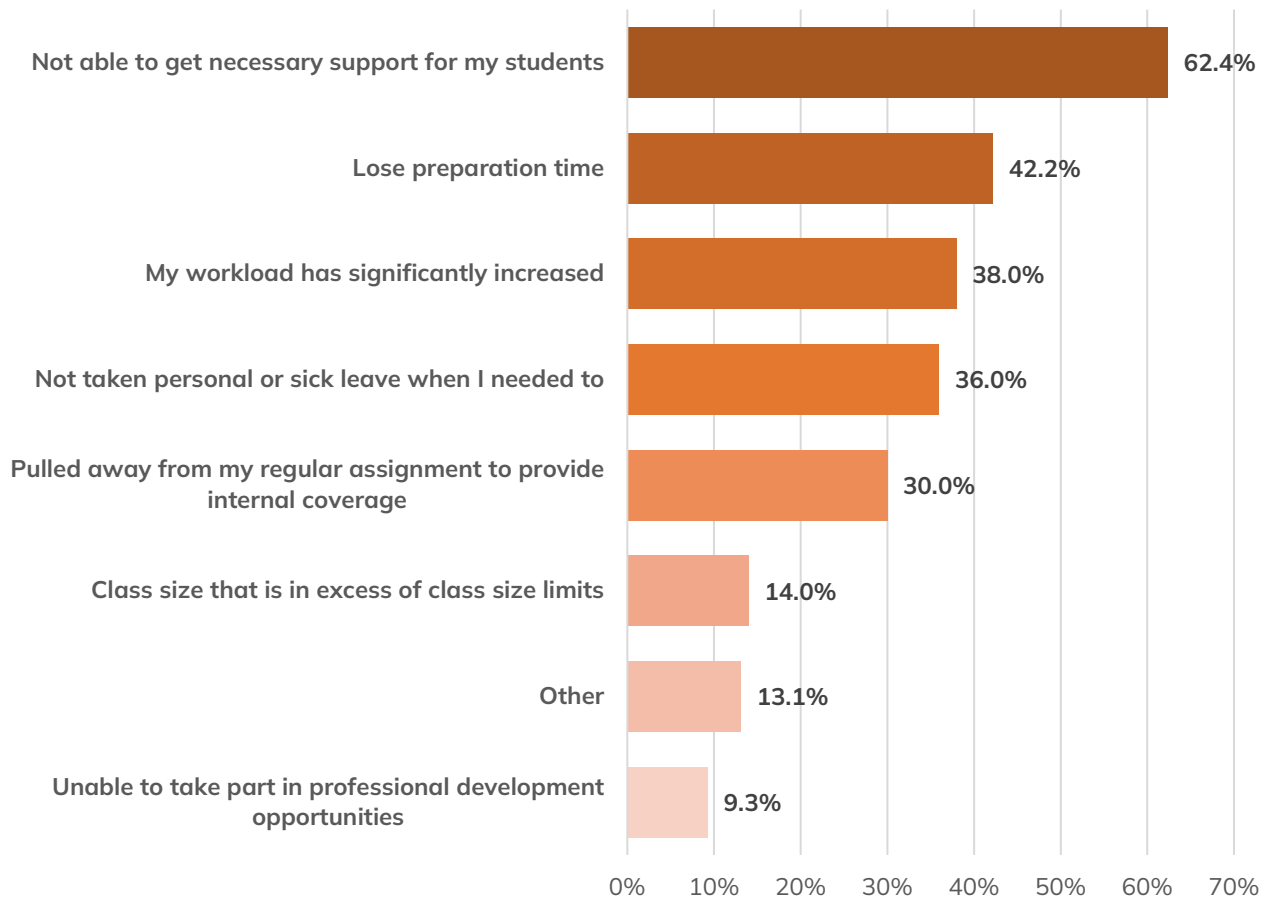


Figure 7: Impacts of staffing shortages²⁸

²⁷ Appendix B, Table B.16.

²⁸ Appendix B, Table B.17.

Comments shared by teachers in the survey illustrate the lived realities of these numbers. Teachers are concerned that there are gaps in student learning due to inconsistent or uncertified staffing, or emergency coverage by teachers with limited subject/grade level experience. For some teachers this means being “placed in an assignment that I wasn’t ready for” or working in classes that “have been combined due to failure to fill TTOCs.”

Staffing shortages particularly impact students with disabilities or diverse needs as teachers find themselves “unable to access the supports my students are entitled to.” Sometimes this occurs because “learning assistance (LSS) and ELL (English Language Learning) teachers are made to do internal coverage when teachers are sick instead of being able to work with students.”

The lack of available TTOCs and Educational Assistants (EAs) can also lead to “no predictability, continuity or dependability” that impact all students as well as teachers. Teachers expressed concern about what happens to both their colleagues and students if they are away, and the “guilt when no TTOC is dispatched, and services have to be cancelled.” Even if a TTOC has been arranged, teachers working in that role described how “my TTOC assignment changes when I arrive at school” and being “shuffled” to try to cover other absences.

While the current teacher shortage was identified as early as 2017, in the Minister of Education’s Task Force on Immediate Recruitment and Retention Challenges,²⁹ most recommendations from that task force’s report have still not been implemented and challenges to teacher recruitment and retention have been exacerbated by the ongoing COVID–19 pandemic.³⁰

Also, of concern for the retention of current teachers, the 2022–23 BCTF Membership Survey found that 16% of teachers say that it is unlikely that they will be teaching in two years’ time (See Figure 8).

²⁹ The Minister's task force on immediate recruitment and retention challenges. (2017). Task force report on immediate recruitment and retention challenges. Retrieved from Vancouver, BC: <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/program-management/recruitment-retention>

³⁰ Gacoin, A., & Watts, B. (2021). 2021 Fall BCTF Health and Safety Membership Survey. Retrieved from Vancouver: <https://www.bctf.ca/docs/default-source/for-news-and-stories/report-2021fallsurvey.pdf>

Q: How likely is it that you will still be teaching in the BC public education system in two years time?

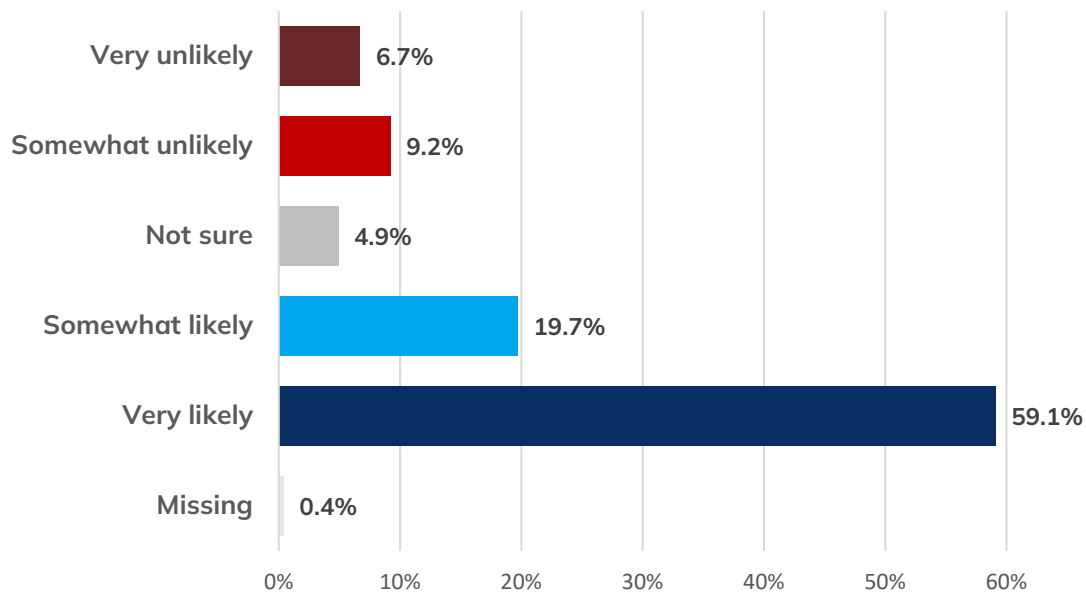


Figure 8: Likely to be teaching in the future³¹

While some turnover is expected with planned retirements (listed in this survey by 35% of those respondents who said they were likely to leave teaching), the number one reason pushing teachers from the profession is inadequate working conditions (53.0%; See Figure 9).³² Additionally, 46% of teachers who see themselves staying in teaching also listed working conditions as a key motivator.³³ This supports the findings from previous academic research that has found a direct connection between working conditions and teacher recruitment and retention.³⁴ It also necessitates reframing “the teacher shortage” as a crisis in working conditions.

This finding is also about students’ learning conditions. As Basia and Rottman argue, it is important to understand “teaching conditions and students’ opportunities to learn in mutually reinforcing ways” (p. 796).³⁵ Approximately one third of respondents (36.0%)³⁶ who said they were likely to leave teaching in two years listed the lack of support for students with disabilities/diverse needs as a key factor. This is a gap that came out in the fourth key finding of the survey.

³¹ Appendix B, Table B.13.

³² Appendix B, Table B.15.

³³ Appendix B, Table B.14.

³⁴ Hirsch, E., & Emerick, S. (2007). Teacher working conditions are student learning conditions: A report on the 2006 North Carolina teacher working conditions survey. Center for Teaching Quality.

³⁵ Basia, N., & Rottmann, C. (2011). What’s so important about teachers’ working conditions? The fatal flaw in North American educational reform. *Journal of Education Policy*, (266), 787-802.

³⁶ Appendix B, Table B.15.

Q: You indicated you might leave teaching within the next two years. Of the following, what are the three most important factors influencing your thoughts of leaving?
Choose up to three.

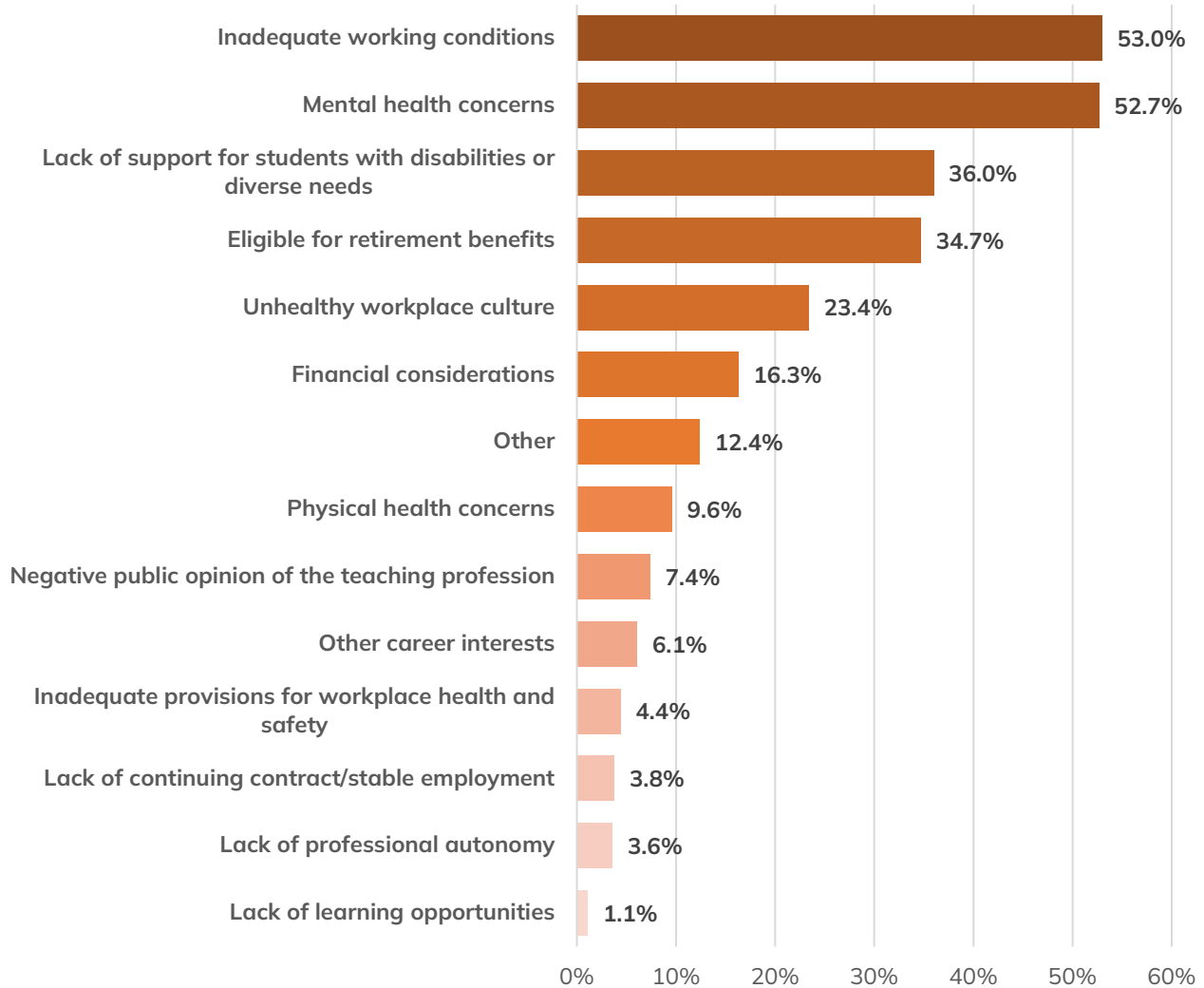


Figure 9: Top three reasons to leave teaching³⁷

³⁷ Appendix B, Table B.15.

Key finding 4: Teachers continue to perceive significant gaps in meeting students' needs

When asked to what extent their students' needs are being met during the 2022–23 school year, only approximately one quarter of teachers feel that students' academic (24.7%) or social and emotional (21.8%) needs are being met completely or very much (See Figures 10 & 11).

While this speaks to ongoing support needed for all students, it is even more acute for students with disabilities or diverse needs. For this group, only 13% of teachers feel that students' needs are being met, with half (48.5%) stating that these students' needs are only slightly being met or not met at all (See Figure 12).

Q: To what extent do you feel that your students' academic needs are being met during this school year?

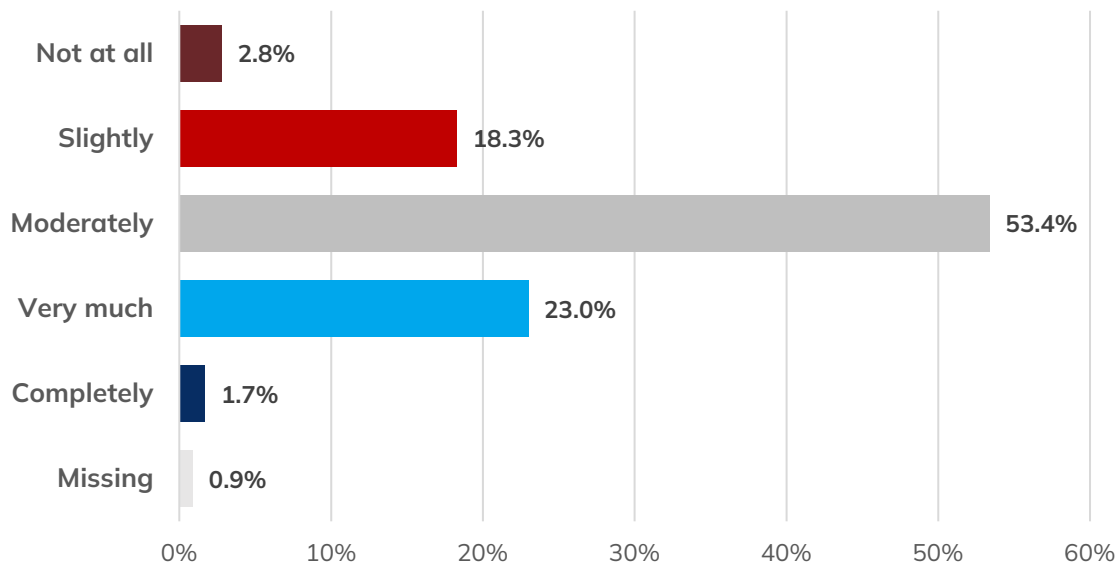


Figure 10: Extent of meeting students' academic needs³⁸

³⁸ Appendix B, Table B.18.

Q: To what extent do you feel that your students' social and emotional needs are being met during this school year?

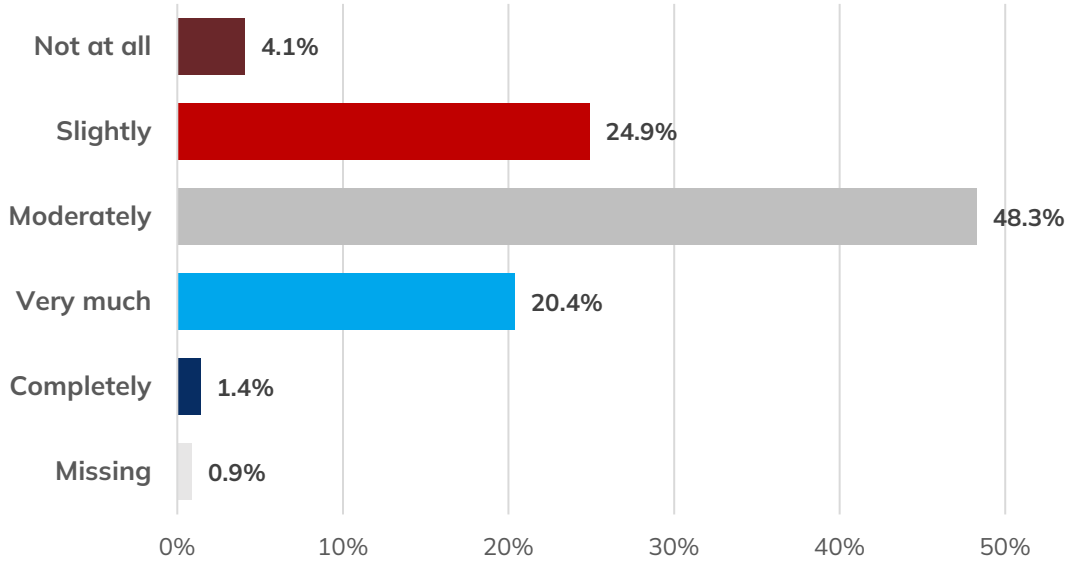


Figure 11: Extent of meeting students' social and emotional needs³⁹

Q: To what extent do you feel that the needs of students with disabilities or diverse needs have been met during this school year?

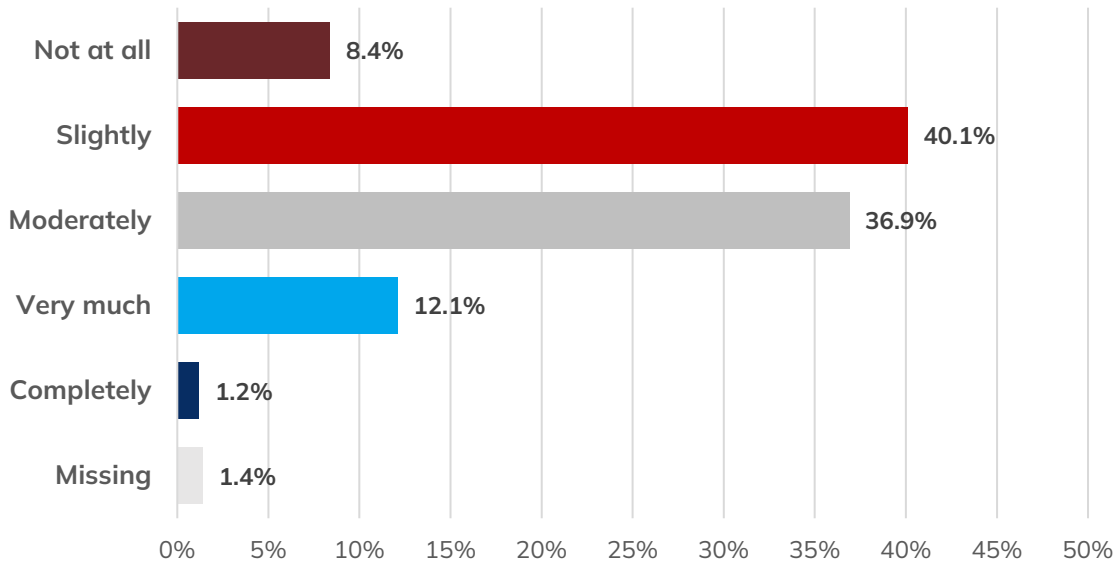


Figure 12: Extent of meeting students' disabilities or diverse needs⁴⁰

Many of the comments provided by teachers in the survey are about the gap in meeting students' needs. One teacher described being "appalled at the lack of support for students with special learning needs in my class this year and in the school as a whole." Teachers pointed to multiple factors driving this gap in support, including: "not enough funding to provide enough EA support in the classroom;" a lack of "paid prep time" to plan for diverse needs; "an overwhelming amount of students with particular needs in each class;" a lack of targeted support for specific medical diagnosis, such as students who have ADHD [who] are still not supported by our public education system;" significant "hoops that need to be gone through to get a student designated;" a lack of "mental health care professionals in the school system;" a "lack of programming for special needs students with significant needs (i.e. non-verbal, intellectually disabled, physical challenges, developmental delays);" and, a lack of funding for "early intervention and early learning." Across these factors is the stark reality that "funding for inclusive education continues to be mediocre."

These findings point to the urgency of districts receiving funding to meet *all* student needs. Currently, school districts receive supplemental funding only to cover the additional needs of students with so-called "low incidence" designations. However, about half of students with an identified need are designated with a "high-incidence" designation, which is accompanied with no additional funding. This has created a situation where districts receive substantially less in supplemental education funding than what they actually do, or need to, spend.⁴¹

³⁹ Appendix B, Table B.19.

⁴⁰ Appendix B, Table B.20.

⁴¹ Rozworski, M. (2018). BC's inclusive education funding gap. British Columbia Teachers' Federation.

Key finding 5: Teachers feel most supported by their colleagues and union

Access to social support is well recognized as a social determinant of health. Within the 2022–23 BCTF Membership Survey, teachers reported feeling the highest level of support from colleagues (91.0% strongly or somewhat agree), their local union (77.1%) and the provincial union (72.5%). Conversely, teachers reported feeling a lack of support at a district and provincial level, with the Ministry of Education receiving the lowest perception of support (only 26.3%; See Figure 13).⁴²

Previous research with teachers in BC has illustrated the positive relationship between sources of support and teacher well-being as well as teacher retention.⁴³ This positive relationship is corroborated within the 2022–23 BCTF Membership Survey,⁴⁴ reinforcing the importance of building and maintaining positive and collaborative relationships across the school community. For example, there is a statistically significant relationship between reported mental health and perceptions of support from principals/school-based administrators. As one teacher explained, “teachers at my school feel they are not supported by admin. or senior admin. (especially female teachers). As staff rep, I notice teachers are much more stressed this year than ever before.”

Conversely, another teacher shared that “strong connections between staff, and also strong support from admin have been invaluable this year. Unity in our intention to making sure the students’ (and staff’s) mental health needs come first has made a huge difference in our ability to work well for the kids.”

⁴² Appendix B, Table B.21.

⁴³ Gadermann, A.M., Warren, M.T., Gagné, M., Thomson, K.C., Schonert-Reichl, K.A., Guhn, M., Molyneux, T.M., & Oberle, E. (2021). The impact of the COVID-19 pandemic on teacher well-being in British Columbia. Human Early Learning Partnership. <http://earlylearning.ubc.ca/>

⁴⁴ Appendix D, Table D.1.

⁴³ Appendix B, Table B.21.

Q: During the current school year, to what extent do you agree that you feel supported by the following?

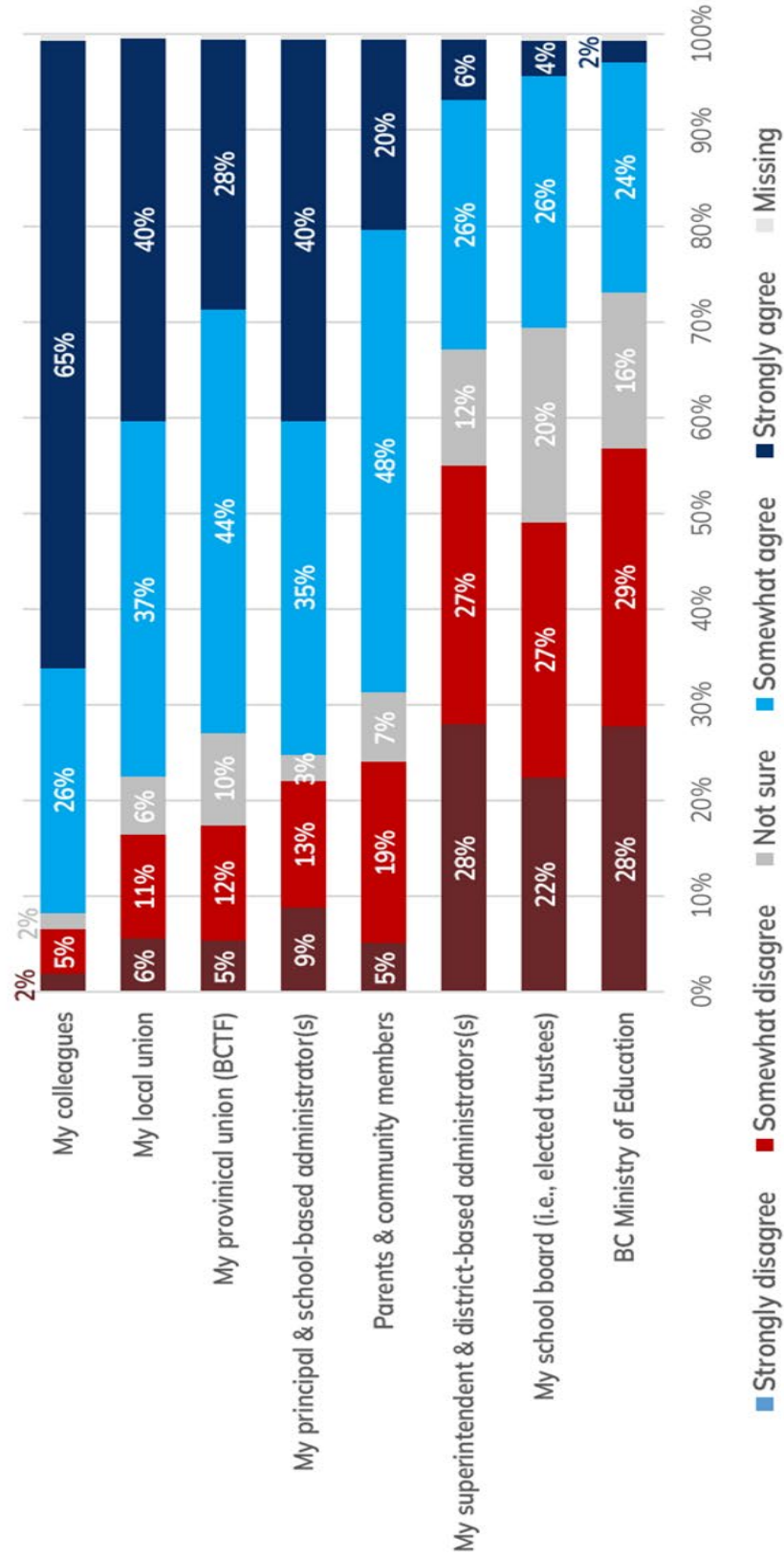


Figure 13: Perception of being supported⁴⁵

Thank you

BCTF Research would like to sincerely thank the teachers who took the time to share their perspectives and experiences as a part of the 2022–23 BCTF Membership Survey. As the first annual survey, results provide an important baseline for understanding working and learning conditions in BC public schools. Gathering this data on an annual basis will allow the Federation to track and respond to key trends over time.

Further to this summary report, BCTF Research will be working with the survey results to provide timely and representative data based on the BCTF leadership and advocacy priorities over the coming school year. For questions, please contact research@bctf.ca.

Appendix A: Methodology and Technical Notes

The 2022–23 BCTF Membership Survey was conducted online from February 21 to March 12, 2023. The BCTF Research Department (BCTF Research) designed the survey, drawing on the leadership priorities of the Federation and previous survey results related to teachers' well-being and working conditions. The aim of the survey was to gather statistically representative data to inform the Federation's advocacy for the working and learning conditions that teachers and students need.

BCTF Research contracted Leger, the largest Canadian-owned market research and analytics company, to host the survey and provide a brief report on overall results. Leger is bound by 1) federal privacy rules, regulations, and standards imposed by the Personal Information Protection and Electronic Documents Act (PIPEDA); 2) the Canadian Research Insights Council (CRIR), the industry association for the market/survey/insights research industry; and 3) European Society for Opinion and Market Research (ESOMAR), the global market research industry association.

Unique survey links were emailed to a random sample of all active BCTF members (39,558 as of February 2023),⁴⁶ weighted by district. Prospective respondents received an email invitation, as well as a voice message and email reminders. The survey was anonymous and took approximately 10 minutes to complete.

The sample of 13,053 potential respondents resulted in 3,068 completed surveys, 23 terminated, and a response rate of 24%. Respondents were free to skip most questions, in whole or in part, after answering the first ten required items. Consequently, the number of completed responses varies by question. The results summarized in this report come from the final analytical sample that is made up of 3,068 currently working BCTF members after initial data cleaning. The methodology used allows generalization of the results to the overall teaching population in BC's public schools with reasonable accuracy and a small margin of error: +/- 1.7%, 19 times out of 20.

Further to this summary report, BCTF research will be using the results to provide timely and representative data based on the BCTF leadership and advocacy priorities over the coming school year. For questions, please contact research@bctf.ca.

May 2024 Update:

This report was updated in May 2024. The main purpose of these updates was to bring this report in line with subsequent reports in formatting style, citation, handling of missing data and weighting approach. Some of these changes resulted in slight differences in the reported figures (less than 2% and most often less than 0.5% change), resulting in no substantive difference in the quality or conclusions featuring in the report. For more information about the version history of the report, please contact research@bctf.ca.

⁴⁶ As of February 13, 2023, BCTF records had approximately 40,000 fee paying members with an active job (including fulltime/part time contracts, teachers teaching on call, and adult educators). For inclusion in the survey, potential participants had to have an email address on record, resulting in 39,558 active members.

Appendix B: Frequency Tables

Table B.1

BCTF Zone (constructed using school district)^A

		<i>N</i>	%	Valid %
Valid	Kootenay	122	4.0	4.0
	Metro Fraser Valley	881	28.7	28.7
	Metro West	866	28.2	28.2
	North Central/Peace River	192	6.3	6.3
	North Coast	58	1.9	1.9
	Okanagan	359	11.7	11.7
	Vancouver Island North	251	8.2	8.2
	Vancouver Island South	291	9.5	9.5
	Conseil scolaire francophone	48	1.6	1.6
	Total	3068	100.0	100.0

Notes. ^A BCTF Zone variable constructed using August 2023 zones.

Table B.2

What is your current teaching position? If you work in multiple categories, please choose the one in which you spend most of your time.

		<i>N</i>	%	Valid %
Valid	Classroom Teacher	1937	63.1	63.1
	Specialist Teacher (e.g., Learning Assistance, Teacher-Librarian, Inclusion Support, Special Education, Deaf and Hard of	706	23.0	23.0
	Teacher Teaching on Call (TTOC)	215	7.0	7.0
	Adult/Continuing Education Teacher	24	.8	.8
	Distributed Learning (DL) Teacher	27	.9	.9
	District Coordinator or District Helping Teacher	38	1.3	1.3
	Local Officer or Local Executive Officer	16	.5	.5
	On leave	34	1.1	1.1
	Other (please specify)	71	2.3	2.3
	Total	3068	100.0	100.0

Table B.3*What is your current employment status?*

	Responses		% of Cases
	N	%	
Full-time continuing	2284	70.8	74.5
Full-time temporary	194	6.0	6.3
Part-time continuing	287	8.9	9.4
Part-time temporary	92	2.8	3.0
Teacher teaching on call (TTOC)	273	8.4	8.9
Currently not working/on leave	45	1.4	1.5
Other (please specify)	52	1.6	1.7
Total	3226	100.0	105.2

Notes. This question asked respondent to select all response options that applied to them, so the total number of responses (3,226) is greater than the number of respondents (3,068).

Table B.4*Which grades do you currently teach?*

	Responses		% of Cases
	N	%	
Kindergarten	761	6.9	24.8
Grade 1	826	7.5	26.9
Grade 2	860	7.8	28.0
Grade 3	842	7.7	27.4
Grade 4	826	7.5	26.9
Grade 5	806	7.3	26.3
Grade 6	737	6.7	24.0
Grade 7	691	6.3	22.5
Grade 8	770	7.0	25.1
Grade 9	863	7.8	28.1
Grade 10	937	8.5	30.5
Grade 11	952	8.6	31.0
Grade 12	938	8.5	30.6
Adult Education	76	0.7	2.5
Not applicable	120	1.1	3.9
Total	11005	100.0	358.7

Notes. This question asked respondent to select all response options that applied to them, so the total number of responses (11,005) is greater than the number of respondents (3,068).

Table B.5

How many years of teaching experience do you have? Please include years of teaching in all jurisdictions including outside of Canada.

		<i>N</i>	%	Valid %
Valid	Less than 1 year	103	3.3	3.3
	1 to 5 years	378	12.3	12.3
	6 to 10 years	467	15.2	15.2
	11 to 20 years	955	31.1	31.1
	21 to 30 years	884	28.8	28.8
	31 to 40 years	255	8.3	8.3
	Over 40 years	25	.8	.8
	Total	3068	100.0	100.0

Table B.6

What is the highest level of formal education you have completed?

		<i>N</i>	%	Valid %
Valid	A college program (e.g., apprenticeship, certificate, or college diploma)	13	.4	.4
	An undergraduate degree (e.g., Bachelor of Arts)	814	26.5	26.5
	A post-baccalaureate diploma or certificate	987	32.2	32.2
	A Master's degree	1139	37.1	37.1
	A PhD or EdD degree	35	1.2	1.2
	Other (please specify)	79	2.6	2.6
	Total	3068	100.0	100.0

Table B.7*Compared to this time last year, how would you describe your overall workload?*

		<i>N</i>	%	Valid %
Valid	A lot more than before	1000	32.6	34.4
	A little more than before	868	28.3	29.8
	About the same as before	842	27.4	28.9
	A little less than before	151	4.9	5.2
	A lot less than before	50	1.6	1.7
	Total	2911	94.9	100.0
Missing	Not applicable (e.g., you are a new teacher or did not teach last year)	152	4.9	
	System	6	.2	
	Total	157	5.1	
Total		3068	100.0	

Table B.8*Compared to this time last year, how would you describe your level of stress?*

		<i>N</i>	%	Valid %
Valid	A lot more than before	1093	35.6	37.4
	A little more than before	827	27.0	28.3
	About the same as before	590	19.2	20.2
	A little less than before	306	10.0	10.5
	A lot less than before	109	3.5	3.7
	Total	2926	95.4	100.0
Missing	Not applicable (e.g., you are a new teacher or did not teach last year)	124	4.0	
	System	18	.6	
	Total	142	4.6	
Total		3068	100.0	

Table B.9*How would you describe your current physical health?*

		<i>N</i>	%	Valid %
Valid	Very poor	79	2.6	2.6
	Poor	447	14.6	14.6
	Fair	1146	37.4	37.5
	Good	1099	35.8	35.9
	Very good	287	9.4	9.4
	Total	3059	99.7	100.0
Missing	System	9	.3	
Total		3068	100.0	

Table B.10*How would you say your physical health is now compared to this time last year?*

		N	%	Valid %
Valid	Significantly worse now	233	7.6	7.6
	Slightly worse now	1005	32.8	32.9
	About the same	1349	44.0	44.1
	Slightly better now	382	12.4	12.5
	Significantly better now	90	2.9	3.0
	Total	3060	99.7	100.0
Missing	System	8	.3	
Total		3068	100.0	

Table B.11*How would you describe your current mental health?*

		N	%	Valid %
Valid	Very poor	176	5.7	5.7
	Poor	571	18.6	18.7
	Fair	1174	38.3	38.3
	Good	932	30.4	30.4
	Very good	208	6.8	6.8
	Total	3061	99.8	100.0
Missing	System	7	.2	
Total		3068	100.0	

Table B.12*How would you say your mental health is now compared to this time last year?*

		N	%	Valid %
Valid	Significantly worse now	334	10.9	10.9
	Slightly worse now	901	29.4	29.5
	About the same	1149	37.5	37.6
	Slightly better now	539	17.6	17.6
	Significantly better now	134	4.4	4.4
	Total	3057	99.7	100.0
Missing	System	11	.3	
Total		3068	100.0	

Table B.13

How likely is it that you will still be teaching in the BC public education system in two years time?

		<i>N</i>	%	Valid %
Valid	Very unlikely	206	6.7	6.7
	Somewhat unlikely	282	9.2	9.2
	Somewhat likely	604	19.7	19.8
	Very likely	1814	59.1	59.4
	Not sure	150	4.9	4.9
	Total	3057	99.6	100.0
Missing	System	11	.4	
Total		3068	100.0	

Table B.14

You indicated you will likely be teaching in two years time. Of the following, what are the three most important factors that will keep you teaching?

	Responses		% of Cases
	<i>N</i>	%	
Financial provisions (e.g., salary, benefits, and pension)	1555	22.5	64.4
Job stability	831	12.0	34.4
Professional autonomy	429	6.2	17.8
Learning opportunities	128	1.9	5.3
Mental and physical wellbeing	622	9.0	25.8
Working conditions (e.g., workload, prep time, staffing, resources)	1110	16.0	46.0
Workplace culture (e.g., administration and staff relationships)	951	13.7	39.4
Student success and growth	660	9.5	27.4
Commitment to public education	405	5.8	16.8
Adequate provisions for workplace health and safety	80	1.2	3.3
Other (please specify)	146	2.1	6.1
Total	6918	100.0	286.5

Notes. This question asked respondent to select all response options that applied to them, so the total number of responses (6,918) is greater than the number of respondents (2,418).

Table B.15

You indicated you might leave teaching within the next two years. Of the following, what are the three most important factors influencing your thoughts of leaving?

	Responses		
	<i>N</i>	%	% of Cases
Financial considerations (e.g., salary, benefits, and pension)	79	6.2	16.3
Lack of continuing contract/stable employment	18	1.4	3.8
Lack of professional autonomy	18	1.4	3.6
Lack of learning opportunities	5	0.4	1.1
Mental health concerns (e.g., stress, burnout)	256	19.9	52.7
Physical health concerns	47	3.6	9.6
Inadequate working conditions (e.g., workload, prep time, staffing, resources)	258	20.1	53.0
Lack of support for students with disabilities or diverse needs	175	13.6	36.0
Unhealthy workplace culture (e.g., administration and staff relationships)	114	8.8	23.4
Inadequate provisions for workplace health and safety	21	1.7	4.4
Negative public opinion of the teaching profession	36	2.8	7.4
Eligible for retirement benefits	169	13.1	34.7
Other career interests	29	2.3	6.1
Other (please specify)	60	4.7	12.4
Total	1287	100.0	264.5

Notes. This question asked respondent to select all response options that applied to them, so the total number of responses (1,287) is greater than the number of respondents (488).

Table B.16

Have you been directly impacted by staffing shortages at your school or in your district?

		<i>N</i>	%	Valid %
Valid	Yes	2496	81.3	81.6
	No	562	18.3	18.4
	Total	3058	99.7	100.0
Missing	System	10	.3	
Total		3068	100.0	

Table B.17*What are the three biggest impacts of staffing shortages on your work as a teacher?*

	Responses		% of Cases
	N	%	
I am pulled away from my regular assignment to provide internal coverage	746	12.2	30.0
I lose preparation time	1049	17.2	42.2
I have a class size that is in excess of class size limits	348	5.7	14.0
I have been unable to take part in professional development opportunities	231	3.8	9.3
I have not taken personal or sick leave days when I needed to	895	14.7	36.0
I am not able to get necessary support for my students (e.g., counselors, inclusive education teachers, teacher-librarians)	1552	25.5	62.4
My workload has significantly increased	944	15.5	38.0
Other (please specify)	327	5.4	13.1
Total	6092	100.0	245.0

Notes. This question asked respondent to select all response options that applied to them, so the total number of responses (6,092) is greater than the number of respondents (2,496).

Table B.18*To what extent do you feel that your students' academic needs are being met during this school year?*

		N	%	Valid %
Valid	Not at all	85	2.8	2.8
	Slightly	561	18.3	18.4
	Moderately	1640	53.4	53.9
	Very much	705	23.0	23.2
	Completely	51	1.7	1.7
	Total	3041	99.1	100.0
Missing	System	27	.9	
Total		3068	100.0	

Table B.19*To what extent do you feel your students' social and emotional needs are being met during this school year?*

		N	%	Valid %
Valid	Not at all	127	4.1	4.2
	Slightly	765	24.9	25.2
	Moderately	1481	48.3	48.7
	Very much	625	20.4	20.6
	Completely	43	1.4	1.4
	Total	3041	99.1	100.0
Missing	System	27	.9	
Total		3068	100.0	

Table B.20

To what extent do you feel that the needs of students with disabilities or diverse needs have been met during this school year?

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	Not at all	259	8.4	8.5
	Slightly	1231	40.1	40.7
	Moderately	1132	36.9	37.4
	Very much	370	12.1	12.2
	Completely	36	1.2	1.2
	Total	3026	98.6	100.0
Missing	System	42	1.4	
Total		3068	100.0	

Table B.21

During the current school year, to what extent do you agree that you feel supported by the following?

		<i>Strongly disagree</i>	<i>Somewhat disagree</i>	<i>Somewhat agree</i>	<i>Strongly agree</i>	<i>Not sure/prefer not to answer</i>	<i>Missing</i>	Total
My principal and school-based administrator(s)	<i>N</i>	271	406	1070	1223	85	14	3068
	<i>%</i>	8.8	13.2	34.9	39.9	2.8	.5	100.0
My school board (i.e., elected trustees)	<i>N</i>	684	820	808	113	623	20	3068
	<i>%</i>	22.3	26.7	26.3	3.7	20.3	.6	100.0
My superintendent and district-based administrator(s)	<i>N</i>	858	827	796	195	375	16	3068
	<i>%</i>	28.0	27.0	26.0	6.4	12.2	.5	100.0
BC Ministry of Education	<i>N</i>	850	892	739	67	499	21	3068
	<i>%</i>	27.7	29.1	24.1	2.2	16.3	.7	100.0
My local union	<i>N</i>	171	332	1139	1228	186	13	3068
	<i>%</i>	5.6	10.8	37.1	40.0	6.0	.4	100.0
My provincial union (BCTF)	<i>N</i>	162	372	1360	865	293	15	3068
	<i>%</i>	5.3	12.1	44.3	28.2	9.6	.5	100.0
My colleagues	<i>N</i>	60	142	786	2006	52	22	3068
	<i>%</i>	1.9	4.6	25.6	65.4	1.7	.7	100.0
Parents and community members	<i>N</i>	156	580	1481	612	222	16	3068
	<i>%</i>	5.1	18.9	48.3	19.9	7.2	.5	100.0

Appendix C: Demographic Breakdown of the Sample

Table C.1

Please indicate your age.

		<i>N</i>	%	Valid %
Valid	18-24 years old	30	1.0	1.0
	25-34 years old	458	14.9	15.2
	35-44 years old	878	28.6	29.2
	45-54 years old	1044	34.0	34.7
	55-64 years old	543	17.7	18.0
	65-74 years old	55	1.8	1.8
	75 years or older	2	.1	.1
	Total	3011	98.1	100.0
Missing	System	57	1.9	
Total		3068	100.0	

Table C.2

How do you define your gender identity?

		<i>N</i>	%	Valid %
Valid	Man	605	19.7	20.2
	Woman	2333	76.0	77.7
	Non-binary	37	1.2	1.2
	Prefer to self-describe	29	1.0	1.0
	Total	3005	97.9	100.0
Missing	System	63	2.1	
Total		3068	100.0	

Table C.3

Do you identify as a person living with a disability or as a disabled person?

		<i>N</i>	%	Valid %
Valid	Yes	189	6.2	6.3
	No	2806	91.5	93.7
	Total	2995	97.6	100.0
Missing	System	73	2.4	
Total		3068	100.0	

Table C.4*Do you identify as Aboriginal or Indigenous (First Nations, Metis, Inuit)?*

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	Yes	98	3.2	3.3
	No	2885	94.0	96.7
	Total	2984	97.2	100.0
Missing	System	84	2.8	
Total		3068	100.0	

Table C.5*Do you identify as a racialized person or a person who has experienced racism?*

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	Yes	502	16.4	16.9
	No	2470	80.5	83.1
	Total	2972	96.9	100.0
Missing	System	96	3.1	
Total		3068	100.0	

Appendix D: Correlation Table

Table D.1

Bivariate correlations between each type of support and status of mental health, physical health, and teaching retention.

<i>Type of Support^A</i>	<i>Mental Health</i>	<i>Physical Health</i>	<i>Still Teaching</i>
	<i>Spearman's ρ</i>	<i>Spearman's ρ</i>	<i>Spearman's ρ</i>
My principal and school-based administrator(s)	.27**	.16**	.19**
My school board (i.e., elected trustees)	.27**	.19**	.14**
My superintendent and district-based administrator(s)	.27**	.16**	.15**
BC Ministry of Education	.25**	.18**	.16**
My local union	.15**	.08**	.12**
My provincial union (BCTF)	.17**	.09**	.16**
My colleagues	.17**	.12**	.14**
Parents and community members	.19**	.13**	.15**

Notes. ^A Each of the support variables has been reordered to form a 5-point ordinal variable. A response of "Not sure/prefer not to answer" forms the mid-point of the scale.

** Correlation significant at the 0.01 level (2-tailed).

Table D.2*Identify as Racialized Person or a Person Who Has Experienced Racism by BCTF Zone*

		<i>Do you identify as a racialized person or a person who has experienced racism?</i>				
			Yes	No	Missing	Total
<i>BCTF Zone^A</i>	Kootenay	Count	11	108	3	122
		% within	9.0	88.5	2.5	100.0
	Metro Fraser Valley	Count	180	672	29	881
		% within	20.4	76.3	3.3	100.0
	Metro West	Count	203	629	34	866
		% within	23.4	72.6	3.9	100.0
	North Central/Peace River	Count	14	171	7	192
		% within	7.3	89.1	3.6	100.0
	North Coast	Count	11	48	0	59
		% within	18.6	81.4	0.0	100.0
	Okanagan	Count	27	328	4	359
		% within	7.5	91.4	1.1	100.0
	Vancouver Island North	Count	21	225	4	250
		% within	8.4	90.0	1.6	100.0
	Vancouver Island South	Count	27	249	15	291
		% within	9.3	85.6	5.2	100.0
	Conseil scolaire francophone	Count	8	40	0	48
		% within	16.7	83.3	0.0	100.0
Total		Count	502	2470	96	3068
		% within	16.4	80.5	3.1	100.0

Notes. ^A BCTF Zone variable constructed using August 2023 zones.