



2023–24 BCTF Membership Survey

Summary report

May 2024



2023–24 BCTF Membership Survey

This report provides a summary of the second annual BCTF Membership Survey. Using a random sample methodology, the survey aimed to build a provincially representative picture of British Columbia teachers' experiences during the 2023–24 school year.

The first part of this report provides a snapshot of the teaching profession in BC's public education system.

The report then highlights **six key themes** from the survey:

1. Despite some improvements in physical and mental health, teachers continue to face challenges related to well-being.
2. Teachers are expected to do more with less.
3. Teachers continue to perceive gaps in meeting student needs, especially for students with disabilities and diverse needs.
4. Teachers need more people and more time to successfully meet student needs.
5. Teachers encounter concerning levels of workplace discrimination.
6. Better working conditions are linked to lower turnover intention.

The report concludes by highlighting teacher voices on what is necessary to sustain the profession and strengthen BC schools.

The survey was conducted online from February 12 to March 1, 2024. The overall margin of error for the sample is +/- 1.4%, 19 times out of 20.

The BCTF wishes to acknowledge the 5,209 members who responded to this year's survey and shared their valuable insights. Your contributions enable BCTF Research to provide timely and representative data to inform and support BCTF leadership and advocacy priorities.

A Snapshot of Teachers in BC

The 2023–24 BCTF Membership Survey¹ provides a snapshot of the teaching profession in BC public schools during the current school year, representing teachers across all grade levels and regions of the province.

- 63%² of the respondents were classroom teachers, 22% specialist teachers and 9% Teachers Teaching on Call (TTOCs). Other positions represented included: Adult/Continuing Education Teachers (0.9%), Distributed Learning Teachers (1.0%), and District Coordinator/Helping Teachers (1.3%).
- Most teachers (72.5%)³ had a full-time continuing contract with their district.
- A majority of teachers (69.8%)⁴ had 10 or more years of teaching experience, while 14% were in the first four years of their career.
- In addition to meeting standard certification requirements,⁵ 37%⁶ of teachers also had a master's degree—illustrating BC teachers' high level of academic and professional qualifications.

To better understand the diversity of BCTF members, the survey collected data related to race, age, gender, ability, and disability. This data was collected to enable the Federation to analyze structural inequalities and relationships between teachers' lived experiences and identities. The survey found that:

- Approximately one third (32.2%)⁷ of teachers were between 45 and 54 years old.
- 74%⁸ percent of teachers identified as women, 22% as men, 1% as non-binary and less than 1% preferred to self-describe.
- 11%⁹ of teachers identified as a person living with a disability.¹⁰
- 4%¹¹ of teachers identified as Indigenous (First Nations, Metis, or Inuit).
- 18%¹² of teachers identified as non-White.¹³

Key themes from the 2023–24 BCTF Membership Survey

Theme 1 - Despite some improvements in physical and mental health, teachers continue to face challenges related to well-being.

For the past several years, BCTF has been tracking teachers' physical and mental health.¹⁴ The 2023–24 Membership Survey found that teachers in BC reported better physical and mental health than in the previous school year. Cross-year analysis for physical health and mental health showed statistically significant shifts in both areas.¹⁵ The number of teachers who described their physical health as poor or very poor dropped by 9.8%¹⁶ while those who described it as good or very good climbed by 17.2%.¹⁷ Similarly, the number of teachers who described their mental health as poor or very poor dropped by 9.6%¹⁸ while those who described it as good or very good climbed by 10.8%.¹⁹

However, there are still too many teachers who are experiencing poor well-being, particularly in relation to mental health, with 14.7% of survey respondents describing their mental health as poor or very poor.²⁰ Many teachers continue to sacrifice their mental health to make up for systemic gaps. "I care for my students," wrote one teacher, "and do all I can to help them succeed, but my mental health is suffering because of the amount of time and energy I give to them each day, and the stress that comes with worrying whether or not I have done 'enough'."²¹

The urgency of improving working conditions is underscored by another teacher who shared how "coworkers have heart attacks, lose their pregnancy, [are] on medication...because of what this job is doing to them. It's disheartening thinking that we will break before anything is fixed." As evidenced by numerous global and Canadian studies,²² teachers' mental health continues to be affected by inadequate staffing and resource provisions, intensified workload, challenging workplace culture and inadequate supports.

Theme 2 - Teachers are expected to do more with less.

The 2023–2024 Membership Survey supports anecdotal accounts that teachers in BC are being expected to do more with less. "Teacher burnout is very real," one respondent described, as teachers are "being asked to do more" despite "the lack of support being provided."

When asked how they would describe their overall workload compared to this time last year, a majority of teachers reported that their workload was a lot more than before (26.1%) or a little more than before (32.1%).²³ Furthermore, only a third (36.2%) of teachers agreed that their overall workload was manageable.²⁴

The survey found a strong negative relationship between workload and happiness in the job.²⁵ 42.6% of those who reported an unmanageable workload also said they were currently unhappy about their job – compared with only 13.3% of those who reported a manageable workload.²⁶ Both workload and job happiness were in turn related to higher turnover intention (see Theme 5 below).

At the same time, teachers reported gaps in the resources needed to meet the needs of all learners. This included: not having access to up-to-date curricular resources provided by the employer (44.2%);²⁷ not receiving sufficient in-service training on curriculum and reporting requirements (51.8%);²⁸ and unsatisfactory quantity and quality of employer-provided equipment and technology (47.9%).²⁹

The combination of an increasing workload and fewer resources is taking a toll on teachers, as illustrated by a teacher with seven years of experience: “Though the overwhelming nature of being a beginning teacher is gone, I find I am still overwhelmed in this career. There’s never enough time to prep everything I need (especially for kindergarten). There are not enough resources for teaching early French Immersion. I have to make almost all of my own (which adds to being overwhelmed).” Stress is further increased when, as the same teacher shared, “I don’t have enough extra supports in my classroom for my students who need them.” As another teacher shared, there is the feeling among many teachers that “this job is getting harder and harder each year and support is less and less,” pointing to the third key survey theme.

Theme 3 - Teachers continue to perceive gaps in meeting student needs, especially for students with disabilities and diverse needs.

The 2023–2024 Membership Survey found that teachers believe there continue to be concerning gaps in meeting the needs of all students. In line with last year’s results, fewer than one quarter of teachers felt that students’ academic (23.1%)³⁰ or social and emotional (22.7%)³¹ needs were being completely or very much met.

Students with disabilities and diverse needs were most impacted by these gaps. Only 13% of teachers felt like these students’ needs were being completely or very much met, and almost half report that their needs were being only slightly met (35.5%) or not at all met (10.7%).³²

Teachers’ written comments foreground both potential causes and effects of not being able to meet the needs of all students. For one teacher, “under-designation [of disabilities and diverse learning needs] means that the school does not receive the level of supports required to support the needs of the learner.” Facing multiple year-long waits for designation, many students are “falling through the cracks” or families turn to private assessment, which results in a “lack of equity.”

Secondly, even when students are designated, there are additional barriers to being able to meet the needs of all students in a classroom. These include: a “large number of [Individual Education Plans] per classroom” with very different support needs; teachers “triaging” the limited supports available; a lack of necessary “1-1 support for academics and social and emotional needs” for some students; and inadequate staffing for specialist positions such as Counsellors, Speech-Language Pathologists and Learning Support Teachers.

Thirdly, aligning with research evidence that has demonstrated declining student well-being since the COVID-19 pandemic began,³³ teachers highlighted that the social and emotional needs of students are increasingly complex. While some factors contributing to this may be individual, such

as “difficulties with emotional regulation and social skills,” student well-being is embedded in the larger socio-economic context, from families facing “economic instability and rising costs” to the awareness that “our planet is in crisis.”

Ultimately, the gaps in meeting student needs have devastating consequences on both students and teachers. As one teacher shared, “I love my job and I love the kids, but it’s becoming harder to go to work each day when I don’t have the support I need for these students to succeed properly.”

Theme 4 - Teachers need more people and more time to successfully meet student needs.

Recent BCTF focus groups with teachers, as well as anecdotal evidence, have highlighted two key areas which would support teachers with meeting the needs of all students: more people and more time.

To explore this further, the 2023–2024 Membership Survey asked teachers to rank the extent to which various staffing and timetabling changes would improve their workload. In terms of staffing, teachers reported that the most impactful change would be more educational assistants (39.4%).³⁴ This was the top choice in the elementary grades, selected by over 40% of Kindergarten to Grade 5 teachers as the most impactful change.³⁵

The other suggested staffing changes were, in decreasing order of priority: more classroom teachers (27.3%), more specialist teachers (23.8%) and more TTOCs (9.5%).³⁶ Notable differences in perceived impact of these staffing changes were seen across grades, with teachers at different grade levels reporting different priorities. For example, while more educational assistants was the top choice from Kindergarten to Grade 8, it gradually declined as a first choice as grade level increased.³⁷ Grade 9 to 12 teachers and adult educators reported that the most impactful change for them would be more classroom teachers. More educational assistants remained the second most impactful change for teachers in Grade 9 to 12 but ranked last for adult educators who chose more TTOCs as their second most impactful change.

For timetabling, the most impactful change selected by the majority of teachers was more preparation time (55.5%).³⁸ As a teacher who has taught in other jurisdictions with better prep time provisions noted, “I’ve realized (even though I’ve adjusted here) that the prep time was beyond impactful for my well-being and mental health.”

Furthermore, while more preparation time was recognized as a key need across grades, it was perceived as even more impactful at the secondary level.³⁹ This is reflected in the comments of a secondary teacher who stated, “Going one entire semester with 5 classes is actually ridiculous. This will make me leave teaching if it is not fixed.” Another secondary teacher commented, “During the semester with no prep, I feel exhausted and unable to do my job well.”

Following preparation time, teachers reported that their workload would be best improved by more time to meet reporting requirements (20.1%), for administrative tasks (16.6%) and for professional

development and/or collaboration time (7.8%).⁴⁰ Reflecting the unique context of Adult Education, almost a third of these teachers (30.2%) reported that more time for administrative tasks would be most impactful on their workload.⁴¹

Theme 5 - Teachers report concerning levels of workplace discrimination.

In collaboration with the BCTF Anti-Racism and Anti-Oppression Office, the 2023–24 Membership Survey asked about teachers' direct and indirect experiences of discrimination or unfair treatment in the workplace in the past year.⁴²

Over the past 12 months, one in five teachers (17.4%) reported that they had experienced discrimination or unfair treatment in their workplace, while one in four teachers (23.6%) had witnessed discrimination or unfair treatment.⁴³

The survey also showed a number of statistically significant relationships between particular identities and experiences of discrimination. For example, teachers who self-identified as Indigenous (First Nations, Métis, Inuit), South Asian, Arab, or Chinese experienced statistically higher rates of discrimination than White teachers.⁴⁴ One in four Indigenous (26.2%) and Chinese (24.1%) teachers, one in three (29.4%) South Asian teachers, and roughly half of Black teachers (40%) and Arab teachers (54.5%) had experienced racial discrimination in the past 12 months. These results are in line with national surveys conducted by the Canadian Race Relations Foundation on racial discrimination.⁴⁵

Teachers who identified as a person with a disability⁴⁶ also reported concerning levels of discrimination or unfair treatment. One in three (32.7%) of these teachers reported having been discriminated against or unfairly treated in their workplace over the past 12 months.⁴⁷

Teachers who identified as non-binary also reported facing significantly higher levels of discrimination or unfair treatment in their workplace: Half of non-binary teachers (52.8%) had experienced workplace discrimination in the last year.⁴⁸ This is particularly concerning and reflects the rise of anti-SOGI sentiments in some school communities.

Discrimination has an impact on teachers' everyday lives in the schools and in the classroom. Supporting the teacher accounts shared during the dialogue sessions of the BCTF's Systemic Review of Racism,⁴⁹ the survey found a statistically significant relationship between experiences of workplace discrimination and reported mental health.⁵⁰ One in four (25.3%) of the teachers who experienced discrimination or unfair treatment said that their mental health was poor or very poor compared to one in ten (12.2%) teachers who did not experience discrimination or unfair treatment.⁵¹

Theme 6 - Better working conditions are linked to lower turnover intention.

Retaining qualified teachers continues to be a critical challenge in many parts of the province. This year's survey responses reinforce the argument that BC's teacher shortage must be analyzed as a

crisis in working conditions. Echoing last year's survey,⁵² when asked if they would still be teaching in the BC public education system in two years' time, 15.2% of teachers indicated that it is very or somewhat unlikely they would be.⁵³

Turnover intention is complex and there is no singular cause.⁵⁴ This survey found statistically significant bivariate relationships between turnover intention and four key factors: mental health, happiness in the job, workload, and the ability to exercise professional judgment (autonomy).⁵⁵ For instance, the majority of teachers (87.3%) who described their current mental health as very good indicated they would likely still be teaching in two years' time.⁵⁶ Similarly, 90.7% of teachers who felt very happy about their job also indicated they would likely remain.⁵⁷ In contrast, only half of teachers (49.5% and 50.2%, respectively) who either reported their current mental health as very poor or expressed feeling very unhappy with their jobs indicated that it was likely they would be teaching in BC public education in two years.⁵⁸

In terms of workload, 88.5% of teachers who reported having a manageable workload⁵⁹ said it was likely they would still be teaching in two years.⁶⁰ In contrast, only 68.4% of those who strongly disagreed that their workload was manageable indicated they would likely still be teaching in BC public education in two years' time.⁶¹

Finally, the survey pointed to statistically significant bivariate relationships between turnover intention and each of the individual professional autonomy measures.⁶² For example, the large majority of teachers who felt they have autonomy over their teaching methods and strategies (82.9%) and how student learning was assessed (84.7%) indicated they would likely be teaching in two years.⁶³ While teachers reported a high degree of autonomy regarding most pedagogical decisions, one area that stands out as a concern is communicating about student learning with parents/guardians: 29.6% of teachers did not feel they had autonomy in this area.⁶⁴ This resonates with anecdotal evidence that the rollout of the new provincial K–12 reporting guidelines has been challenging in many school districts, with uneven implementation and expectations.

Teachers have told us how to sustain their profession and strengthen BC schools

The responses of over 5,000 BCTF members in the 2023–24 Membership Survey point to four critical actions that are necessary to sustaining BC teachers, students, and schools.

Improve working conditions

The teacher shortage must be addressed not only as a recruitment issue but also as a retention effort. Keeping teachers for the long term requires sustainable workloads, sufficient preparation time, and adequate resources to meet student needs. In short, teachers need adequate working conditions to remain and stay well in their jobs.

“Teaching students is the easy part. It’s everything else—lack of prep time, no TTOCs, having to teach double classes, lack of admin support, new report cards and no time to plan for this—all of these areas are leading many to be exhausted, frustrated and burning out.”

“If these conditions remain I will burn out soon. It may not be in two years but I can’t see myself staying in this profession past the age of 40.”

Foster and maintain supportive workplace cultures

Relationships between teachers, administrators, education workers, families and students are central to creating the conditions for teaching and learning to flourish. This includes immediately addressing workplace discrimination and unfair treatment.

“Last year, this job took an extreme toll on my mental health and it made me question whether I could move forward in a career that I’ve wanted to do my whole life and enjoy doing. This year has started to restore my faith again as I have a wonderful admin.”

“Lack of parent support and admin support is making this job almost impossible for sustainability.”

Safeguard teachers' mental health

Too many BC teachers feel their mental health has become collateral damage in a chronically underfunded system. Too many continue to bear disproportionate responsibility for providing students with the educational experiences they deserve without adequate supports and working conditions. In a system where choosing self-care too often means giving up something else, some teachers have gone from full to part-time contracts, reduced involvement in voluntary school activities, or decided to leave teaching altogether.

"I am taking a leave next year as I explore other options. I want to explore if I need another teaching environment or would be better that I change profession and do something else. I do love teaching kids and I am sad to leave my position because of that. But I am doing it for my mental health."

"I absolutely adore my class, school, and career, but it doesn't feel sustainable anymore. I feel as though I am trading my mental health/wellness for my job."

Provide the funding necessary for schools to flourish and meet the needs of students with disabilities and diverse needs

School districts receive substantially less in supplemental education funding than what they actually do, or need to, spend.⁶⁵ In 2021–22, for example, special education funding only covered 67.6% of what school districts actually spent. Teachers, students and their families are feeling the harmful impacts of a lack of government commitment to meaningful inclusive education.

Our greatest challenge in our district is not having the funding or EA support to properly manage and/or support real inclusion. Our jobs are far too complex now. I feel as though I am doing the jobs of 5 different people at once...I love my job and the kids, but I feel like I'm drowning with no one there to help pull me back up.

I believe that integration and inclusion can and will work if the ministry will provide adequate funding and training.

Endnotes

- ¹ See Appendix A for a full description of the survey methodology. The number of responses (i.e., *n*) varied by question. All percentages presented in the body of this report were calculated using the total of all responses, unless otherwise noted.
- ² Appendix D, Table D.1.
- ³ Appendix D, Table D.2. Note that this was a multi-response question and the reported % was calculated from the total number of cases.
- ⁴ Appendix D, Table D.3.
- ⁵ Being licensed as a teacher in BC currently requires completion of an undergraduate program and a professional teacher education program.
- ⁶ Appendix D, Table D.4.
- ⁷ Appendix D, Table D.5.
- ⁸ Appendix D, Table D.6.
- ⁹ Appendix D, Table D.7.
- ¹⁰ Disability was defined according to a social model of disability, which understands persons with disabilities as those who have a difficulty or impairment due to a long-term condition or health issue, lasting six months or more, that limits daily activities.
- ¹¹ Appendix D, Table D.8.
- ¹² Appendix D, Table D.8.
- ¹³ Race was defined as a social construct that uses skin colour, hair texture, or other physical characteristics to determine how people are classified socially, politically, or culturally.
- ¹⁴ See Gadermann, A.M. et al.,(2021). *The impact of the COVID-19 pandemic on teacher well-being in British Columbia*. UBC Human Early Learning Partnership; BCTF (2020). *Safeguarding teachers' mental health through the second wave of COVID-19 and beyond: Submission to The House of Commons Standing Committee on Health*.
- ¹⁵ Appendix C, Tables C.1 and C.2.
- ¹⁶ 2022–23, 17.2%; 2023–24, 7.4%; Appendix C, Table C.2.
- ¹⁷ 2022–23, 45.2%; 2023–24, 62.4%; Appendix C, Table C.2.
- ¹⁸ 2022–23, 24.3%; 2023–24, 14.7%; Appendix C, Table C.1.
- ¹⁹ 2022–23, 37.2%; 2023–24, 48.0%; Appendix C, Table C.1.
- ²⁰ Appendix C, Table C.1.
- ²¹ Unless otherwise referenced, all quotations in this report are drawn from survey participants' written responses.
- ²² See Canadian Teachers' Federation (2022). *But at what cost? Teacher mental health during COVID19: Pandemic Report*; Kendrick, A. (2021). *Compassion Fatigue, Emotional Labour and Educator Burnout: Executive Summary*. Alberta Teachers' Association; Education and Solidarity Network (2023). *#1-BEST: International Barometer of Education Staff*.
- ²³ Appendix B, Table B.1.
- ²⁴ Appendix B, Table B.2.
- ²⁵ $\gamma = -.51$; Spearman's $\rho = -.44$; $p = .001$; Appendix C, Table C.3.2.
- ²⁶ Appendix C, Table C.3.
- ²⁷ Appendix B, Table B.3. Reported % is for respondents who disagreed with the statement.
- ²⁸ Appendix B, Table B.4. Reported % is for respondents who disagreed with the statement.
- ²⁹ Appendix B, Table B.5. Reported % is for respondents who disagreed with the statement.
- ³⁰ Appendix B, Table B.6.
- ³¹ Appendix B, Table B.7.
- ³² Appendix B, Table B.8.
- ³³ See Toye (2022). *How is the pandemic impacting children, families and educators in BC? New data help explore the emerging story*. UBC Human Early Learning Partnership.
- ³⁴ Appendix B, Table B.9.
- ³⁵ Appendix C, Table C.4.

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- ³⁶ Appendix B, Table B.9.
- ³⁷ Appendix C, Table C.4.
- ³⁸ Appendix B, Table B.10.
- ³⁹ Appendix C, Table C.5.
- ⁴⁰ Appendix B, Table B.10.
- ⁴¹ Appendix C, Table C.5.
- ⁴² In the 2020 Statistics Canada General Social Survey, one area of concern was the increase in hate and discrimination during the COVID-19 pandemic. That survey asked if respondents experienced discrimination five years prior to the COVID-19 pandemic and since the pandemic started. Statistics Canada found that, overall, discrimination had increased, and specifically, since the pandemic, racial and ethnic discrimination had increased. The discrimination questions in the BCTF annual survey were modified to fit the context of the Federation and asked members if they have experienced or witnessed discrimination or unfair treatment in the workplace in the past 12 months. These questions will help the BCTF identify if discrimination is taking place and the extent to which it is taking place over time.
- ⁴³ Appendix B, Tables B.11 and B.12.
- ⁴⁴ Appendix C, Table C.6.
- ⁴⁵ See: <https://crf-fcrr.ca/research-and-reports/>
- ⁴⁶ Disability is a complex phenomenon, reflecting an interaction between features of a person's body and mind and features of the society in which they live. Because of its complexity, there is no single, harmonized definition of disability, but one prevalent approach in Canada is informed by the social model of disability, which defines persons with disabilities as those who have a difficulty or impairment due to a long-term condition or health issue (lasting six months or more) that experience limitations in their daily activities.
- ⁴⁷ Appendix C, Table C.7.
- ⁴⁸ Appendix C, Table C.8.
- ⁴⁹ See: <https://www.bctf.ca/topics/services-information/governance/systemic-review-of-racism-project>
- ⁵⁰ $\gamma = .33$; Spearman's $\rho = .17$; $p = .001$; Appendix C, Table C.9.2.
- ⁵¹ Appendix C, Table C.9.
- ⁵² 15.9% of the respondents to the 2022-23 BCTF Membership Survey indicated turnover intention. See: https://www.bctf.ca/docs/default-source/for-news-and-stories/bctf-membership-survey-summary-report-2023.pdf?sfvrsn=ecc4a347_4
- ⁵³ Appendix B, Table B.13.
- ⁵⁴ For example, see Collie, R. (2023). Teacher well-being and turnover intentions: investigating the roles of job resources and job demands. *British Journal of Education Psychology*, 93(3), pp. 712-726; Steiner, E., Woo, A., & Doan, S. (2023). All Work and No Pay: Teachers' Perceptions of Their Pay and Hours Worked: Findings from the 2023 State of the American Teacher Survey. National Education Association.
- ⁵⁵ Appendix C, Table C.10 through C.20.2.
- ⁵⁶ Appendix C, Table C.10.
- ⁵⁷ Appendix C, Table C.11.
- ⁵⁸ Appendix C, Tables C.10 and C.11.
- ⁵⁹ Defined as agreeing strongly or somewhat with the statement "My overall workload is manageable."
- ⁶⁰ Appendix C, Table C.12.
- ⁶¹ Appendix C, Table C.12.
- ⁶² Appendix C, Tables C.13.2, C.14.2, C.15.2, C.16.2, C.17.2, C.18.2, C.19.2 and C.20.2.
- ⁶³ Appendix C, Tables C.14 and C.15.
- ⁶⁴ Appendix B, Table B.14.
- ⁶⁵ See BCTF (2023). *BCTF Education Funding Brief 2024: Recruiting and retaining teachers for the inclusive schools our students deserve*, pp. 5-6. Rozworski, M. (2018). *BC's Inclusion Education Funding Gap*. BCTF Research.

Appendix A: Methodology and Technical Notes

Methodology

The 2023–24 BCTF Membership Survey was conducted online from February 12 to March 1, 2024.

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.

The BCTF contracted Viewpoints Research (www.viewpoints.ca), a Canadian-owned market research and analytics company, to host the survey. Viewpoints Research provides surveys, polling and focus group research to professional associations, governments, public institutions, and charitable and non-profit organizations across Canada to deliver strategic insights. Viewpoints is an accredited member of the Canadian Research Insights Council (CRIC) and follows the CRIC Standards.

Unique survey links were emailed to a random sample of BCTF members. For inclusion in the survey, potential participants had to have a home email address on record, active membership status, active job status and no current position as a Federation staff member, resulting in 41,322 BCTF members in the sampling frame as of February 6, 2024. The survey results were weighted by school district using the December 2023 census voting member counts. 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 13,542 potential respondents resulted in 5,209 completed surveys and a response rate of 38.5%. Respondents were free to skip questions, in whole or in part, with the exceptions of several required screening questions (i.e., member status, position, school district). 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 5,209 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: +/- 1.4%, 19 times out of 20.

Note on Demographic Information Collection

In collaboration with the BCTF Anti-Racism and Anti-Oppression Office, the membership survey asked a series of demographic questions to learn more about the diversity of teachers across the province. In parallel with the categories used by Statistics Canada, identity questions included, but were not limited to, race and ethnicity, age, gender, and disability. In alignment with privacy legislation, as well as best practices by Statistics Canada and Stats BC, answering demographic

questions related to one's identity are not mandatory and always voluntary.

By collecting identity data, this information will help the BCTF better understand the overall demographics of teachers in the province and begin analyzing any gaps or structural inequalities in programs and services. The inclusion of these questions will support the BCTF in having baseline data about discrimination, as well as the ability to compare our organization within the larger context of Canada. This data will be reported later in 2024 in collaboration with the BCTF Anti-Racism and Anti-Oppression Office.

Appendix B: Frequency Tables

Table B.1

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

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	A lot more than before	1358	26.1	27.0
	A little more than before	1674	32.1	33.3
	About the same as before	1551	29.8	30.8
	A little less than before	339	6.5	6.7
	A lot less than before	111	2.1	2.2
	Total	5033	96.6	100.0
Missing	Not sure/Not applicable	177	3.4	
Total		5209	100.0	

Table B.2

To what extent do you agree or disagree with the following statement? My overall workload is manageable.

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	Strongly disagree	978	18.8	19.0
	Somewhat disagree	1907	36.6	37.0
	Neither disagree nor agree	387	7.4	7.5
	Somewhat agree	1434	27.5	27.8
	Strongly agree	454	8.7	8.8
	Total	5160	99.1	100.0
Missing	Prefer not to answer/Not applicable	49	.9	
Total		5209	100.0	

Table B.3

Please indicate the extent to which you agree or disagree with each of the following statements. I have access to up-to-date curricular resources provided by my employer.

		N	%	Valid %
Valid	Strongly disagree	1024	19.7	20.1
	Somewhat disagree	1274	24.5	25.1
	Neither disagree nor agree	853	16.4	16.8
	Somewhat agree	1432	27.5	28.2
	Strongly agree	500	9.6	9.8
	Total	5082	97.6	100.0
Missing	Prefer not to answer/Not applicable	127	2.4	
Total		5209	100.0	

Table B.4

Please indicate the extent to which you agree or disagree with each of the following statements. I receive sufficient in-service training on curriculum and reporting requirements.

		N	%	Valid %
Valid	Strongly disagree	1094	21.0	21.8
	Somewhat disagree	1603	30.8	31.9
	Neither disagree nor agree	725	13.9	14.4
	Somewhat agree	1295	24.9	25.8
	Strongly agree	310	6.0	6.2
	Total	5027	96.5	100.0
Missing	Prefer not to answer/Not applicable	182	3.5	
Total		5209	100.0	

Table B.5

Please indicate the extent to which you agree or disagree with each of the following statements. I am satisfied with the overall quantity and quality of my employer-provided equipment and technology.

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	Strongly disagree	1021	19.6	19.8
	Somewhat disagree	1474	28.3	28.5
	Neither disagree nor agree	573	11.0	11.1
	Somewhat agree	1601	30.7	31.0
	Strongly agree	500	9.6	9.7
	Total	5169	99.2	100.0
Missing	Prefer not to answer/Not applicable	41	.8	
Total		5209	100.0	

Table B.6

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

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	Not at all	191	3.7	3.9
	Slightly	962	18.5	19.5
	Moderately	2575	49.4	52.2
	Very much	1114	21.4	22.6
	Completely	91	1.7	1.8
	Total	4933	94.7	100.0
Missing	Not sure/Not applicable	276	5.3	
Total		5209	100.0	

Table B.7

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

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	Not at all	181	3.5	3.6
	Slightly	1096	21.0	22.0
	Moderately	2523	48.4	50.6
	Very much	1095	21.0	22.0
	Completely	88	1.7	1.8
	Total	4984	95.7	100.0
Missing	Not sure/Not applicable	226	4.3	
Total		5209	100.0	

Table B.8

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

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	Not at all	557	10.7	11.2
	Slightly	1851	35.5	37.2
	Moderately	1873	35.9	37.7
	Very much	623	12.0	12.5
	Completely	68	1.3	1.4
	Total	4971	95.4	100.0
Missing	Not sure/Not applicable	238	4.6	
Total		5209	100.0	

Table B.9

Please order the following options according to the extent each would improve your workload, with 1 being the most impactful and 4 being the least impactful.

		<i>N</i>	<i>%</i>
Selected Option as "1 – Most Impactful"	More educational assistants	2051	39.4
	More Teachers Teaching on Call	494	9.5
	More classroom teachers	1423	27.3
	More specialist teachers	1241	23.8
Total		5209	100.0

Table B.10

Please order the following options according to the extent each would improve your workload, with 1 being the most impactful and 4 being the least impactful.

		<i>N</i>	<i>%</i>
Selected Option as "1 – Most Impactful"	More time for administrative tasks	865	16.6
	More time to meet reporting requirements	1048	20.1
	More preparation time	2889	55.5
	More professional development/collaboration time	408	7.8
Total		5209	100.0

Table B.11

Have you personally experienced discrimination or been treated unfairly by others in your workplace in the past 12 months?

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	Yes	906	17.4	18.5
	No	3999	76.8	81.5
	Total	4905	94.2	100.0
Missing	Prefer not to answer	304	5.8	
Total		5209	100.0	

Table B.12

Have you witnessed someone other than you experiencing discrimination or being treated unfairly in your workplace in the past 12 months?

		<i>N</i>	<i>%</i>	<i>Valid %</i>
Valid	Yes	1229	23.6	25.3
	No	3625	69.6	74.7
	Total	4855	93.2	100.0
Missing	Prefer not to answer	355	6.8	
Total		5209	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>	<i>%</i>
Valid	Very unlikely	358	6.9
	Somewhat unlikely	434	8.3
	Not sure	187	3.6
	Somewhat likely	927	17.8
	Very likely	3303	63.4
Total		5209	100.0

Table B.14

Please indicate the extent to which you agree or disagree with each of the following statements related to your professional autonomy. I have the autonomy to decide how I communicate about student learning with parents/guardians.

		N	%	Valid %
Valid	Strongly disagree	439	8.4	8.9
	Somewhat disagree	1103	21.2	22.3
	Neither disagree nor agree	566	10.9	11.4
	Somewhat agree	1808	34.7	36.5
	Strongly agree	1038	19.9	21.0
	Total		4955	95.1
Missing	Prefer not to answer/Not applicable	254	4.9	
Total		5209	100.0	

Appendix C: Bivariate Tables

Table C.1

How would you describe your current mental health?

		2022-2023 BCTF Survey		2023-2024 BCTF Survey	
		N	%	N	%
Valid	Very poor	176 _a	5.7	106 _b	2.0
	Poor	571 _a	18.6	662 _b	12.7
	Fair	1174 _a	38.3	1931 _a	37.1
	Good	932 _a	30.4	1963 _b	37.7
	Very good	208 _a	6.8	536 _b	10.3
	Valid Total	3061	99.8	5197	99.8
Missing		7 _a	.2	12 _a	.2
Total		3068	100.0	5209	100.0

Notes. a, b, c Each subscript letter denotes a subset of BCTF survey year whose proportions do not differ significantly from each other at the .05 level.

Table C.2

How would you describe your current physical health?

		2022-2023 BCTF Survey		2023-2024 BCTF Survey	
		N	%	N	%
Valid	Very poor	79 _a	2.6	28 _b	.5
	Poor	447 _a	14.6	361 _b	6.9
	Fair	1146 _a	37.4	1559 _b	29.9
	Good	1099 _a	35.8	2283 _b	43.8
	Very good	287 _a	9.4	968 _b	18.6
	Valid Total	3059	99.7	5199	99.8
Missing		9 _a	.3	11 _a	.2
Total		3068	100.0	5209	100.0

Notes. a, b, c Each subscript letter denotes a subset of BCTF survey year whose proportions do not differ significantly from each other at the .05 level.

Table C.3

		<i>How do you currently feel about your job?</i>						
			Very happy	Somewhat happy	Neither happy nor unhappy	Somewhat unhappy	Very unhappy	Total
<i>To what extent do you agree or disagree with the following statement? My overall workload is manageable</i>	Strongly disagree	Count	38	237	98	376	224	973
		%	3.9	24.4	10.1	38.6	23.0	100.0
	Somewhat disagree	Count	129	865	280	526	98	1898
		%	6.8	45.6	14.8	27.7	5.2	100.0
	Neither disagree nor agree	Count	45	179	85	69	7	385
		%	11.7	46.5	22.1	17.9	1.8	100.0
	Somewhat agree	Count	282	820	119	175	30	1426
		%	19.8	57.5	8.3	12.3	2.1	100.0
	Strongly agree	Count	213	165	31	32	13	454
		%	46.9	36.3	6.8	7.0	2.9	100.0
Total		Count	707	2266	613	1178	372	5136
		%	13.8	44.1	11.9	22.9	7.2	100.0

Table C.3.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	-.507	.014	-33.921	<.001
Spearman Correlation	-.436	.012	-34.718	<.001 ^c
N of Valid Cases	5136			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.4

Grade Level by Top Ranked Staffing Change to Improve Workload

		<i>Please order the following options according to the extent each would improve your workload, with 1 being the most impactful and 4 being the least impactful</i>					
			More educational assistants	More Teachers Teaching on Call	More classroom teachers	More specialist teachers	Total
<i>Which grades do you currently teach? (Select all that apply)</i>	Kindergarten	Count	555	105	203	298	1160
		% ranking as "1"	47.8%	9.1%	17.5%	25.6%	
	Grade 1	Count	575	125	239	367	1306
		% ranking as "1"	44.1%	9.5%	18.3%	28.1%	
	Grade 2	Count	580	126	249	395	1350
		% ranking as "1"	43.0%	9.3%	18.5%	29.3%	
	Grade 3	Count	576	129	263	396	1364
		% ranking as "1"	42.2%	9.4%	19.3%	29.0%	
	Grade 4	Count	558	124	266	379	1327
		% ranking as "1"	42.0%	9.3%	20.1%	28.6%	
	Grade 5	Count	523	123	267	360	1273
		% ranking as "1"	41.1%	9.6%	20.9%	28.3%	
	Grade 6	Count	478	136	281	347	1242
		% ranking as "1"	38.5%	10.9%	22.6%	27.9%	
	Grade 7	Count	445	127	267	327	1165
		% ranking as "1"	38.2%	10.9%	22.9%	28.1%	
	Grade 8	Count	477	127	428	302	1334
		% ranking as "1"	35.7%	9.5%	32.1%	22.7%	
	Grade 9	Count	490	171	556	312	1529
		% ranking as "1"	32.0%	11.2%	36.4%	20.4%	
Grade 10	Count	514	187	616	316	1633	
	% ranking as "1"	31.5%	11.5%	37.7%	19.3%		
Grade 11	Count	513	205	639	322	1678	
	% ranking as "1"	30.6%	12.2%	38.1%	19.2%		
Grade 12	Count	479	202	603	312	1596	
	% ranking as "1"	30.0%	12.7%	37.8%	19.6%		
Adult Education	Count	20	24	30	21	95	
	% ranking as "1"	20.7%	25.7%	31.3%	22.2%		
Not applicable (Exclusive)	Count	94	25	66	123	308	
	% ranking as "1"	30.4%	8.2%	21.5%	39.8%		
Total	Count	6875	1936	4974	4576	18361	

Notes. Percentages and totals are based on responses (not cases counts) as grade level variable is a multiple response item.

Table C.5

Grade Level by Top Ranked Time Tabling Change to Improve Workload

Please order the following options according to the extent each would improve your workload, with 1 being the most impactful and 4 being the least impactful

		More time for administrative tasks	More time to meet reporting requirements	More preparation time	More professional development/collaboration time	Total	
<i>Which grades do you currently teach? (Select all that apply)</i>	Kindergarten	Count	256	222	550	132	1160
		% ranking as "1"	22.1%	19.2%	47.4%	11.4%	
	Grade 1	Count	294	246	624	142	1306
		% ranking as "1"	22.5%	18.8%	47.8%	10.9%	
	Grade 2	Count	293	243	673	141	1350
		% ranking as "1"	21.7%	18.0%	49.8%	10.4%	
	Grade 3	Count	290	254	680	140	1364
		% ranking as "1"	21.3%	18.6%	49.9%	10.3%	
	Grade 4	Count	291	250	642	143	1327
		% ranking as "1"	21.9%	18.8%	48.4%	10.8%	
	Grade 5	Count	285	246	605	136	1273
		% ranking as "1"	22.4%	19.3%	47.6%	10.7%	
	Grade 6	Count	270	215	626	131	1242
		% ranking as "1"	21.7%	17.3%	50.4%	10.6%	
	Grade 7	Count	257	193	588	128	1165
		% ranking as "1"	22.1%	16.5%	50.4%	11.0%	
	Grade 8	Count	241	189	792	112	1334
		% ranking as "1"	18.1%	14.2%	59.4%	8.4%	
	Grade 9	Count	253	228	940	109	1529
		% ranking as "1"	16.5%	14.9%	61.5%	7.1%	
	Grade 10	Count	268	230	1025	110	1633
		% ranking as "1"	16.4%	14.1%	62.7%	6.7%	
	Grade 11	Count	267	251	1049	111	1678
		% ranking as "1"	15.9%	15.0%	62.5%	6.6%	
	Grade 12	Count	255	236	994	111	1596
		% ranking as "1"	16.0%	14.8%	62.3%	6.9%	
Adult Education	Count	29	10	45	12	95	
	% ranking as "1"	30.2%	10.1%	47.2%	12.5%		
Not applicable (Exclusive)	Count	90	44	98	77	308	
	% ranking as "1"	29.2%	14.2%	31.7%	24.8%		
Total	Count	3639	3057	9931	1735	18361	

Notes. Percentages and totals are based on responses (not cases counts) as grade level variable is a multiple response item.

Table C.6

		<i>Have you personally experienced discrimination or been treated unfairly by others in your workplace in the past 12 months?</i>				
			Yes	No	Prefer not to answer	Total
<i>Statistics Canada Group^A</i>	White	Count	540 _a	3130 _a	141 _a	3811
		% within	14.2	82.1	3.7	100.0
	South Asian (e.g. Indian, Pakistani, Sri Lankan)	Count	63 _b	136 _{b, c}	15 _{a, b}	214
		% within	29.4	63.6	7.0	100.0
	Chinese	Count	56 _b	161 _c	15 _{a, b}	232
		% within	24.1	69.4	6.5	100.0
	Black	Count	8 _{a, b}	10 _{b, c}	2 _{a, b, c}	20
		% within	40.0	50.0	10.0	100.0
	Filipino	Count	5 _{a, b}	21 _{a, b, c}	3 _{a, b, c}	29
		% within	17.2	72.4	10.3	100.0
	Arab	Count	6 _b	5 _{a, b, c}	0 _{a, b, c}	11
		% within	54.5	45.5	0.0	100.0
	Latin American	Count	8 _{a, b}	19 _{a, b, c}	1 _{a, b, c}	28
		% within	28.6	67.9	3.6	100.0
	Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)	Count	8 _{a, b}	15 _{a, b, c}	1 _{a, b, c}	24
		% within	33.3	62.5	4.2	100.0
	West Asian (e.g., Iranian, Afghan)	Count	5 _{a, b}	11 _{a, b, c}	3 _{a, b, c}	19
		% within	26.3	57.9	15.8	100.0
	Korean	Count	6 _{a, b}	18 _{a, b, c}	4 _{a, b, c}	28
		% within	21.4	64.3	14.3	100.0
	Japanese	Count	4 _{a, b}	17 _{a, b, c}	5 _{b, c}	26
		% within	15.4	65.4	19.2	100.0
	Other non-White/non-Indigenous group, n.i.e.	Count	1 _{a, b}	1 _{a, b, c}	1 _{a, b, c}	3
		% within	33.3	33.3	33.3	100.0
	Multiple non-White/non-Indigenous groups	Count	32 _b	78 _{b, c}	6 _{a, b}	116
		% within	27.6	67.2	5.2	100.0
	Indigenous peoples (First Nations, Métis, Inuit)	Count	49 _b	130 _c	8 _{a, b}	187
		% within	26.2	69.5	4.3	100.0
	Could not be classified	Count	15 _b	28 _{a, b, c}	2 _{a, b, c}	45
		% within	33.3	62.2	4.4	100.0
	Prefer not to answer	Count	103 _b	222 _b	98 _c	423
		% within	24.3	52.5	23.2	100.0
Total		Count	909	4002	305	5216
		% within	17.4	76.7	5.8	100.0

Notes. ^A This is a constructed variable using Statistics Canada classification logic. Wording of the original question: "Race is a social construct that uses skin colour, hair texture, or other physical characteristics to determine how people are classified socially, politically, or culturally. The term is widely used in the context of relations between people from different backgrounds

to define parts of society that face systemic challenges (racialized people). Recognizing that the race categories below are limited, they are the same ones used by Statistics Canada. Using these categories will allow the BCTF to compare our organization within the larger context of Canada. Which race category best describes you? (select all that apply)”

a, b, c Each subscript letter denotes a subset of Statistics Canada Group whose proportions do not differ significantly from each other at the .05 level.

Table C.7

		<i>Have you personally experienced discrimination or been treated unfairly by others in your workplace in the past 12 months?</i>				
			Yes	No	Prefer not to answer	Total
<i>...Do you identify as a person with a disability according to the above definition?^A</i>	Yes	Count	179 _a	342 _a	26 _a	547
		% within	32.7	62.5	4.8	100.0
	No	Count	659 _b	3555 _b	203 _a	4417
		% within	14.9	80.5	4.6	100.0
	Prefer not to answer	Count	68 _a	102 _c	75 _b	245
		% within	27.8	41.6	30.6	100.0
Total	Count	906	3999	304	5209	
	% within	17.4	76.8	5.8	100.0	

Notes. ^A Full question: “Disability is a complex phenomenon, reflecting an interaction between features of a person’s body and mind and features of the society in which they live. Because of its’ complexity, there is no single, harmonized definition of disability, but one prevalent approach in Canada is informed by the social model of disability. The social model of disability defines person with disabilities as those who have a difficulty or impairment due to a long-term condition or health issue (lasting six months or more) that experience limitations in their daily activities. Do you identify as a person with a disability according to the above definition?”

a, b, c Each subscript letter denotes a subset of disability variable categories whose proportions do not differ significantly from each other at the .05 level.

Table C.8

		<i>Have you personally experienced discrimination or been treated unfairly by others in your workplace in the past 12 months?</i>				
			Yes	No	Prefer not to answer	Total
<i>How do you define your gender identity?</i>	Woman	Count	656 _a	3020 _a	188 _a	3864
		% within	17.0	78.2	4.9	100.0
	Man	Count	182 _a	906 _a	62 _a	1150
		% within	15.8	78.8	5.4	100.0
	Non-binary	Count	19 _b	16 _b	1 _a	36
		% within	52.8	44.4	2.8	100.0
	Prefer to self-describe	Count	8 _b	2 _b	0 _{a, b}	10
		% within	80.0	20.0	0.0	100.0
	Prefer not to answer	Count	41 _c	56 _b	53 _b	150
		% within	27.3	37.3	35.3	100.0
Total	Count	906	4000	304	5210	
	% within	17.4	76.8	5.8	100.0	

Notes. a, b, c Each subscript letter denotes a subset of gender identity variable categories whose proportions do not differ significantly from each other at the .05 level.

Table C.9

		<i>How would you describe your current mental health?</i>						
			Very poor	Poor	Fair	Good	Very good	Total
<i>Have you personally experienced discrimination or been treated unfairly by others in your workplace in the past 12 months?</i>	Yes	Count	48	181	371	246	59	905
		% within	5.3	20.0	41.0	27.2	6.5	100.0
	No	Count	48	439	1424	1626	457	3994
		% within	1.2	11.0	35.7	40.7	11.4	100.0
	Total	Count	96	620	1795	1872	516	4899
		% within	2.0	12.7	36.6	38.2	10.5	100.0

Table C.9.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.326	.027	11.284	<.001
Spearman Correlation	.166	.014	11.755	<.001 ^c
N of Valid Cases	4899			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.10

		<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>					Total	
		Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely		
<i>How would you describe your current mental health?</i>	Very poor	Count	22	24	7	27	25	105
		% within	21.0	22.9	6.7	25.7	23.8	100.0
	Poor	Count	69	95	43	173	283	663
		% within	10.4	14.3	6.5	26.1	42.7	100.0
	Fair	Count	103	173	66	386	1202	1930
		% within	5.3	9.0	3.4	20.0	62.3	100.0
	Good	Count	132	118	55	272	1386	1963
		% within	6.7	6.0	2.8	13.9	70.6	100.0
	Very good	Count	31	24	13	67	400	535
		% within	5.8	4.5	2.4	12.5	74.8	100.0
Total	Count	357	434	184	925	3296	5196	
	% within	6.9	8.4	3.5	17.8	63.4	100.0	

Table C.10.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.272	.019	14.020	<.001
Spearman Correlation	.196	.014	14.375	<.001 ^c
N of Valid Cases	5196			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.11

		<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>						
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
<i>How do you currently feel about your job?</i>	Very happy	Count	19	32	15	53	593	712
		% within	2.7	4.5	2.1	7.4	83.3	100.0
	Somewhat happy	Count	95	109	41	348	1696	2289
		% within	4.2	4.8	1.8	15.2	74.1	100.0
	Neither happy nor unhappy	Count	30	46	34	146	368	624
		% within	4.8	7.4	5.4	23.4	59.0	100.0
	Somewhat unhappy	Count	122	168	69	300	520	1179
		% within	10.3	14.2	5.9	25.4	44.1	100.0
	Very unhappy	Count	89	76	22	76	112	375
		% within	23.7	20.3	5.9	20.3	29.9	100.0
Total	Count	355	431	181	923	3289	5179	
	% within	6.9	8.3	3.5	17.8	63.5	100.0	

Table C.11.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	-.460	.016	-25.552	<.001
Spearman Correlation	-.346	.013	-26.577	<.001 ^c
N of Valid Cases	5179			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.12

			<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>					
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
<i>To what extent do you agree or disagree with the following statement? My overall workload is manageable.</i>	Strongly disagree	Count	113	139	57	200	469	978
		% within	11.6	14.2	5.8	20.4	48.0	100.0
	Somewhat disagree	Count	139	174	62	382	1151	1908
		% within	7.3	9.1	3.2	20.0	60.3	100.0
	Neither disagree nor agree	Count	11	30	21	72	252	386
		% within	2.8	7.8	5.4	18.7	65.3	100.0
	Somewhat agree	Count	65	69	24	203	1073	1434
		% within	4.5	4.8	1.7	14.2	74.8	100.0
	Strongly agree	Count	24	20	15	67	327	453
		% within	5.3	4.4	3.3	14.8	72.2	100.0
	Total	Count	352	432	179	924	3272	5159
		% within	6.8	8.4	3.5	17.9	63.4	100.0

Table C.12.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.271	.018	14.626	<.001
Spearman Correlation	.201	.014	14.768	<.001 ^c
N of Valid Cases	5159			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.13

		<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>						
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
<i>Please indicate the extent to which you agree or disagree...I have the autonomy to decide my lesson objectives and content.</i>	Strongly disagree	Count	6	10	3	9	22	50
		%	12.0	20.0	6.0	18.0	44.0	100.0
	Somewhat disagree	Count	32	38	14	32	71	187
		%	17.1	20.3	7.5	17.1	38.0	100.0
	Neither disagree nor agree	Count	21	26	11	64	115	237
		%	8.9	11.0	4.6	27.0	48.5	100.0
	Somewhat agree	Count	111	150	69	351	925	1606
		%	6.9	9.3	4.3	21.9	57.6	100.0
	Strongly agree	Count	170	189	81	431	2015	2886
		%	5.9	6.5	2.8	14.9	69.8	100.0
Total		Count	340	413	178	887	3148	4966
		%	6.8	8.3	3.6	17.9	63.4	100.0

Table C.13.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.265	.021	11.690	<.001
Spearman Correlation	.170	.014	12.167	<.001 ^c
N of Valid Cases	4966			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.14

		<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>						
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
<i>Please indicate the extent to which you agree or disagree...I have the autonomy to decide the teaching methods and strategies I use.</i>	Strongly disagree	Count	8	9	4	9	19	49
		%	16.3	18.4	8.2	18.4	38.8	100.0
	Somewhat disagree	Count	28	28	10	29	62	157
		%	17.8	17.8	6.4	18.5	39.5	100.0
	Neither disagree nor agree	Count	15	25	18	37	81	176
		%	8.5	14.2	10.2	21.0	46.0	100.0
	Somewhat agree	Count	119	167	65	373	918	1642
		%	7.2	10.2	4.0	22.7	55.9	100.0
	Strongly agree	Count	176	197	83	463	2158	3077
		%	5.7	6.4	2.7	15.0	70.1	100.0
Total		Count	346	426	180	911	3238	5101
		%	6.8	8.4	3.5	17.9	63.5	100.0

Table C.14.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.289	.021	12.622	<.001
Spearman Correlation	.182	.014	13.194	<.001 ^c
N of Valid Cases	5101			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.15

		<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>						
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
<i>Please indicate the extent to which you agree or disagree...I have the autonomy to decide how I assess student learning.</i>	Strongly disagree	Count	35	27	5	24	77	168
		%	20.8	16.1	3.0	14.3	45.8	100.0
	Somewhat disagree	Count	68	77	22	118	320	605
		%	11.2	12.7	3.6	19.5	52.9	100.0
	Neither disagree nor agree	Count	27	43	29	80	176	355
		%	7.6	12.1	8.2	22.5	49.6	100.0
Somewhat agree	Count	106	147	55	365	1212	1885	
	%	5.6	7.8	2.9	19.4	64.3	100.0	
Strongly agree	Count	100	114	59	295	1335	1903	
	%	5.3	6.0	3.1	15.5	70.2	100.0	
Total	Count	336	408	170	882	3120	4916	
	%	6.8	8.3	3.5	17.9	63.5	100.0	

Table C.15.2

Measures of Association and Strength

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.218	.020	10.675	<.001
Spearman Correlation	.156	.014	11.060	<.001 ^c
N of Valid Cases	4916			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.16

			<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>					
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
<i>Please indicate the extent to which you agree or disagree...I have the autonomy to decide my approach to classroom management.</i>	Strongly disagree	Count	12	12	4	20	32	80
		%	15.0	15.0	5.0	25.0	40.0	100.0
	Somewhat disagree	Count	35	55	13	55	115	273
		%	12.8	20.1	4.8	20.1	42.1	100.0
	Neither disagree nor agree	Count	18	23	25	35	102	203
		%	8.9	11.3	12.3	17.2	50.2	100.0
	Somewhat agree	Count	128	159	65	388	987	1727
		%	7.4	9.2	3.8	22.5	57.2	100.0
	Strongly agree	Count	140	164	70	401	1933	2708
		%	5.2	6.1	2.6	14.8	71.4	100.0
Total	Count	333	413	177	899	3169	4991	
	%	6.7	8.3	3.5	18.0	63.5	100.0	

Table C.16.2

Measures of Association and Strength

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.297	.020	13.608	<.001
Spearman Correlation	.196	.014	14.125	<.001 ^c
N of Valid Cases	4991			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.17

		<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>						
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
<i>Please indicate the extent to which you agree or disagree...I have the autonomy to decide how I communicate about student learning with parents/guardians.</i>	Strongly disagree	Count	58	64	23	77	216	438
		%	13.2	14.6	5.3	17.6	49.3	100.0
	Somewhat disagree	Count	83	111	39	209	660	1102
		%	7.5	10.1	3.5	19.0	59.9	100.0
	Neither disagree nor agree	Count	36	50	27	125	328	566
		%	6.4	8.8	4.8	22.1	58.0	100.0
	Somewhat agree	Count	107	119	54	335	1195	1810
		%	5.9	6.6	3.0	18.5	66.0	100.0
Strongly agree	Count	58	70	29	143	739	1039	
	%	5.6	6.7	2.8	13.8	71.1	100.0	
Total	Count		342	414	172	889	3138	4955
	%		6.9	8.4	3.5	17.9	63.3	100.0

Table C.17.2

Measures of Association and Strength

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.169	.019	8.879	<.001
Spearman Correlation	.128	.014	9.062	<.001 ^c
N of Valid Cases	4955			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.18

		<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>						
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
<i>Please indicate the extent to which you agree or disagree...I have the autonomy to decide how I use technology for my work.</i>	Strongly disagree	Count	15	19	1	17	45	97
		%	15.5	19.6	1.0	17.5	46.4	100.0
	Somewhat disagree	Count	48	53	14	90	187	392
		%	12.2	13.5	3.6	23.0	47.7	100.0
	Neither disagree nor agree	Count	28	41	28	71	182	350
		%	8.0	11.7	8.0	20.3	52.0	100.0
	Somewhat agree	Count	131	161	70	402	1137	1901
		%	6.9	8.5	3.7	21.1	59.8	100.0
	Strongly agree	Count	132	154	69	338	1690	2383
		%	5.5	6.5	2.9	14.2	70.9	100.0
Total		Count	354	428	182	918	3241	5123
		%	6.9	8.4	3.6	17.9	63.3	100.0

Table C.18.2

Measures of Association and Strength

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.240	.020	11.684	<.001
	Spearman Correlation	.165	.014	11.981	<.001 ^c
N of Valid Cases		5123			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.19

		<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>						
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
<i>Please indicate the extent to which you agree or disagree...I have the autonomy to decide how my classroom/workspace is used.</i>	Strongly disagree	Count	23	29	7	35	96	190
		%	12.1	15.3	3.7	18.4	50.5	100.0
	Somewhat disagree	Count	44	56	25	90	245	460
		%	9.6	12.2	5.4	19.6	53.3	100.0
	Neither disagree nor agree	Count	20	30	16	64	181	311
		%	6.4	9.6	5.1	20.6	58.2	100.0
	Somewhat agree	Count	117	138	50	372	982	1659
		%	7.1	8.3	3.0	22.4	59.2	100.0
	Strongly agree	Count	141	165	77	337	1679	2399
		%	5.9	6.9	3.2	14.0	70.0	100.0
Total		Count	345	418	175	898	3183	5019
		%	6.9	8.3	3.5	17.9	63.4	100.0

Table C.19.2

Measures of Association and Strength

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.192	.020	9.342	<.001
Spearman Correlation	.134	.014	9.542	<.001 ^c
N of Valid Cases	5019			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Table C.20

		<i>How likely is it that you will still be teaching in the BC public education system in two years time?</i>						
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
<i>Please indicate the extent to which you agree or disagree...I have the autonomy to decide my professional development activities.</i>	Strongly disagree	Count	26	28	8	26	76	164
		%	15.9	17.1	4.9	15.9	46.3	100.0
	Somewhat disagree	Count	48	71	24	87	254	484
		%	9.9	14.7	5.0	18.0	52.5	100.0
	Neither disagree nor agree	Count	30	37	19	78	150	314
		%	9.6	11.8	6.1	24.8	47.8	100.0
	Somewhat agree	Count	121	135	65	366	1151	1838
		%	6.6	7.3	3.5	19.9	62.6	100.0
	Strongly agree	Count	131	160	66	357	1621	2335
		%	5.6	6.9	2.8	15.3	69.4	100.0
Total		Count	356	431	182	914	3252	5135
			6.9	8.4	3.5	17.8	63.3	100.0

Table C.20.2

Measures of Association and Strength

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.209	.020	10.217	<.001
Spearman Correlation	.146	.014	10.549	<.001 ^c
N of Valid Cases	5135			

Notes. ^a Not assuming the null hypothesis.

^b Using the asymptotic standard error assuming the null hypothesis.

^c Based on normal approximation.

Appendix D: Demographic Breakdown of the Sample

Table D.1

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>	%
Classroom Teacher	3256	62.5
Specialist Teacher ^A	1167	22.4
Teacher Teaching on Call (TTOC)	446	8.6
Adult/Continuing Education Teacher	47	.9
Distributed Learning (DL) Teacher	54	1.0
District Coordinator or District Helping Teacher	66	1.3
Local Officer or Local Executive Officer	25	.5
On leave	30	.6
Other (please specify)	119	2.3
Total	5209	100.0

Notes. ^A Full response category wording: "Specialist Teacher (e.g., Learning Assistance, Teacher-Librarian, Inclusion Support, Special Education, Deaf and Hard of Hearing, Counsellor, English Language Learning, Speech Language Pathologist, Aboriginal or Indigenous Support)."

Table D.2

What is your current employment status? Select all that apply.

	Responses		% of Cases
	<i>N</i>	%	
Full-time continuing	3775	68.5	72.5
Full-time temporary	318	5.8	6.1
Part-time continuing	516	9.4	9.9
Part-time temporary	179	3.2	3.4
Teacher teaching on call (TTOC)	536	9.7	10.3
Currently not working/on leave	103	1.9	2.0
Other (please specify)	88	1.6	1.7
Total	5513	100.0	105.8

Notes. This question asked respondent to select all response options that applied to them, so the total number of responses (5,513) is greater than the number of respondents (5,209).

Table D.3

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	1 year (or less)	185	3.5	3.6
	2 to 4 years	562	10.8	10.8
	5 to 9 years	815	15.7	15.7
	10 to 14 years	868	16.7	16.7
	15 to 19 years	826	15.9	15.9
	20 to 30 years	1497	28.7	28.8
	Over 30 years	444	8.5	8.5
	Total	5196	99.7	100.0
Missing	Not sure/Prefer not to answer	13	.3	
Total		5209	100.0	

Table D.4

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)	32	.6	.6
	An undergraduate degree (e.g., Bachelor of Arts)	1455	27.9	28.0
	A post-baccalaureate diploma or certificate	1622	31.1	31.3
	A Master's degree	1915	36.8	36.9
	A Ph.D or Ed.D degree	95	1.8	1.8
	Other (please specify)	70	1.3	1.4
	Total	5189	99.6	100.0
Missing	Prefer not to answer	21	.4	
Total		5209	100.0	

Table D.5*Please indicate your age.*

		<i>N</i>	%	Valid %
Valid	18–24 years old	30	.6	.6
	25–29 years old	401	7.7	7.9
	30–34 years old	558	10.7	11.0
	35–39 years old	644	12.4	12.7
	40–44 years old	864	16.6	17.0
	45–49 years old	815	15.6	16.1
	50–54 years old	864	16.6	17.0
	55–59 years old	591	11.3	11.6
	60–64 years old	241	4.6	4.8
	65 years or older	67	1.3	1.3
	Total	5075	97.4	100.0
Missing	Prefer not to answer	134	2.6	
Total		5209	100.0	

Table D.6*How do you define your gender identity?*

		<i>N</i>	%	Valid %
Valid	Woman	3864	74.2	76.4
	Man	1150	22.1	22.7
	Non-binary	35	.7	.7
	Prefer to self-describe	10	.2	.2
	Total	5060	97.1	100.0
Missing	Prefer not to answer	150	2.9	
Total		5209	100.0	

Table D.7

...Do you identify as a person with a disability according to the above definition?^A

		N	%	Valid %
Valid	Yes	547	10.5	11.0
	No	4417	84.8	89.0
	Total	4964	95.3	100.0
Missing	Prefer not to answer	246	4.7	
Total		5209	100.0	

Notes. ^A Full question: "Disability is a complex phenomenon, reflecting an interaction between features of a person's body and mind and features of the society in which they live. Because of its' complexity, there is no single, harmonized definition of disability, but one prevalent approach in Canada is informed by the social model of disability. The social model of disability defines person with disabilities as those who have a difficulty or impairment due to a long-term condition or health issue (lasting six months or more) that experience limitations in their daily activities. Do you identify as a person with a disability according to the above definition?"

Table D.8

Statistics Canada Group^A

		N	%	Valid %
Valid	White	3812	73.2	80.4
	South Asian (e.g., Indian, Pakistani, Sri Lankan)	213	4.1	4.5
	Chinese	232	4.4	4.9
	Black	20	.4	.4
	Filipino	29	.5	.6
	Arab	10	.2	.2
	Latin American	27	.5	.6
	Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)	24	.5	.5
	West Asian (e.g., Iranian, Afghan)	18	.3	.4
	Korean	28	.5	.6
	Japanese	26	.5	.5
	Other non-White/non-Indigenous group, n.i.e.	3	.1	.1
	Multiple non-White/non-Indigenous groups	115	2.2	2.4
	Indigenous peoples (First Nations, Métis, Inuit)	187	3.6	3.9
Total	4743	91.0	100.0	
Missing	Could not be classified	44	.9	
	Prefer not to answer	422	8.1	
	Total	467	9.0	
Total		5209	100.0	

Notes. ^A This is a constructed variable using Statistics Canada classification logic. Wording of the original question: "Race is a social construct that uses skin colour, hair texture, or other physical characteristics to determine how people are classified socially, politically, or culturally. The term is widely used in the context of relations between people from different backgrounds to define parts of society that face systemic challenges (racialized people). Recognizing that the race categories below are limited, they are the same ones used by Statistics Canada. Using these categories will allow the BCTF to compare our organization within the larger context of Canada. Which race category best describes you? (select all that apply)"



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