



British Columbia Teachers' Federation

100-550 West 6th Avenue, Vancouver, BC V5Z 4P2 • 604-871-2283, 1-800-663-9163 • www.bctf.ca
TTY 604-871-2185 (deaf and hard of hearing)

Worklife of BC teachers: 2009 survey

The survey will take approximately 30–40 minutes to complete; it consists of four sections:

Section A: Background information

Demographics, Leaves and illness, Type of contract, Enrolling and non-enrolling subject/work area(s), Grade(s) taught, Education and Professional Development

Section B: Workload issues

Hours worked, Report cards, Summer break

Section C: Views on working conditions and sources of stress

Work-related stress, Job satisfaction, Changes over the past five years

Section D: Effects of stress and possible solutions

Please contact the BCTF Research Department if you have any questions about the survey: Anne Field, 604-871-2251, 1-800-663-9163, afield@bctf.ca.

Note: if you are a teacher on leave for all or part of this school year, please complete the survey based on your most recent school experience. Thank you.

SECTION A: BACKGROUND INFORMATION

This information will help us to compare differences between groups of teachers.

Demographics

1. Gender
 - Female
 - Male
2. In what age category are you?
 - under 25
 - 25–34
 - 35–44
 - 45–54
 - 55 and over
3. In which school district do you most often teach/work this school year?
SD# _____
complete SD name (not initials) _____
4. In your view, does your school/workplace mainly serve a socio-economic environment considered:
 - low
 - middle
 - high
 - mixed
5. By the end of this school year, for how many years will you have been teaching?
 - less than 1 year
 - 1–4 years
 - 5–9 years
 - 10–14 years
 - 15–19 years
 - 20–24 years
 - 25+ years
6. Please indicate which of the following applies to you:
 - I teach in one school/workplace
 - I teach in more than one school/workplace

Leaves and illness

7. a. Are you on leave?

- Yes
- No (*go to Q.8*)

If YES

b. Did workload issues contribute to your decision to take a leave?

- Yes
- No

AND

c. Please indicate the type of leave you are on:

- education
- secondment or other employment
- unpaid personal leave
- maternity/parenthood/adoption
- illness/disability, not directly stress-related
- illness/disability, stress-related
- other (please specify) _____

8. Please indicate for how many days or months you have been absent in the current school year *because of illness or disability*. (One month is 20 to 22 working days.)

- 0 days
- 1–5 days
- 6–10 days
- 11–15 days
- 16–20 days
- more than 1 month, but less than 2
- more than 2 months, but less than 3
- more than 3 months, but less than 4
- more than 4 months, but less than 5
- more than 5 months, but less than 6

Type of contract

9. a. Is your employment contract: (choose one only)

- full-time continuing
- full-time term
- part-time continuing
- part-time term
- Teacher Teaching on Call (TTOC)
- Other (please specify): _____

If you are a TEACHER TEACHING ON CALL

b. Please approximate the number of days you have worked in this school year for the period of September through December 2008:

_____ days

If your contract is PART-TIME, please indicate:

c. the full-time equivalent (FTE) of your part-time contract: _____

- (examples: 0.8 FTE=4 days per week
 0.6 FTE=3 days per week
 0.5 FTE=2.5 days per week (half-time)
 0.4 FTE=2 days per week
 0.2 FTE=1 day per week)

AND

d. Which **ONE** of the following statements best relates to your situation?

- I prefer to work part-time for personal reasons.
- I would prefer full-time, or more hours than I currently teach.
- I chose to reduce my contract as a strategy to cope with workload.
- I work part-time because of illness/disability, but I am not in a rehabilitation program.
- I work part-time because I am in a job accommodation or rehabilitation program.
- Other (please specify): _____

e. Has your school district reduced your FTE assignment since 2007–08 (last school year)?

- Yes: from _____ FTE to _____ FTE.
- No

f. In addition to your paid part-time teaching assignment, if you work any **unpaid** time as a teacher, please indicate the average number of unpaid hours per week you are working:

average unpaid hours worked per week=_____

Enrolling and non-enrolling subject/work area(s)

The following questions relate to the nature of your teaching assignment, whether enrolling or non-enrolling. Please respond to the questions that relate to your teaching assignment.

If you are an **ENROLLING** teacher:

10. a. Do you teach in any of the following **programs**?

- Adult Education
- Alternative Education
- Distance Education/Distributed Learning
- French Immersion/Programme Cadre
- n/a

b. Which best describes your teaching area?

- I teach my students the majority of their subjects (most elementary teachers, some middle school teachers, some rural school teachers)

OR

- I am a subject specialist, and teach/work **all or most of the time** in the following area (choose one):

- Business Education
- Career and Personal Planning
- English/Language Arts
- French
- Geography
- History
- Home Economics
- Industrial/Vocational/Technological Studies
- Languages other than English or French
- Mathematics
- Music/Drama/Fine Arts
- Physical Education
- Science
- Social Studies
- Other (please specify) _____

If you are a **NON-ENROLLING** teacher:

11. a. Please indicate the full-time equivalent (FTE) you spend in any of the following non-enrolling areas (choose all that apply):

- Special Education only FTE=_____
- Learning Assistance only FTE=_____
- Combined role, Sp Ed & LA FTE=_____
- English as a Second Language FTE=_____
- Teacher-Librarian FTE=_____
- Counsellor FTE=_____
- Aboriginal Education FTE=_____
- Other (please specify)
_____ FTE=_____

b. In addition to your non-enrolling position, do you also teach in an enrolling position?

- Yes
- No

c. If YES, what is your FTE in this enrolling position? FTE=_____

All teachers continue here.

Grade(s) taught

12. What grade(s) are you teaching in this school year? Please indicate all that apply.

- | | | |
|----------------------------|----------------------------|-----------------------------------|
| <input type="checkbox"/> K | <input type="checkbox"/> 4 | <input type="checkbox"/> 9 |
| <input type="checkbox"/> 1 | <input type="checkbox"/> 5 | <input type="checkbox"/> 10 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 6 | <input type="checkbox"/> 11 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 7 | <input type="checkbox"/> 12 |
| | <input type="checkbox"/> 8 | <input type="checkbox"/> Adult Ed |

13. How many split-grade or multi-grade classes do you teach?

- None
- One
- More than one

Education and Professional Development (PD)

14. What is the highest level of education you have completed? (choose one)

- Bachelor's degree with teacher training program (PDP, etc.)
- University certificate or diploma above Bachelor level (PB+15, to achieve pay Category 5+)
- Master's degree
- Doctorate
- Other (please specify): _____

15. Are you currently enrolled in an education program? (choose one)

- No, not currently enrolled in an education program
- University certificate or diploma above Bachelor level (PB+15, to achieve pay Category 5+)
- Master's degree
- Doctorate
- Other (please specify) _____

16. a. Do you plan to enroll in an accredited education program in 2009 or 2010?

- Yes (*go to Q.17*)
- No

If NO,

b. Which of the following reasons apply? (check all that apply)

- Not interested right now
- Have already reached desired level of education
- Family obligations
- Financial restraints
- Lack of access to programs
- Other (please specify): _____

17. During the 2008–09 school year, in which of the following have you participated, and/or do you expect to participate? (check all that apply)

- School-based professional development
- District-based professional development
- PSA (Provincial Specialist Association) days
- Self-directed professional development
- Other (please specify): _____

18. Please indicate, on a scale of 1 to 5, the extent to which you agree or disagree with the following statements about Professional Development (PD).

Statement	strongly disagree	somewhat disagree	neither agree nor disagree	somewhat agree	strongly agree
I generally enjoy participating in school-based PD activities.....	1	2	3	4	5
I generally enjoy participating in district PD days and activities.	1	2	3	4	5
I would like to see more PD options available to me.....	1	2	3	4	5
I have autonomy in terms of choosing PD.	1	2	3	4	5
I am often directed towards doing particular sessions in PD.	1	2	3	4	5
I have difficulty deciding what I want to do in PD.....	1	2	3	4	5

19. Please use this space to add any comments on your perspectives on current PD approaches, or what you would like to see in PD in the future.

[There is extra space at the back, if you need it for any write-in question.]

20. Mentoring is a way to support newer teachers by linking them with experienced teachers in a supportive, professional relationship. Please indicate your interest in a mentorship program:

- I am a newer teacher who would like to receive mentoring.
- I am an experienced teacher who would like to offer mentoring.
- I am not interested in receiving or offering mentoring.

SECTION B: WORKLOAD ISSUES

These data will help us to identify where workload problems may occur so that the BCTF might advocate for improvements.

Hours worked

We would like to know how long you work each week, and how much of your workload occurs outside of regular school hours.

21. a. Please estimate the **total number of hours** you work **in an average week** (all school-related work):

_____ average total hours worked per week

- b. How many hours **per week, on average**, do you spend working **during the following time periods**, to the nearest hour? (check all that apply, and include number of hours)

recess and lunch breaks _____ hours

before and after school, and evenings _____ hours

weekends _____ hours

22. Please indicate how many **hours** (rounded to the nearest hour) you spend **in addition to your regular work day** on any of the following work-related tasks in an average week.

(NB This question **excludes** report-card writing.)

Work-related tasks	Average hours per week
Working with students outside of class time	
Marking	
Doing preparation (all types)	
Attending meetings (all types)	
Electronic record-keeping through BCeSIS	
IEPs	
Work-related e-mail	
Other administrative tasks	
Extra-curricular activities	
Contact with parents	
Fund-raising	
Professional learning community or other collaboration	
PSA involvement	
Union roles	
Other job-related tasks (please specify):	

23. Please use this space to add your comments on any significant issues relating to your responses to question 22.

Report cards

24. The last time you did report cards, how many hours, in total, did you spend doing them?

- n/a
- 1–5 hours
- 6–10 hours
- 11–15 hours
- 16–20 hours
- 21–25 hours
- 26–30 hours
- 30+ hours

25. a. Do you currently use BCeSIS to prepare report cards?

- Yes
- No

b. **If YES**, how has this changed the amount of time you spend preparing report cards, compared to pre-BCeSIS reporting?

- decreased since using BCeSIS
- stayed the same
- increased since using BCeSIS

26. Please use this space to add your comments on any significant issues relating to your responses on report cards.

Summer break

27. a. During last summer break (2008), how much time did you spend on the following activities? Express your answers in weeks (5 working days=1 week). If less than a full week, express the time in days.

Activity	Weeks	Days
Completing year-end tasks		
Taking a break		
Teaching summer school		
Education-related employment other than teaching summer school		
Employment not related to teaching		
Taking educational courses		
Reading educational journals and/or books		
Preparing for the upcoming school year		
Taking district PD		
Volunteering		
Other work or work-related activities		

- b. Please use this space to add your comments on any significant issues relating to your responses on summer break.

SECTION C: VIEWS ON WORKING CONDITIONS AND SOURCES OF STRESS

Research shows that teaching can be stressful. Please help us identify and address sources of stress in teaching.

Work-related stress

28. This question lists several factors affecting a teacher's work experience. For each factor, please indicate whether it is a source of work stress for you (tick no or yes), and if so, circle the level of stress (on a scale of 1 to 5) that you experience.

(see overleaf)

Source of work-related stress?		Level of stress					
		Yes	Very low	Low	Moderate	High	Very high
Classroom/School							
Size of class(es).....	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Class composition issues (e.g., high numbers of ESL/special needs)	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Split-grade/multi-grade class(es)	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Lack of Teachers Teaching on Call (TTOC)	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Inadequate access to specialist teachers (ESL, Special Ed, LA).....	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Physical environment: classroom, school	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Professional Development	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Unmet needs of students	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Inadequate learning resources	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Level of support for students							
Inclusion of students with special needs	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Non-designated, “grey area” students.....	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
ESL students	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Students with disruptive behavior.....	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
International students	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Students living in poverty	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Changes, involvement, control							
Competition between schools (e.g., Distributed Learning, academies).....	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Reconfiguration of school (e.g., new middle school)	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Frequency of change in teaching assignment (e.g., different grade level, specialist to regular classroom, different school).....	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Job insecurity/concerns about employment ..	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Lack of control over work environment.....	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Professional autonomy about what and how I teach	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Teacher involvement in decision-making	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5

(continued...)

Source of work-related stress?		Level of stress					
		Yes	Very low	Low	Moderate	High	Very high
Administrative work, reporting, testing							
Prep time	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Meetings	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
IEPs – paper	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
IEPs – online	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Preparing report cards – non-BCeSIS	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Preparing report cards – BCeSIS	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Daily physical activity requirement	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Foundation Skills Assessment (FSA)	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Provincial exams – Grade 10	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Provincial exams – Grade 12	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Curriculum changes	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Professional relationships with:							
Students	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Other teachers	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Administrative Officers	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Teaching/Education Assistants	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Parents of students	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Non-teaching professionals (e.g., Speech Language Pathologists, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
District staff	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Attitudes of:							
	No	Yes	Very low	Low	Moderate	High	Very high
The public	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
The school board	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
The provincial government	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Media	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Technology							
BCeSIS	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Support for using technology in teaching	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Support for using technology in administrative work	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Other sources of stress							
Other (1)	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5
Other (2)	<input type="checkbox"/>	<input type="checkbox"/>	1	2	3	4	5

29. Please comment on what you consider to be the most stressful aspect(s) of your work.

Job satisfaction

Many aspects of teaching employment can be considered sources of satisfaction for a teacher. Some of these include working with students, supporting students outside of class, and collaboration with other educators.

30. Please comment on the most satisfying aspect(s) of your work.

Changes over the past five years

Some teachers have indicated that their views about teaching as a career have changed over time.

31. a. Have you been teaching in the BC public school system for the past five years?

- Yes
- No (*go to Q.32*)

If YES,

b. Compared to 5 years ago, would you say that your **job satisfaction** has:

- increased
- decreased
- stayed the same
- changed, but not necessarily increased or decreased

c. Compared to 5 years ago, would you say that your **workload** has:

- increased
- decreased
- stayed the same
- changed, but not necessarily increased or decreased

d. Compared to 5 years ago, would you say that your **stress** level has:

- increased
- decreased
- stayed the same
- changed, but not necessarily increased or decreased

32. Would you recommend teaching as a career to others?

- Yes
- No

33. a. Are you considering leaving teaching for reasons other than retirement?

- Yes
- No

If YES,

b. what are your reasons?

SECTION D: EFFECTS OF STRESS AND POSSIBLE SOLUTIONS

Knowing the effects of stress and identifying ways to reduce the causes of stress helps the BCTF advocate for improved resources and conditions.

34. The following statements describe possible effects of work stress on personal well-being.

Thinking about the effects of work stress on your life, please circle the number representing how often you experience the following, on a scale of 1 to 5, where 1=never and 5=all of the time:

Effects of work stress	Frequency				
	Never	Seldom	Some of the time	Most of the time	All of the time
I find keeping up with the demands of my workload as a teacher stressful.	1	2	3	4	5
I feel there are enough hours in the day to meet all of my teaching responsibilities.	1	2	3	4	5
I feel that job pressures interfere with my family or personal life.	1	2	3	4	5
I have energy left at the end of the day, after I have completed my teaching responsibilities.	1	2	3	4	5
I have difficulty “turning off” thoughts or concerns about work during my personal time....	1	2	3	4	5
I feel my work life and personal life are in good balance.	1	2	3	4	5
I feel that my job is negatively affecting my physical or emotional well-being.....	1	2	3	4	5
Other (please specify): _____ _____ _____	1	2	3	4	5
Other (please specify): _____ _____ _____	1	2	3	4	5
Other (please specify): _____ _____ _____	1	2	3	4	5

35. Which areas of your work should the BCTF focus on to improve your working and learning conditions?

Please rate the level of importance of each of the following areas of focus on a scale of 1 to 5, where 1=not at all important and 5=very important.

Areas of focus	Level of importance				
	Not at all important	Slightly important	Moderately important	Quite important	Very important
Reduce class sizes.....	1	2	3	4	5
Improve support for Special Education.....	1	2	3	4	5
Improve support for ESL.....	1	2	3	4	5
Improve resources (e.g., books, computers).....	1	2	3	4	5
More time for planning and prep.....	1	2	3	4	5
Reduce the range of demands (e.g., daily physical activity).....	1	2	3	4	5
Improve opportunities for Professional Development.....	1	2	3	4	5
Improve opportunities for collaboration and sharing with peers.....	1	2	3	4	5
Improve support for technology (e.g., BCeSIS, IEPs, reporting formats, etc.).....	1	2	3	4	5
Address issues with BCeSIS.....	1	2	3	4	5
Improve salary.....	1	2	3	4	5
Improve and expand benefits.....	1	2	3	4	5
Provide programs to support wellness and work/life balance.....	1	2	3	4	5
Other (please specify):_____	1	2	3	4	5

Other (please specify):_____	1	2	3	4	5

Other (please specify):_____	1	2	3	4	5

36. Please use this space to provide any other comments you would like to share regarding working and learning conditions.

Thank you for taking the time to complete this survey.

Please return it in the enclosed postage-paid envelope by **March 27, 2009**.

A report of the findings will be produced and placed on the BCTF website.

RT09-0010
March 2009

LK/CN/MW/af:av:tfeu