



2022–23

BCTF Membership Survey

Summary Report, April 2023

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.

A Snapshot of Teachers in BC

The 2022–23 BCTF Membership Survey¹ presents a snapshot of the teaching profession in BC public schools during the current school year.

- Sixty three percent² of the respondents were classroom teachers, 23% specialist teachers and 7% Teachers Teaching on Call (TTOCs). Other positions represented included Adult/Continuing Education Teachers (1%), Distributed Learning Teachers (1%), and District Coordinator/Helping Teachers (1%).
- Most teachers (74%)³ have a full-time continuing contract with their district.
- A majority of teachers (60%)⁴ in BC have over 10 years of teaching experience, while 15% 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, 38%⁵ of teachers also have their Master's degree, further illustrating how British Columbia's teachers are highly academically and professionally trained and certified.⁶
- 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.⁷

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.⁸ The resulting data is a fluid representation of some of the identities of teachers in BC. The 2022–23 membership survey found that:

¹ See Appendix A for a full description of the methodology. The number of responses (i.e., n) varies by question and is specified in the footnote. All percentages here are calculated using the actual number of responses without counting the null and “not applicable”, except for a few questions as specified in Appendix B, technical table 4, 14, 15 and 17, whereas the percentages in the Appendix B and C are calculated including null and “not applicable”, so there might be a slight discrepancy between the two.

² n = 3,068; See Appendix B, technical table 2.

³ n = 3,229; See Appendix B, technical table 3.

⁴ n = 3,068; See Appendix B, technical table 5.

⁵ n = 3,068; See Appendix B, technical table 6.

⁶ learningforward. (2017). The state of teacher professional learning: Results from a nationwide survey. <https://learningforward.org/report/professional-learning-canada/>

⁷ 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. Data will be grouped into regions for future analysis. See Appendix B, technical table 1 and table 4.

⁸ 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.

- Approximately one third (34%) of teachers are between 45 and 54 years old.⁹
- Seventy seven percent¹⁰ of teachers in BC identify as women, 21% 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 1991–92.¹¹
- Seven percent of teachers identify as a person living with a disability or a disabled person.¹² This is substantially lower than findings from the 2017 Canadian Survey on Disability which found that 20% of working age adults had a disability.¹³ 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.¹⁴
- Three percent of teachers identify as Aboriginal or Indigenous (First Nations, Metis, Inuit).¹⁵ This is slightly lower than the estimated 4% to 6% of teacher education graduates per year who are Indigenous,¹⁶ and points to the ongoing under-representation of Indigenous teachers within BC's public education system.
- Provincially, 17% of teachers identify as a racialized person or a person who has experienced racism.¹⁷ This rate varies by region across the province. For example, 27% in Metro West Region identified as a racialized person or a person who has experienced racism, whereas the percentage becomes nine percent (9%) in the North Coast Region.

⁹ n = 3,009; See Appendix C, technical table 1.

¹⁰ n = 3,003; See Appendix C, technical table 2.

¹¹ 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.

¹² n = 2,993; See Appendix C, technical table 3.

¹³ See <https://www150.statcan.gc.ca/n1/pub/11-627-m/11-627-m2022062-eng.htm>

¹⁴ 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.

¹⁵ n = 2,982; See Appendix C, technical table 4.

¹⁶ 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

¹⁷ n = 2,970; See Appendix C, technical table 5.

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 (64.1%) report that their workload is greater now compared to a year ago. Similarly, 65.5% of teachers are experiencing more stress this year.

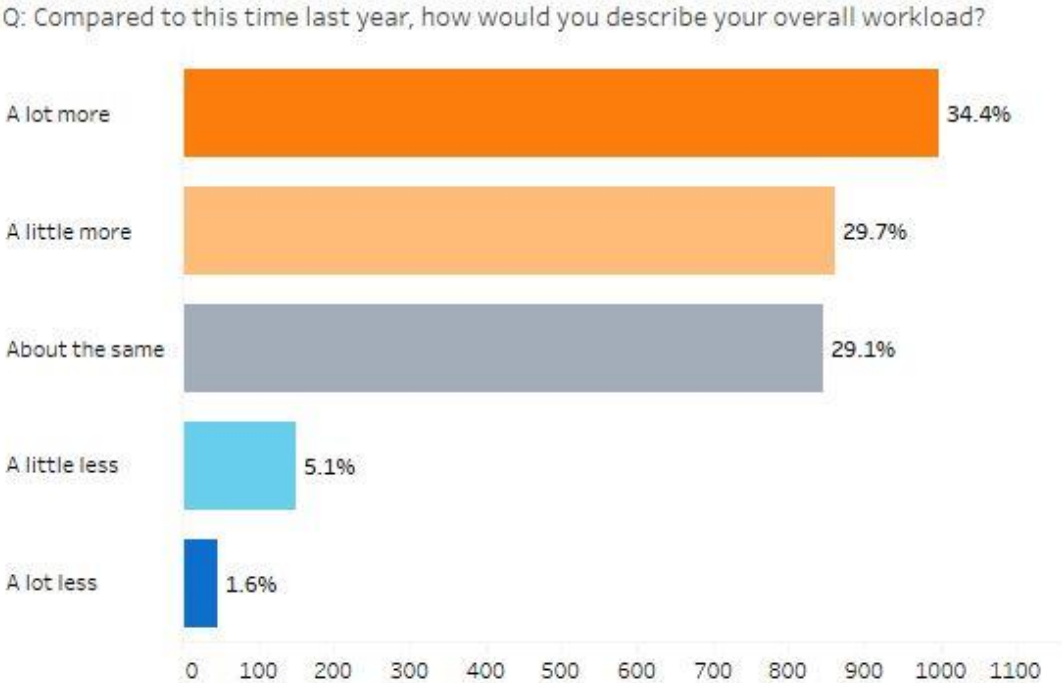


Figure 1: Overall workload compared to last year¹⁸

¹⁸ n = 2,912; See Appendix B, technical table 7.

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

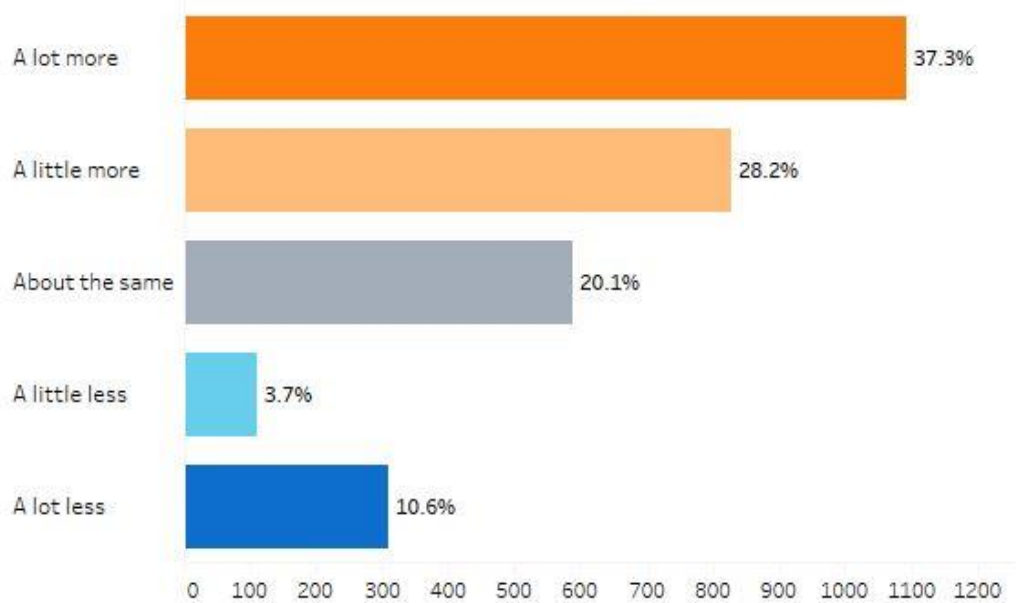


Figure 2: Overall Level of Stress Compared to Last Year¹⁹

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.”

¹⁹ n = 2,928; See Appendix B, technical table 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 (45.4%) report good or very good physical health, 40.5% report that their physical health is worse now than it was last year (See Figures 3 & 4). In turn, only approximately 1/3 of teachers (37.3%) report a good or very good state of mental health, and 40.4% 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?

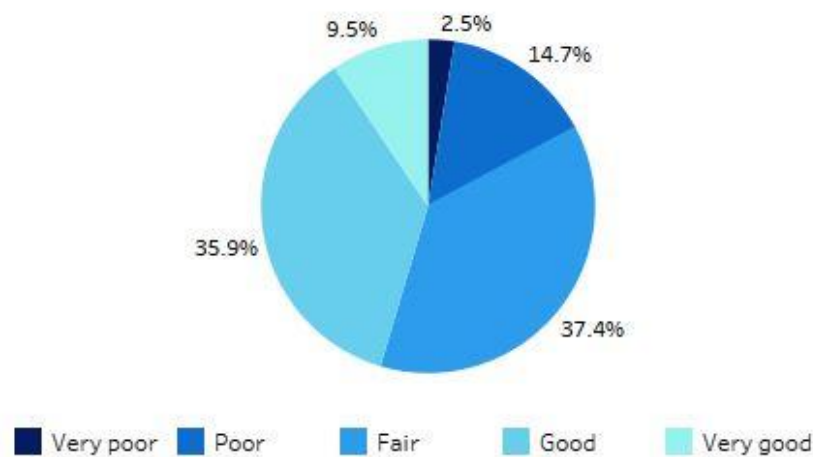


Figure 3: Current physical health²⁰

²⁰ n=3,058; See Appendix B, technical table 9.

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

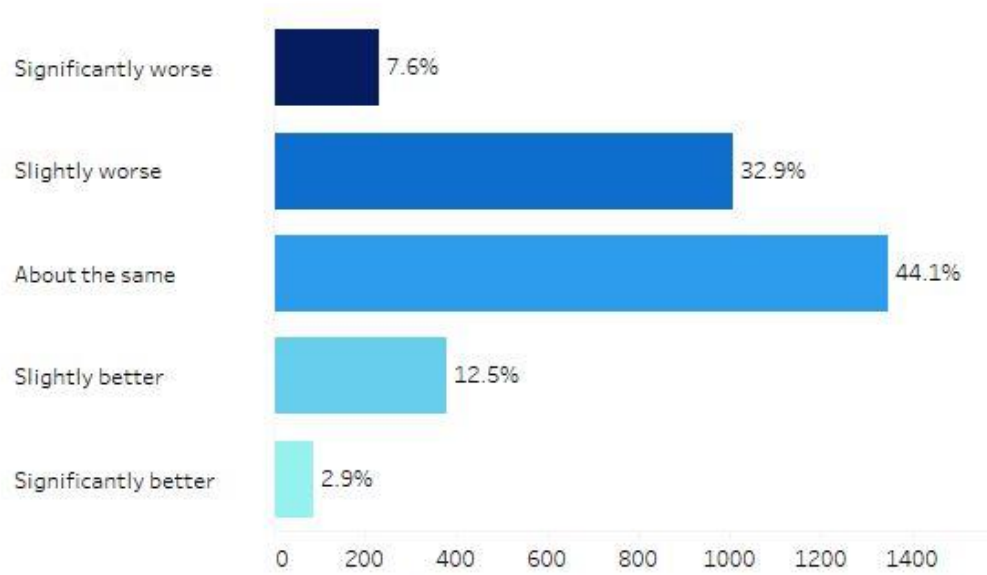


Figure 4: Physical health compared to last year²¹

Q: How would you describe your current mental health?

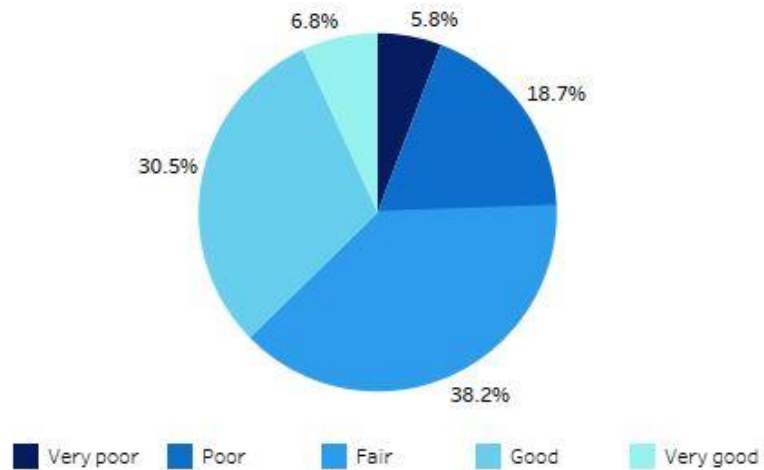


Figure 5: Current mental health²²

²¹ n=3,059; See Appendix B, technical table 10.

²² n=3,060; See Appendix B, technical table 11.

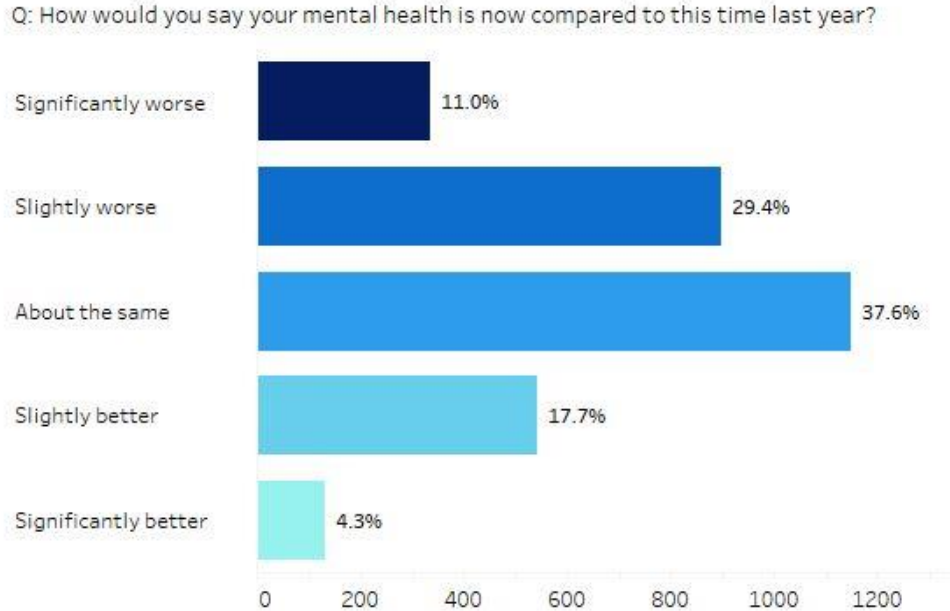


Figure 6: Mental health compared to last year²³

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.²⁴ 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."

²³ n=3,056; See Appendix B, technical table 12.

²⁴ 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 81.5% of teachers have been directly impacted by staffing shortages at their school or district.²⁵ 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? *Choose up to three.*

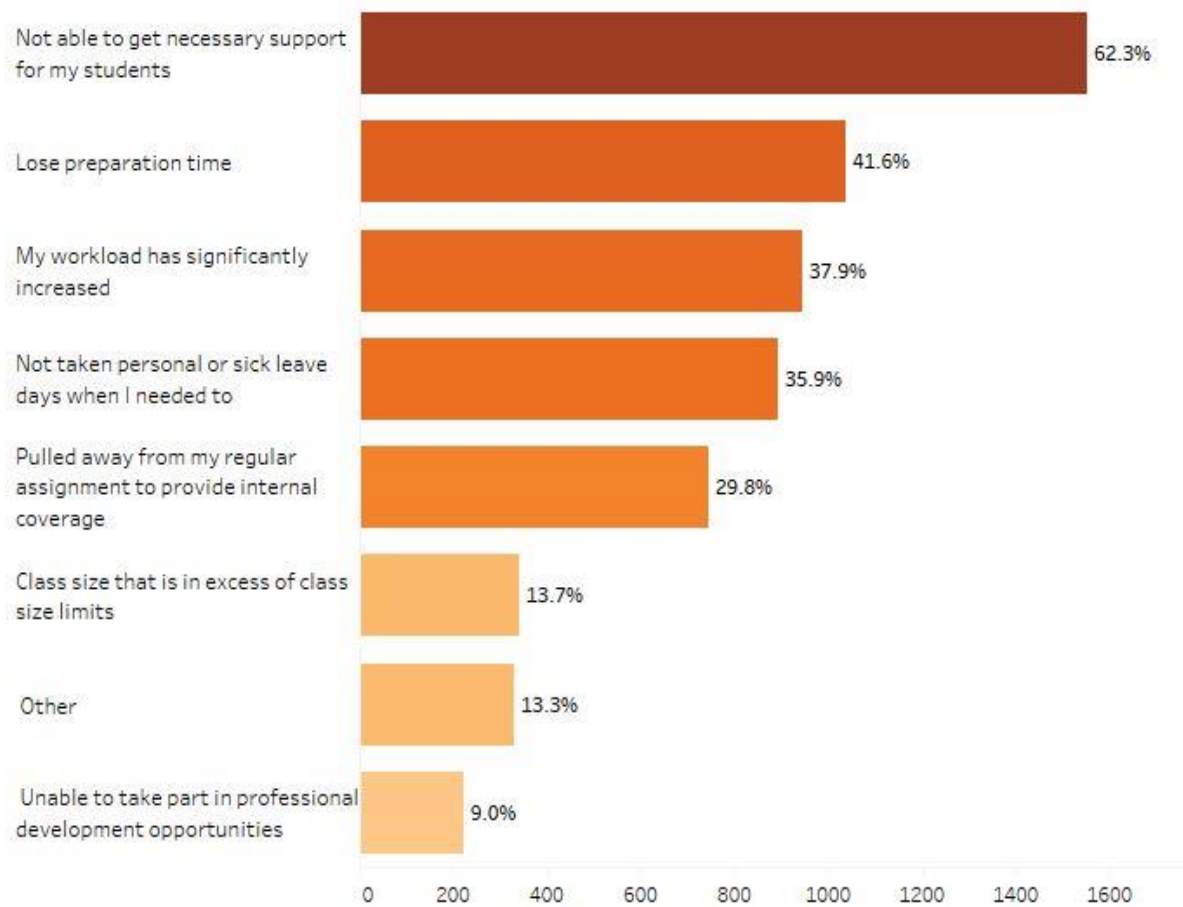


Figure 7: Impacts of staffing shortages²⁶

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

²⁵ n=3,057; See Appendix B, technical table 16.

²⁶ n = 2,490; See Appendix B, technical table 17.

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,²⁷ 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.²⁸

Also, of concern for the retention of current teachers, the 2022–23 BCTF Membership Survey found that 16.2% of teachers say that it is unlikely that they will be teaching in two years’ time (See Figure 8).

²⁷ 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>

²⁸ 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?

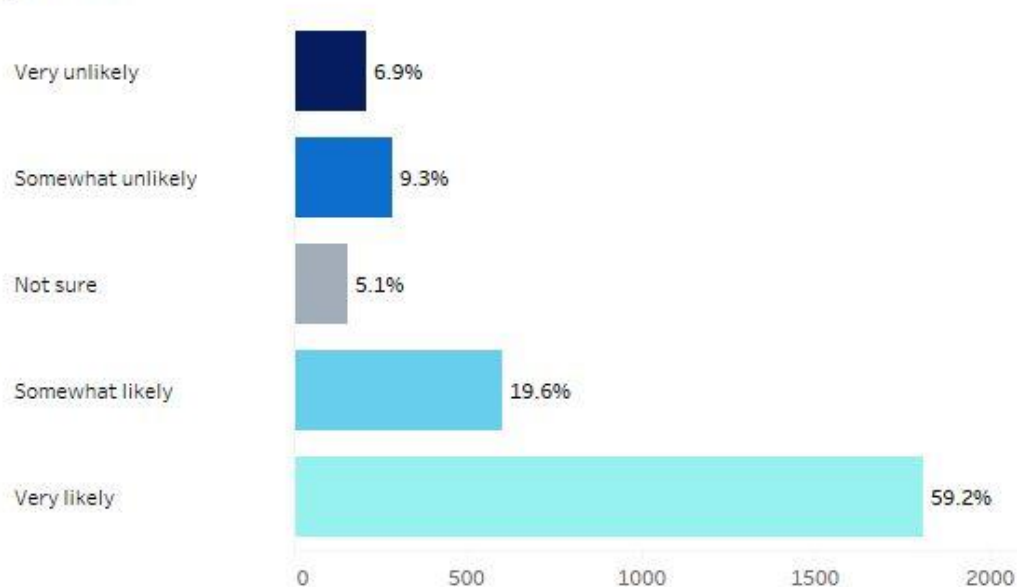


Figure 8: Likely to be teaching in the future²⁹

While some turnover is expected with planned retirements (listed in this survey by 33.8% of those respondents who said they were likely to leave teaching), the number one reason pushing teachers from the profession is inadequate working conditions (53.4%; See Figure 9). Conversely, 46.5% of teachers who see themselves staying in teaching listed working conditions as a key motivator.³⁰ This supports the findings from previous academic research that has found a direct connection between working conditions and teacher recruitment and retention.³¹ 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).³² Approximately one third of respondents (35.6%)³³ 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.

²⁹ n=3,057; See Appendix B, technical table 13.

³⁰ n=2,408; See Appendix B, technical table 14.

³¹ 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.

³² 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.

³³ n=494; See Appendix B, technical table 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.*

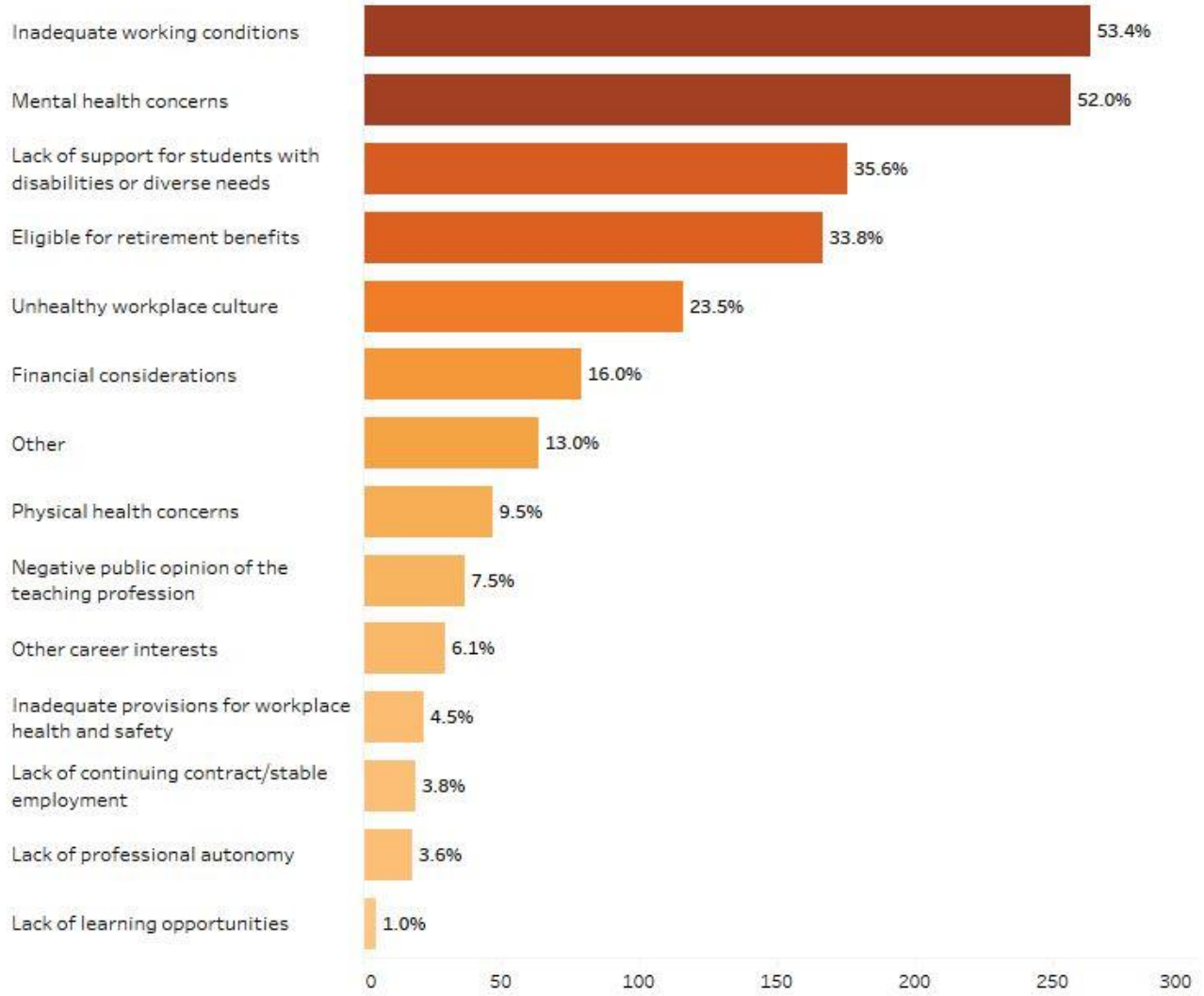


Figure 9: Top three reasons to leave teaching³⁴

³⁴ n=494; See Appendix B, technical table 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 (24.8%) or social and emotional (21.9%) 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 13.1% of teachers feel that students' needs are being met, with half (49.7%) stating that these students' needs are only slightly being met or not met at all (See Figure 11).

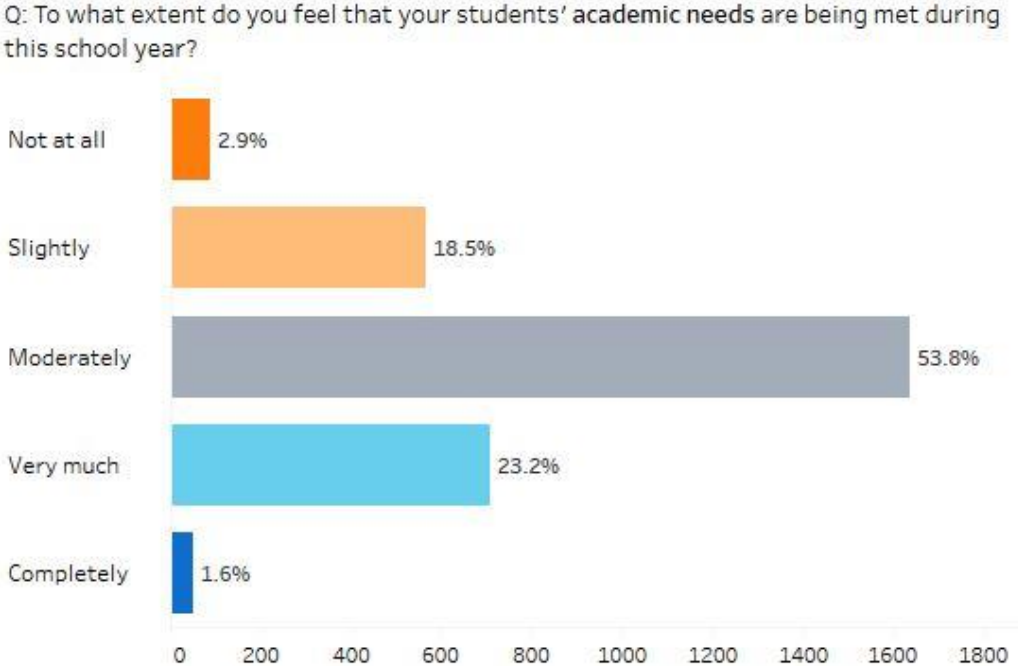


Figure 10: Extent of meeting students' academic needs³⁵

³⁵ n=3,042; See Appendix B, technical table 18.

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

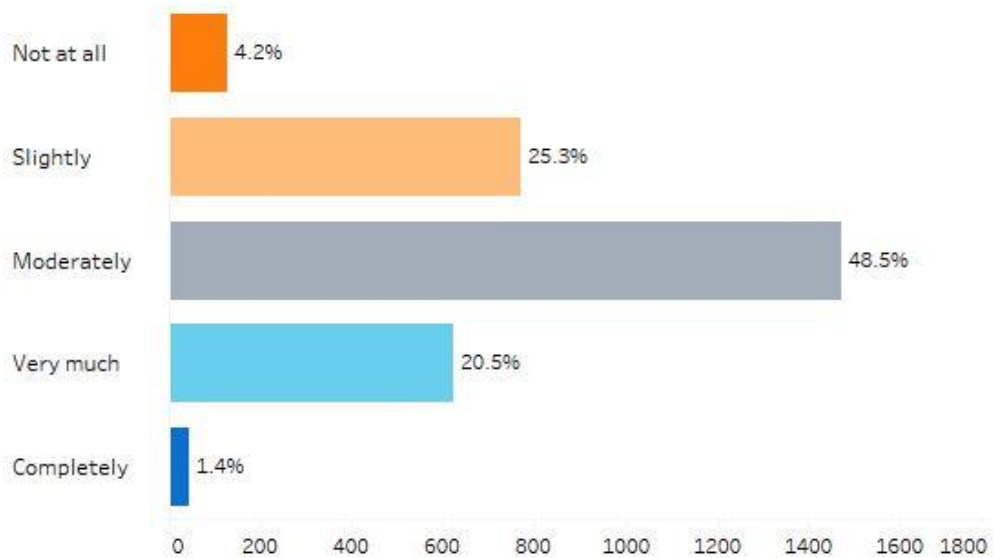


Figure 11: Extent of meeting students' social and emotional needs³⁶

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

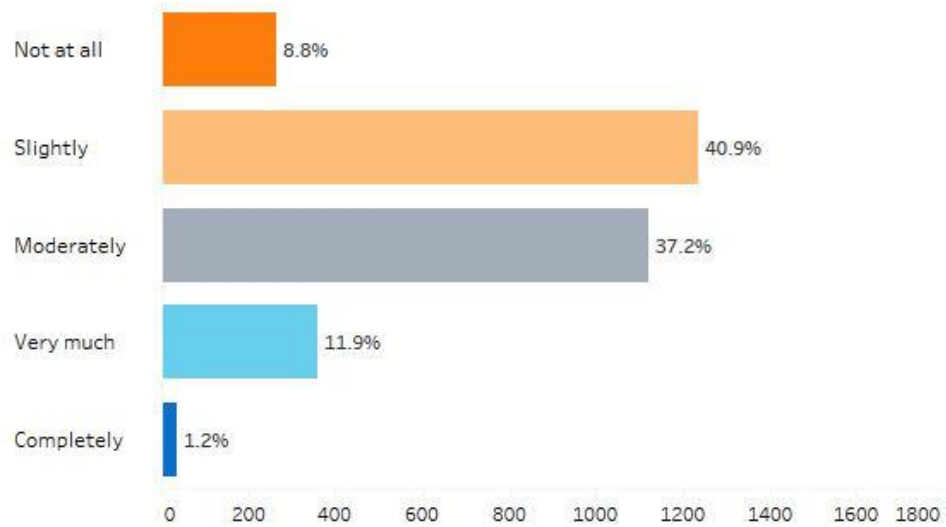


Figure 12: Extent of meeting students' disabilities or diverse needs³⁷

³⁶ n=3,042; See Appendix B, technical table 19.

³⁷ n=3,026; See Appendix B, technical table 20.

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.³⁸

³⁸ 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 (91.7% strongly or somewhat agree), their local union (77.6%) and the provincial union (72.8%). 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 26.1%; See Figure 13).

Previous research with teachers in BC has illustrated the positive relationship between sources of support and teacher well-being as well as teacher retention.³⁹ This positive relationship is corroborated within the 2022–23 BCTF Membership Survey,⁴⁰ 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.”

³⁹ 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/>

⁴⁰ See Appendix D, technical table 1.

⁴¹ From the top to bottom bar, n= 3046, 3054, 3052, 3053, 3051, 3052, 3048, 3046, respectively. See Appendix B, technical table 21.

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

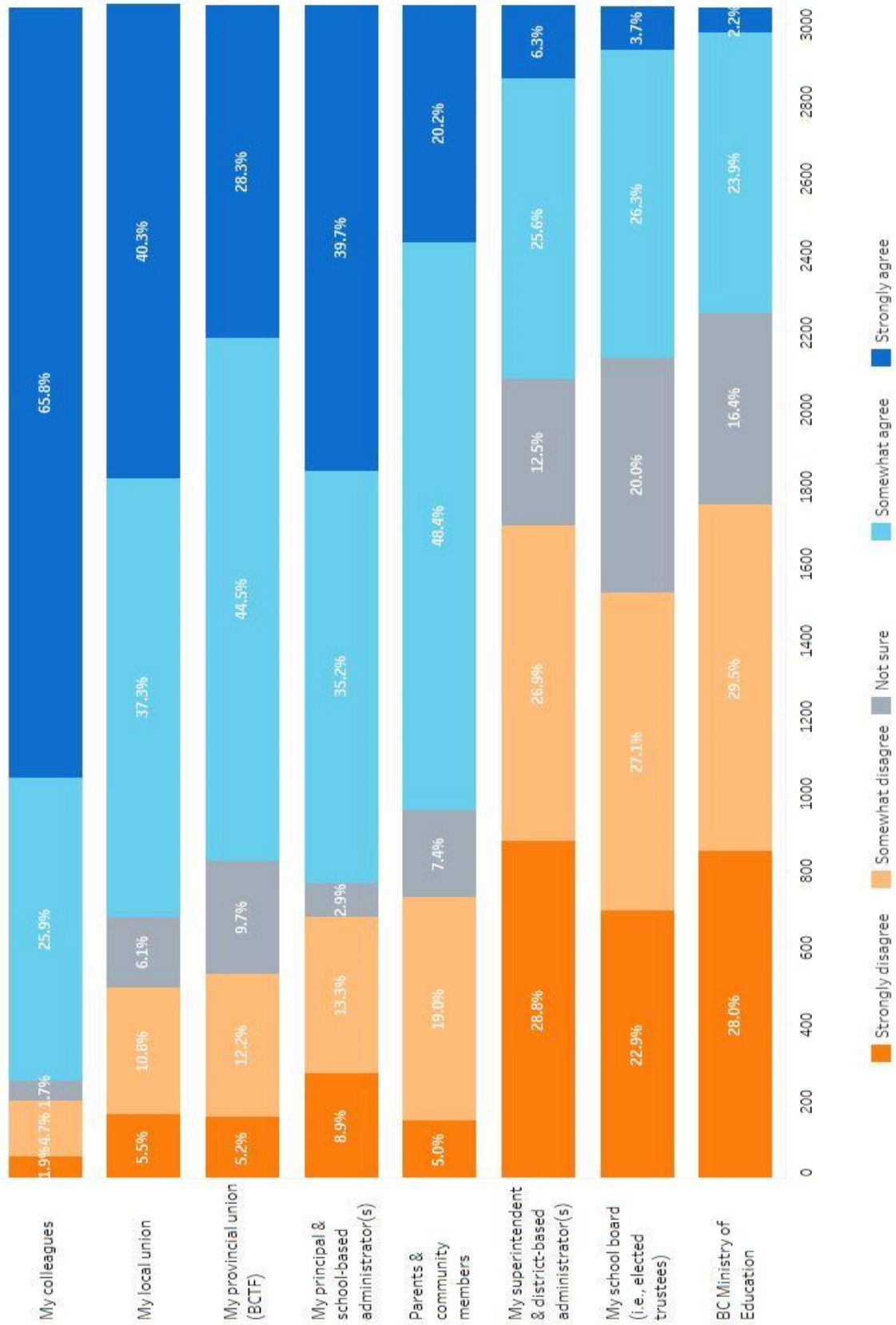


Figure 13: Perception of being supported⁴¹

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

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),⁴² 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 questions, in whole or in part, with the exception of the required screening member status question. 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.

Percentages in this report have been rounded to the first digit after the decimal point, except for demographic information which has been rounded to the closest whole number.

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.

⁴² 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: Technical Tables

Table 1

In which school district do you currently teach? If you teach in more than one district, please choose the one you teach in most often.

	Zone	Frequency	Percent	Cumulative Percent
Valid	Kootenay	117	3.8	3.8
	Metro Fraser Valley	1,026	33.4	37.2
	Metro West	687	22.4	59.6
	North Central/Peace River	161	5.2	64.8
	North Coast	56	1.8	66.6
	Okanagan	384	12.5	79.1
	Vancouver Island	600	19.6	98.7
	Le Conseil Scolaire Francophone de la Colombie-Britannique	37	1.2	99.9
System		0		
Total		3,068	100	

Table 2

In which school district do you currently teach? If you teach in more than one district, please choose the one you teach in most often.

		Frequency	Percent	Cumulative Percent
Valid	Classroom Teacher	1,945	63.4	63.4
	Specialist Teacher	695	22.7	86.1
	Teacher Teaching on Call (TTOC)	218	7.1	93.2
	Adult/Continuing Education Teacher	24	0.8	94.0
	Distributed Learning Teacher	37	1.2	95.2
	District Coordinator/Helping Teacher	29	0.9	96.1
	Local Officer/ Executive Officer	17	0.6	96.7
	On leave	32	1.0	97.7
	Other (please specify)	71	2.3	100
Missing *	System	0		
Total		3,068	100	

Table 3
What is your current employment status?

		Frequency	Percent	Cumulative Percent
Valid	Full-time continuing	2,277	70.5	70.5
	Full-time temporary	191	5.9	76.4
	Part-time continuing	292	9.0	85.5
	Part-time temporary	94	2.9	88.4
	Teacher teaching on call (TTOC)	275	8.5	96.9
	Currently not working/on leave	46	1.4	98.3
	Others (please specify)	54	1.7	100
Missing *	System	0		
Total		3,229	100	

Table 4
Which grades do you currently teach?

		Frequency	Percent
Valid	Kindergarten	753	24.5
	Grade 1	817	26.6
	Grade 2	846	27.6
	Grade 3	834	27.2
	Grade 4	811	26.4
	Grade 5	795	25.9
	Grade 6	731	23.8
	Grade 7	681	22.2
	Grade 8	787	25.7
	Grade 9	878	28.6
	Grade 10	946	30.8
	Grade 11	958	31.2
	Grade 12	944	30.8
	Adult education	74	2.4
	Not applicable	121	3.9
Missing *	System	1	0.03
Total	Note: The number of respondents is 3,068 here, which is used to calculate the precents. Many respondents selected multiple grades, which makes it not meaningful to calculate the cumulative precents.	*10,977	100

Table 5

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

		Frequency	Percent	Cumulative Percent
Valid	Less than 1 year	98	3.2	3.2
	1 to 5 years	377	12.3	15.5
	6 to 10 years	463	15.1	30.6
	11 to 20 years	960	31.3	61.9
	21 to 30 years	891	29.0	90.9
	31 to 40 years	253	8.2	99.1
	Over 40 years	26	0.8	99.9
Missing*	System	0		
Total		3,068	100	

Table 6

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

		Frequency	Percent	Cumulative Percent
Valid	A college program (e.g., apprenticeship, certificate, or college diploma)	13	0.4	0.4
	An undergraduate degree (e.g., Bachelor of Arts)	811	26.4	26.9
	A post-baccalaureate diploma or certificate	981	32.0	58.8
	A Master's degree	1,149	37.5	96.3
	A PhD or EdD degree	36	1.2	97.5
	Other (please specify)	78	2.5	100
Missing*	System	0		
Total		3,068	100	

Table 7

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

		Frequency	Percent	Cumulative Percent
Valid	A lot more	1,000	32.6	32.6
	A little more	862	28.1	60.7
	About the same	851	27.7	88.4
	A little less	151	4.9	93.3
	A lot less	48	1.6	94.9
	Not applicable (e.g., you are a new teacher or did not teach last year)	150	4.9	99.8
Missing*	System	6	0.2	
Total		3,068	100	

Table 8

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

		Frequency	Percent	Cumulative Percent
Valid	A lot more	1,093	35.6	35.6
	A little more	827	27.0	62.6
	About the same	589	19.2	81.8
	A little less	109	3.6	85.4
	A lot less	310	10.1	95.5
	Not applicable (e.g., you are a new teacher or did not teach last year)	122	4.0	99.5
Missing*	System	18	0.6	
Total		3,068	100	

Table 9

How would you describe your current physical health?

		Frequency	Percent	Cumulative Percent
Valid	Very poor	77	2.5	2.5
	Poor	449	14.6	17.1
	Fair	1,144	37.3	54.4
	Good	1,099	35.8	90.2
	Very good	289	9.4	99.6
Missing*	System	10	0.3	
Total		3,068	100	

Table 10

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

		Frequency	Percent	Cumulative Percent
Valid	Significantly worse now	233	7.6	7.6
	Slightly worse now	1,007	32.8	40.4
	About the same	1,349	44.0	84.4
	Slightly better now	382	12.5	96.9
	Significantly better now	88	2.9	99.8
Missing*	System	9	0.3	
Total		3,068	100	

Table 11
How would you your current mental health?

		Frequency	Percent	Cumulative Percent
Valid	Very poor	176	5.7	5.7
	Poor	572	18.6	24.3
	Fair	1,170	38.1	62.4
	Good	933	30.4	92.8
	Very good	209	6.8	99.6
Missing*	System	8	0.3	
Total		3,068	100	

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

		Frequency	Percent	Cumulative Percent
Valid	Significantly worse now	337	11.0	11.0
	Slightly worse now	899	29.3	40.3
	About the same	1,148	37.4	77.7
	Slightly better now	541	17.6	95.3
	Significantly better now	131	4.3	99.6
Missing*	System	12	0.4	
Total		3,068	100	

Table 13
How likely is it that you will still be teaching in the BC public education system in two years' time?

		Frequency	Percent	Cumulative Percent
Valid	Very unlikely	211	6.9	6.9
	Somewhat unlikely	283	9.2	16.1
	Somewhat likely	155	5.1	21.2
	Very likely	599	19.5	40.7
	Not sure	1,809	59.0	99.7
Missing*	System	11	0.4	
Total		3,068	100	

Table 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?

		Frequency	*Percent
Valid	Adequate provisions for workplace health & safety	80	3.3
	Commitment to public education	411	17.1
	Financial Provisions	1,540	64.0
	Job stability	820	34.1
	Learning opportunities	127	5.3
	Mental & physical wellbeing	622	25.8
	Professional autonomy	426	17.1
	Student success & growth	659	27.4
	Working conditions	1,119	46.5
	Workplace culture	941	39.1
	Other	147	6.1
Missing*	System	0	
Total	Note: The total number of respondents here is 2,408. The percentage is calculated as dividing the portion of the number of people who selected a specific factor by 2,408.	6,892	

Table 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?

		Frequency	*Percent
Valid	Inadequate working conditions (e.g., workload, prep time, staffing, resources)	264	53.4
	Mental health concerns (e.g., stress, burnout)	257	52.0
	Lack of support for students with disabilities or diverse needs	176	35.6
	Eligible for retirement benefits	167	33.8
	Unhealthy workplace culture (e.g., administration and staff relationships)	116	23.5
	Financial considerations (e.g., salary, benefits, and pension)	79	16.0
	Physical health concerns	47	9.5
	Negative public opinion of the teaching profession	37	7.5
	Inadequate provisions for workplace health and safety	22	4.5
	Lack of continuing contract/stable employment	19	3.8
	Lack of professional autonomy	18	3.6
	Lack of learning opportunities	5	1.0
	Other career interests	30	6.1
Other (please specify)	64	13.0	
Missing*	System	0	
Total	Note: The total number of respondents here is 494. The percentage is calculated as dividing the portion of the number of respondents who selected a specific factor by 494.	1,301	100

Table 16

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

		Frequency	Percent	Cumulative Percent
Valid	Yes	2,490	81.2	81.2
	No	567	18.5	99.7
Missing*	System	11	0.4	
Total		3,068	100	

Table 17

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

		Frequency	Percent
Valid	I am not able to get necessary support for my students (e.g., counselors, inclusive education teachers, teacher-librarians)	1,551	62.3
	I lose preparation time	1,037	41.6
	My workload has significantly increased	943	37.9
	I have not taken personal or sick leave days when I needed to	894	35.9
	I am pulled away from my regular assignment to provide internal coverage	743	29.8
	I have a class size that is in excess of class size limits	340	13.7
	I have been unable to take part in professional development opportunities	224	9.0
	Other (please specify)	331	13.3
Missing*	System	0	
Total	Note: The total number of respondents here is 2,490. The percentage is calculated as dividing the portion of the number of respondents who selected a specific impact by 2,490.	6,063	

Table 18

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

		Frequency	Percent	Cumulative Percent
Valid	Not at all	87	2.8	2.8
	Slightly	563	18.4	21.2
	Moderately	1,637	53.4	74.6
	Very much	705	23.0	97.6
	Completely	50	1.6	99.2
Missing*	System	26	0.8	
Total		3,068	100	

Table 19

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

		Frequency	Percent	Cumulative Percent
Valid	Not at all	128	4.2	4.2
	Slightly	770	25.1	29.3
	Moderately	1,477	48.1	77.4
	Very much	625	20.4	97.8
	Completely	42	1.4	99.2
Missing*	System	26	0.8	
Total		3,068	100	

Table 20

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

		Frequency	Percent	Cumulative Percent
Valid	Not at all	264	8.6	8.6
	Slightly	1,240	40.4	49.0
	Moderately	1,124	36.6	85.6
	Very much	362	11.8	97.4
	Completely	36	1.2	98.6
Missing*	System	42	1.4	
Total		3,068	100	

Table 21

My principal and school-based administrator(s) – During the current school year, to what extent do you agree that you feel supported by the following?

		Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Not sure/prefer not to answer	Missing	Total
My principal and school-based administrators	Frequency	273	407	1,074	1,211	88	15	3,068
	Percent	8.9	13.3	35.2	39.7	2.9	0.5	100
	Cumulative Percent	8.9	22.2	57.4	97.1	100		
My school board (i.e., elected trustees)	Frequency	698	827	802	112	609	20	3,068
	Percent	22.8	27.0	26.1	3.7	19.9	0.7	100
	Cumulative Percent	22.8	49.8	75.9	79.6	99.5		
My superintendent and district-based administrator	Frequency	878	821	781	192	380	16	3,068
	Percent	28.6	26.8	25.5	6.3	12.4	0.5	100
	Cumulative Percent	28.6	55.4	80.9	87.2	99.6		
BC Ministry of Education	Frequency	854	899	728	66	499	22	3,068
	Percent	27.8	29.3	23.7	2.2	16.3	0.7	100
	Cumulative Percent	27.8	57.1	80.8	83.0	99.3		
My local union	Frequency	167	331	1,140	1,231	185	14	3,068
	Percent	5.4	10.8	37.2	40.1	6.0	0.5	100
	Cumulative Percent	5.4	16.2	53.4	93.5	99.5		
My provincial union (BCTF)	Frequency	160	372	1,359	865	296	16	3,068
	Percent	5.2	12.1	44.3	28.2	9.6	0.5	100
	Cumulative Percent	5.2	17.3	61.6	89.8	99.4		
My colleagues	Frequency	58	144	788	2,003	53	22	3,068
	Percent	1.9	4.7	25.7	65.3	1.7	0.7	100
	Cumulative Percent	1.9	6.6	32.3	97.6	99.3		
Parents and community members	Frequency	152	580	1,477	616	226	17	3,068
	Percent	5.0	18.9	48.1	20.1	7.4	0.6	100
	Cumulative Percent	5.0	23.9	72.0	92.1	99.5		

Appendix C: Demographic Breakdown of the Sample

Table 1
Please indicate your age.

		Frequency	Percent	Cumulative Percent
Valid	18-24 years old	28	1	1
	25-34 years old	452	15	16
	35-44 years old	879	29	44
	45-54 years old	1,046	34	78
	55-64 years old	545	18	96
	65-74 years old	57	2	98
	75 years or older	2	0	98
Missing*	System	59	2	
Total		3,068	100	

Table 2
How do you define your gender identity?

		Frequency	Percent	Cumulative Percent
Valid	Man	615	20	20
	Woman	2,322	76	96
	Non-binary	38	1	97
	Prefer to self-describe	28	1	98
Missing*	System	65	2	
Total		3,068	100	

Table 3
Do you identify as a person living with a disability or as a disabled person?

		Frequency	Percent	Cumulative Percent
Valid	Yes	197	6	6
	No	2,796	91	97
Missing*	System	75	2	
Total		3,068	100	

Table 4

Do you identify as Aboriginal or Indigenous (First Nations, Metis, Inuit)?

		Frequency	Percent	Cumulative Percent
Valid	Yes	102	3	3
	No	2,880	94	97
Missing*	System	86	3	
Total		3,068	100	

Table 5

Do you identify as a racialized person or a person who has experienced racism?

		Frequency	Percent	Cumulative Percent
Valid	Yes	502	16	16
	No	2,468	80	96
Missing*	System	98	3	
Total		3,068	100	

Appendix D: Correlation Table

Table 1

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

	Mental Health	Physical Health	Keeping Teaching
Type of support	r	r	r
Principal & School Admins	.27**	.16**	.19**
School Board	.27**	.16**	.19**
Superintendent & District Admins	.27**	.16**	.14**
BC Ministry of Education	.25**	.18**	.15**
Local union	.18**	.10**	.11**
Provincial Union (BCTF)	.19**	.10**	.14**
Colleagues	.17**	.11**	.11**
Parents & Community Members	.19**	.14**	.14**

Note. **indicates correlations significant at the 0.01 level (2-tailed).