

2024–25 BCTF Membership Survey

Summary Report

May 2025

2024–25 BCTF Membership Survey

This report provides a summary of the third 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 2024–25 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. Teachers continue to face challenges related to physical and mental well-being.
2. An unmanageable workload has negative effects on teachers.
3. Underfunding and inadequate EA support are obstacles to meeting student needs, especially for students with disabilities and diverse needs.
4. There is a gap in the provision of crucial full-time mental health counsellor support at schools.
5. Chronic underfunding creates the conditions for physical and mental harm.
6. Better working conditions are linked to lower turnover intention.

The survey was conducted online from February 10 to February 28, 2025. The overall margin of error for the sample is +/- 1.5%, 19 times out of 20.

The BCTF wishes to acknowledge the 4,070 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.

Table of Contents

A snapshot of teachers in BC 3

Key themes from the 2024–25 BCTF Membership Survey 4

 Theme 1 - Teachers continue to face challenges related to physical and mental well-being. 4

 Theme 2 - An unmanageable workload has negative effects on teachers. 4

 Theme 3 - Underfunding and inadequate EA support are obstacles to meeting student needs, especially for students with disabilities and diverse needs. 5

 Theme 4 - There is a gap in the provision of crucial full-time mental health counsellor support at schools..... 6

 Theme 5 - Chronic underfunding creates the conditions for physical and mental harm. 7

 Theme 6 - Better working conditions are linked to lower turnover intention. 9

Conclusion 11

Endnotes 12

Appendix A: Methodology and Technical Notes 14

Appendix B: Frequency Tables..... 15

Appendix C: Bivariate Tables 21

Appendix D: Demographic Breakdown of the Sample 64

A snapshot of teachers in BC

The 2024–25 BCTF Membership Surveyⁱ 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.

- 59% of the respondents were classroom teachers, 20% specialist teachers, and 14% Teachers Teaching on Call (TTOCs). Other positions represented included: adult/continuing education teachers (0.2%), distributed learning teachers (1.1%), and district coordinator/helping teachers (1.4%).ⁱⁱ
- Most teachers (68%) had a full-time continuing contract with their district.ⁱⁱⁱ
- Most respondents (70.3%) had 10 or more years of teaching experience, while 13% were in the first four years of their career.^{iv}
- In addition to meeting standard certification requirements,^v 38% of teachers also had a master's degree—illustrating BC teachers' high level of academic and professional qualifications.^{vi}

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

- Almost half (43.8%) of teachers were between 40 and 54 years old.^{vii}
- 72% percent of teachers identified as women, 21% as men, 1% as non-binary, and less than 1% preferred to self-describe.^{viii}
- 11% of teachers identified as a person with a disability.^{ix}
- 4% of teachers identified as Indigenous (First Nations, Metis, or Inuit).^x
- 15% identified as one or more non-White or non-Indigenous population groups.^{xi}

Key themes from the 2024–25 BCTF Membership Survey

Theme 1 - Teachers continue to face challenges related to physical and mental well-being.

In line with the findings from last year's survey, the 2024–25 membership survey found that BCTF members continued to report better physical and mental health versus the first year of the survey (2022–23).^{xii} For example, comparing 2024–25 results to 2022–23, the number of teachers who described their physical health as good or very good climbed by 18%.^{xiii} Similarly, the number of teachers who reported their mental health as good or very good increased by 14%.^{xiv}

While this is a positive indicator, it is important to recognize that the 2022–23 results might have reflected the particularly negative impact that COVID-19 had on teachers' mental and physical health.^{xv} The improvement in well-being measures between 2023–24 and 2024–25 is much more limited^{xvi} and there are still far too many teachers who are reporting negative health, particularly in relation to mental health. For 2024–25, approximately **1 out of 7 teachers (14.2%) reported that their mental health was currently very poor or poor.**^{xvii}

Furthermore, comments left by survey respondents resonate with numerous global and Canadian studies^{xviii} that have documented the important relationship between working conditions and mental health. For some, workload is increasing, “putting strain on...mental and physical health and work-life balance.” Teachers also feel that “adult mental health is suffering in schools” as teachers and support staff “turn inward and blame themselves” because they “are struggling to meet all the needs of their students.”

Theme 2 - An unmanageable workload has negative effects on teachers.

The 2024–25 survey found that **only 2 out of 5 teachers (39.0%) agreed that their overall workload was manageable.**^{xix} While this does show a slight improvement from the previous year, in which 36% of respondents felt their workload was manageable,^{xx} serious concerns remain. **Half of teachers (50.6%) reported increases to their workload as compared to last year.**^{xxi}

The survey also provided data on the negative effects that an unmanageable and increasing workload can have on teachers. For example, there was a strong negative relationship between workload and happiness in the job.¹ 41% of those who reported an unmanageable workload said they were currently unhappy about their job, compared to only 13% of those who reported a manageable workload.^{xxii} Both workload and job happiness were in turn related to higher turnover intention (see Theme 6 below).

¹ $\gamma = -.50$; Spearman's $\rho = -.43$, Appendix C, Table C.4.2.

Overall, teachers continue to say they are being asked to do more with less. As one teacher commented, “my colleagues and I are overwhelmed, burnt out, exhausted, and feeling as though we are being asked to do ever more with little in the way of time, space, support, or resources.”

Additionally, this year’s survey included a question on calendar systems, responding to concerns raised at recent governance meetings about proposals for different calendar systems and potential workload implications for teachers. This survey question aimed to get baseline data on what types of calendar systems are currently being used in BC secondary schools and adult/continuing education.

Of the 1,260 members surveyed who teach in these settings, the **majority of teachers (72.2%) reported that they work in a semester system.**^{xxiii} Far fewer secondary and adult/continuing education school teachers are in a linear calendar system (14.8%), have more than one calendar system (6.8%), or use some other calendar system (5.0%).^{xxiv} The least used calendar was a quarter or Copernican scheduling system (only 0.3%).^{xxv} Adult/continuing education teachers reported being on an “other school calendar system”^{xxvi} in considerably higher numbers (34.5%) than Grade 8 to 12 teachers (3.5% to 4.8%).^{xxvii}

In terms of workload implications, statistical tests did not indicate significant relationships between the reported calendar system and teachers’ workload.^{xxviii} However, this does not mean that different calendar systems, and changes between calendar systems, do not impact teachers. For example, one teacher described how “since Covid, I have had to adapt every single year. We have not had the same bell or class schedule since then. It has been a new one every year. From linear, to quarter system, to semester, and now next year we are going to a 5-period day. I have not felt settled in the last 4 years.” Furthermore, comments from teachers on the semester system highlighted concerns around preparation time. When “preparation time is concentrated in only one half of the year,” this can create “a significant imbalance in workload and contribute to considerable stress.” Additionally, “depending on where your prep falls from year to year, some teachers go 12 months without any prep time.” Inconsistency in prep time on a semester schedule can make it “challenging to manage planning, assessment, and student support effectively throughout the year.”

Theme 3 - Underfunding and inadequate EA support are obstacles to meeting student needs, especially for students with disabilities and diverse needs.

For three years in a row, the BCTF Membership Survey has foregrounded how teachers observe crucial gaps in meeting the needs of all students. In 2024–25, fewer than one quarter of teachers felt that students’ academic (23.7%)^{xxix} and social and emotional (23.4%)^{xxx} needs were being completely or very much met.

Students with disabilities and diverse needs were most impacted by these gaps. Almost half of teachers report that these students' needs were being only slightly met (37.2%) or not at all met (8.9%).^{xxxix}

Underfunding is key for understanding these statistics. When a system is chronically underfunded, teachers can feel pressured to prioritize certain needs over others, especially when “designations don’t come until at least Grade 3 but those same students require support even if they haven’t been designated yet.” This can lead to students who “fall through the cracks because there are no resources/time left for them.” Underfunding also leads to staffing shortages in critical positions supporting student needs such as counsellors, learning support teachers, school psychologists, and speech and language pathologists. Teachers report that “educational assistants have continually been cut” and “if you do have supports in place they are often pulled to cover gaps in other areas.”

Teachers know that educational assistants (EAs) play an integral role in supporting student needs. The provincial government has also recognized the importance of this support, promising to staff each Kindergarten to Grade 3 class with an educational assistant.^{xxxix} However, there is still a long way to go to meet this commitment. When asked whether there were one or more educational assistants (EAs) assigned to support their entire class,^{xxxix} almost 4 out of 5 (79.7%) Kindergarten to Grade 3 classroom teachers^{xxxix} responded that they did not currently have any class-assigned EA support.^{xxxix} 18% of the K–3 teachers had class-assigned EAs, but more than half of them were only supported part-time.^{xxxix}

The provision of a full-time educational assistant in every Kindergarten to Grade 3 classroom in British Columbia^{xxxix} would represent a major improvement in working and learning conditions, supporting every child’s right to education. As one teacher explained, “increased funding for specialized staff, educational assistants, and behavioral support programs would not only benefit students but also alleviate the strain on educators and support staff, ultimately fostering a more inclusive and effective learning environment.”

Theme 4 - There is a gap in the provision of crucial full-time mental health counsellor support at schools.

The provincial government has promised British Columbians that they will “provide every public school with a mental health counsellor.”^{xxxix} The 2024–25 membership survey illustrates that there is currently a large gap in providing this crucial support.

While over half of the surveyed teachers indicated that some form of mental health counselling support is currently assigned to their school, only 19% reported their school having full-time support.^{xxxix} 47% of teachers reported part-time support only, and 1 out of 6 teachers (16.7%) reported that there was no mental health counsellor assigned to their school.^{xl}

The survey results also provide concrete evidence of the positive impact that the provision of mental health counsellor support has on working and learning conditions.

- There was a positive relationship between mental health counsellor support and the extent to which teachers reported that students' academic needs,² social/emotional needs,³ and the needs of students with disabilities or diverse learning needs⁴ were being met.
- Teachers who said there was no mental health counsellor assigned to their school were more likely to report an unmanageable workload⁵ or an increased workload.⁶
- Teachers who reported higher mental health counsellor support at their school also reported that their own mental health was more positive⁷ and they had more happiness on the job.⁸

Given these associations, it is unsurprising that there was also a relationship between the level of mental health counsellor support at a teacher's school and their expressed turnover intention.⁹ About 19% of the teachers working at schools with no mental health counsellor assigned said it was very or somewhat unlikely that they would still be teaching in two years' time.^{xli} This dropped notably for teachers with either part-time (14.0%) or full-time (10.5%) mental health counsellor support at their schools.^{xlii}

Having full-time mental health counsellor support available at every public school could have many positive outcomes in supporting student needs, improving teachers' workloads and wellbeing, and reducing turnover. As one teacher stressed: "the fact that one counsellor works across 2 and sometimes 3 schools in a week is a huge disservice to students. Students with behaviour challenges, depression and anxiety can only rely on counselling services on Tuesday and Thursdays?"

Theme 5 - Chronic underfunding creates the conditions for physical and mental harm.

Comments from teachers in previous rounds of the membership survey have consistently raised concerns about violence in BC schools. For the 2024–25 school year, the BCTF sought to document the frequency of workplace violence in order to advance advocacy for safe working and learning conditions for all. As such, survey respondents were asked a series of questions using WorkSafe BC's definitions of *workplace violence* and *workplace bullying or harassment*.

Overall, 15% of teachers said that they had personally experienced workplace violence.^{xliii} Of those experiencing violence, most experienced violence once (20.8%) or occasionally (53.1%), while 19% reported experiencing violence often during the 2024–25 school year, and 5% experienced violence on a daily basis.^{xliv} Taken as a percentage of the entire analytical sample, 0.7% of the respondents had experienced workplace violence as a daily or almost daily occurrence during the 2024–25

² $\gamma = -.07$; Spearman's $\rho = -.05$, Appendix C, Table C.8.2.

³ $\gamma = -.11$; Spearman's $\rho = -.08$, Appendix C, Table C.9.2.

⁴ $\gamma = -.18$; Spearman's $\rho = -.13$, Appendix C, Table C.10.2.

⁵ $\gamma = -.12$; Spearman's $\rho = -.09$, Appendix C, Table C.11.2.

⁶ $\gamma = -.11$; Spearman's $\rho = -.09$, Appendix C, Table C.12.2.

⁷ $\gamma = -.08$; Spearman's $\rho = -.06$, Appendix C, Table C.13.2.

⁸ $\gamma = .13$; Spearman's $\rho = .10$, Appendix C, Table C.14.2.

⁹ $\gamma = -.14$; Spearman's $\rho = -.09$, Appendix C, Table C.15.2.

school year.^{xlv} In other words, assuming the overall BCTF membership experiences violence at the same rate as respondents to the survey, approximately 362 BC public school teachers experience daily or almost daily workplace violence.^{xlvi}

Similarly, 15% of teachers reported personally experiencing workplace bullying/harassment.^{xlvii} Of these teachers, 26% said bullying/harassment had occurred once, 53% said it happened occasionally, 14% said it happened often, and 5% reported workplace bullying or harassment as a daily or almost daily experience during the 2024–25 school year.^{xlviii}

The survey did find that some groups of teachers experience violence or bullying/harassment differently. In general, there was more reported workplace violence at lower grade levels and more bullying and harassment at higher grade levels.^{xlix} This differential by grade level was particularly pronounced for workplace violence, with more than twice as many Kindergarten (24.0%), Grade 1 (22.0%), and Grade 2 (20.3%) teachers having personally experienced violence compared to Grade 10 (9.8%), Grade 11 (9.4%), and Grade 12 teachers (9.4%).ⁱ Adult education teachers reported lower levels of workplace violence (11.0%) but the highest level of bullying/harassment of all grade levels (27.0%).ⁱⁱ

Furthermore, while there were not significant relationships between most demographic categories and workplace violence or bullying/harassment, teachers who identified as a person with a disability were statistically more likely to experience both workplace violence¹⁰ and workplace bullying/harassment.¹¹ Of the teachers who identified as having a disability, about 21% had personally experienced violence and 28% had experienced bullying or harassment during the current school year.ⁱⁱⁱ

The survey also highlights the negative impacts that workplace violence or bullying/harassment have on teachers:

- Teachers who experienced workplace violence¹² or bullying/harassment¹³ in the current school year were significantly more likely to report poor physical health.
- Teachers who experienced workplace violence¹⁴ or bullying/harassment¹⁵ were more likely to report poor mental health.
- Teachers who experience workplace violence¹⁶ or bullying/harassment¹⁷ are less happy with their job.

¹⁰ $\gamma=.21$; Spearman's $\rho=.06$, Appendix C, Table C.18.2.

¹¹ $\gamma=.43$; Spearman's $\rho=.13$, Appendix C, Table C.19.2.

¹² $\gamma=.18$; Spearman's $\rho=.08$, Appendix C, Table C.20.2.

¹³ $\gamma=.23$; Spearman's $\rho=.11$, Appendix C, Table C.21.2.

¹⁴ $\gamma=.33$; Spearman's $\rho=.16$, Appendix C, Table C.22.2.

¹⁵ $\gamma=.36$; Spearman's $\rho=.18$, Appendix C, Table C.23.2.

¹⁶ $\gamma=-.38$; Spearman's $\rho=-.19$, Appendix C, Table C.24.2.

¹⁷ $\gamma=-.39$; Spearman's $\rho=-.20$, Appendix C, Table C.25.2.

- Teachers who experienced workplace violence¹⁸ or bullying/harassment¹⁹ were slightly more likely to say they would not still be teaching in two years time.

Understanding why violence is occurring in schools is complex and must be analyzed within the context of chronic underfunding of a crucial public service. Within the survey, this was illustrated by statistically significant relationships between workplace violence and harassment/bullying and whether or not student needs were being met.^{liii} For example, 33% of teachers who said that student academic needs were not at all being met during the current school year had experienced violence, and 37% had experienced bullying or harassment.^{liv} In comparison, only 6% of those who said students' academic needs were completely met experienced violence and only 8% reported workplace bullying/harassment.^{lv} This trend was also seen in relation to whether or not students' social and emotional needs were being met^{lvi} and whether the needs of students with disabilities and diverse needs were being met.^{lvii}

Overall, these data provide evidence that inadequate working conditions and staffing capacity can lead to mental and physical harm. As one teacher shared, “more needs to be done about violence in schools” and “staff and students have a right to safety at school.” While teachers perceive that “violence in the workplace is increasing,” they “feel ill equipped” to handle these incidents.

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

This year's survey responses reinforce the argument that BC's teacher shortage must be understood as a crisis in working conditions. Echoing last year's survey,^{lviii} when asked if they would still be teaching in the BC public education system in two years' time, 14% of the surveyed teachers indicated that it is very or somewhat unlikely they would be.^{lix}

Turnover intention is complex and there is no singular cause.^{lx} This year's survey — like last year — found statistically significant relationships between turnover intention and four key factors: mental health, happiness in the job, workload, and the ability to exercise professional judgment (autonomy).^{lxi} For instance, the majority of teachers (78.0%) who described their current mental health as very good indicated they would likely still be teaching in two years' time.^{lxii} Similarly, 87% of teachers who felt very happy about their job also indicated they would likely remain.^{lxiii} In contrast, only half of teachers who either reported their current mental health as very poor or expressed feeling very unhappy with their jobs (51.4% and 51.0%, respectively) indicated that it was likely they would be teaching in BC public education in two years.^{lxiv} In terms of workload, 85% of teachers who reported having a manageable workload said it was likely they would still be teaching in two years.^{lxv}

¹⁸ $\gamma=.11$; Spearman's $\rho=.05$, Appendix C, Table C.26.2.

¹⁹ $\gamma=.19$; Spearman's $\rho=.08$, Appendix C, Table C.27.2.

Finally, there were statistically significant relationships between turnover intention and each professional autonomy measure in the survey.^{lxvi} For example, the large majority of teachers who felt they have autonomy over their teaching methods and strategies (83.4%) and how student learning was assessed (84.8%) indicated they would likely still be teaching in two years.^{lxvii}

As retaining qualified teachers continues to be a critical challenge in many parts of the province, addressing the teacher shortage must include improving working conditions.

Conclusion

Since 2022–23, the BCTF Member Survey has provided a representative snapshot of key working conditions in BC public schools. This third wave of the BCTF Member Survey has begun to identify some key trends. For example, while there have been some improvements to teacher well-being over time, too many teachers continue to feel the impact of inadequate working conditions on their physical and mental health. Similarly, all waves of the survey point to the inadequacy of public education funding to meet the needs of all students.

This year's survey also stresses the urgency for more EA and mental health counsellor support and how crucial these supports are for ensuring an adequate educational environment where needs can be met for all students. There is still a long way to go if the provincial government intends to fulfill the promises it made to British Columbians to provide every public school with a mental health counsellor and each Kindergarten to Grade 3 class with an EA.

Endnotes

ⁱ 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.

ⁱⁱ Appendix D, Table D.1.

ⁱⁱⁱ Appendix D, Table D.2. Note that this was a multi-response question and the reported % was calculated from the total number of cases.

^{iv} Appendix D, Table D.3.

^v Being licensed as a teacher in BC currently requires completion of an undergraduate program and a professional teacher education program.

^{vi} Appendix D, Table D.4.

^{vii} Appendix D, Table D.5.

^{viii} Appendix D, Table D.6.

^{ix} Appendix D, Table D.7.

^x Appendix D, Table D.8.

^{xi} Appendix D, Table D.8.

^{xii} Appendix C, Tables C.1 and C.2.

^{xiii} Appendix C, Table C.1.

^{xiv} Appendix C, Table C.2.

^{xv} See for example: Gadermann et al. (2021). The Impact of the COVID-19 Pandemic on Teacher Well-Being in British Columbia. *Human Early Learning Partnership UBC*. Retrieved from:

https://earlylearning.ubc.ca/app/uploads/2022/06/bc_teachers_and_covid-19_survey_report.pdf

^{xvi} For example, significantly more respondents indicated their physical health as “very good” in 2024–25 (20.9%) compared to 2023–24 (18.6%)—see Appendix C, Table C.1. Likewise, more respondents indicated their mental health as “very good” (12.1% in 2024–25 compared to 10.3% in 2023–24) and fewer reported their mental health as “fair” (33.5% in 2024–25 compared to 37.1% in 2023–24)– see Appendix C, Table C.2.

^{xvii} Appendix C, Table C.2.

^{xviii} 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). *#IBEST: International Barometer of Education Staff*.

^{xix} Appendix B, Table B.1.

^{xx} Appendix C, Table C.3.

^{xxi} Appendix B, Table B.2.

^{xxii} Appendix C, Table C.4.

^{xxiii} Appendix B, Table B.3.

^{xxiv} Appendix B, Table B.3.

^{xxv} Appendix B, Table B.3.

^{xxvi} Some scheduling system other than linear, semester or quarter.

^{xxvii} Appendix C, Table C.5.

^{xxviii} Appendix C, Tables C.6 and C.7. Bivariate relationships were tested.

^{xxix} Appendix B, Table B.4.

^{xxx} Appendix B, Table B.5.

^{xxxi} Appendix B, Table B.6.

^{xxxii} <https://www.bcnep.ca/releases/david-eby-deliver-better-learning-care-kids-schools>;

<https://www.cbc.ca/news/canada/british-columbia/b-c-political-party-promises-1.7341583>

^{xxxiii} Respondents were also asked a question about the level of student-assigned EA support present in their classroom to clarify that the subsequent question referred only to EAs assigned to support the class as a whole.

^{xxxiv} This is a subsample made up of members who teach only at the Kindergarten to Grade 3 level and who also indicated “Classroom teacher” as their first or second teaching position.

^{xxxv} Appendix B, Table B.7.

^{xxxvi} Appendix B, Table B.7.

^{xxxvii} There were 8,568 Kindergarten – Grade 3 BC public school classes in 2023–24 (email communication with the Education Analytics Office, BC Ministry of Education and Child Care, February 2025).

^{xxxviii} <https://www.bcnep.ca/releases/david-eby-deliver-better-learning-care-kids-schools>;

<https://www.cbc.ca/news/canada/british-columbia/b-c-political-party-promises-1.7341583>

^{xxxix} Appendix B, Table B.8.

^{xl} Appendix B, Table B.8.

-
- ^{xli} Appendix C, Table C.15.
- ^{xlii} Appendix C, Table C.15.
- ^{xliii} Appendix B, Table B.9; See notes under Table B.9 for the full version of the question, including WorkSafeBC definition of workplace violence.
- ^{xliv} Appendix B, Table B.10.
- ^{xlv} Appendix B, Table B.10.
- ^{xlvi} This number is calculated using the total number of provincial voting BCTF members from which the analytical sample was drawn, which was 51,694 as of the December 2024 BCTF census.
- ^{xlvii} Appendix B, Table B.11; See notes under Table B.11 for the full version of the question, including WorkSafeBC definition of workplace bullying or harassment.
- ^{xlviii} Appendix B, Table B.12.
- ^{xlix} Appendix C, Tables C.16 and C.17.
- ^l Appendix C, Table C.16.
- ^{li} Appendix C, Tables C.16 and C.17.
- ^{lii} Appendix C, Tables C.18 and C.19.
- ^{liii} Appendix C, Tables C.28 to C.33.2.
- ^{liv} Appendix C, Tables C.28 and C.29.
- ^{lv} Appendix C, Tables C.28 and C.29.
- ^{lvi} Appendix C, Tables C.30, C.30.2, C.31 and C.31.2. Ordinal relationships were found between members' evaluation of the extent of student social and emotional needs fulfillment and the likelihood of experiencing workplace violence ($\gamma=.32$; Spearman's $\rho=.15$) or bullying/harassment ($\gamma=.25$; Spearman's $\rho=.12$).
- ^{lvii} Appendix C, Tables C.32, C.32.2, C.33 and C.33.2. Participants reporting more positive evaluations of the fulfillment of the needs of students with disabilities or diverse learning needs were less likely to experience violence ($\gamma=.32$; Spearman's $\rho=.15$) or bullying/harassment ($\gamma=.19$; Spearman's $\rho=.09$).
- ^{lviii} 15.2% of the respondents to the 2023–24 BCTF Membership Survey indicated turnover intention.
See: https://www.bctf.ca/docs/default-source/for-news-and-stories/bctf-membership-survey-summary-report-2023-2024.pdf?sfvrsn=3bdb986c_2
- ^{lix} Appendix B, Table B.13.
- ^{lx} 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.
- ^{lxi} Independent bivariate analyses; Appendix C, Tables C.34 through C.44.2
- ^{lxii} Appendix C, Table C.34.
- ^{lxiii} Appendix C, Table C.35.
- ^{lxiv} Appendix C, Tables C.34 and C.35.
- ^{lxv} Appendix C, Table C.36.
- ^{lxvi} Appendix C, Tables C.37 through C.44.2
- ^{lxvii} Appendix C, Tables C.38 and C.39.

Appendix A: Methodology and Technical Notes

The 2024–25 BCTF Membership Survey was conducted online from February 10 to February 28, 2025. 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. BCTF Research also fielded and hosted the survey using the SimpleSurvey online survey platform. 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.

Unique survey links were emailed to a random sample of BCTF members.²⁰ The survey results were weighted by school district using the December 2024 census voting member counts.²¹ 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 12,000 potential respondents resulted in 4,070 completed surveys and a response rate of 33.9%. Respondents were free to skip questions, in whole or in part, with the exceptions of several required screening questions (member status, position, school district, and confirmation of employment during the current school year). Consequently, the number of completed responses varies across non-mandatory questions.

The results summarized in this report come from the final analytical sample that is made up of 4,070 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: +/- 1.5%, 19 times out of 20.

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

²⁰ For inclusion in the survey, potential participants had to have a home email address on record, active provincial voting membership status, active job status and no current position as a Federation staff member, resulting in 45,543 BCTF members in the sampling frame as of Feb. 6, 2025.

²¹ The BCTF member population as of the December 2024 census was 51,694.

Appendix B: Frequency Tables

Table B.1

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

		N	%	Valid %
Valid	Strongly disagree	671	16.5	17.0
	Somewhat disagree	1335	32.8	33.7
	Neither disagree nor agree	363	8.9	9.2
	Somewhat agree	1078	26.5	27.2
	Strongly agree	510	12.5	12.9
	Total	3956	97.2	100.0
Missing	Prefer not to answer/Not applicable	66	1.6	
	System	48	1.2	
	Total	114	2.8	
Total		4070	100.0	

Table B.2

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

		N	%	Valid %
Valid	A lot more than before	862	21.2	22.5
	A little more than before	1196	29.4	31.2
	About the same as before	1284	31.5	33.5
	A little less than before	343	8.4	8.9
	A lot less than before	152	3.7	4.0
	Total	3837	94.3	100.0
Missing	Not sure/Not applicable	188	4.6	
	System	45	1.1	
	Total	233	5.7	
Total		4070	100.0	

Table B.3

Which of the following school calendar systems best describes the approach to scheduling where you work?

		<i>N</i>	%	Valid %
Valid	Linear schedule... ^A	187	14.8	15.0
	Semester schedule... ^B	910	72.2	72.9
	Quarter or Copernican schedule... ^C	3	.3	.3
	Other school calendar systems (please specify)	63	5.0	5.0
	More than one school calendar system (please specify)	85	6.8	6.9
	Total	1248	99.0	100.0
Missing	Not sure/Not applicable	9	.7	
	System	3	.3	
	Total	12	1.0	
Total		1260	100.0	

Notes. Subsample of members who teach only at Grade 8 to Adult/Continuing Education levels. Respondents who indicated they taught Grade 8 or 9 were asked a follow-up question to confirm that those grades were taught at the secondary level before they were included in the subsample.

^A Full version of response category: "Linear schedule – Students take up to eight courses concurrently throughout the school year."

^B Full version of response category: "Semester schedule – The school year is divided into two semester terms and students enroll in up to four courses each term."

^C Full version of response category: "Quarter or Copernican schedule – The school year is divided into four quarter terms and students enroll in up to two courses each term."

Table B.4

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

		<i>N</i>	%	Valid %
Valid	Not at all	104	2.5	2.8
	Slightly	672	16.5	18.2
	Moderately	1952	48.0	52.8
	Very much	901	22.1	24.4
	Completely	66	1.6	1.8
	Total	3694	90.8	100.0
Missing	Not sure/Not applicable	282	6.9	
	System	95	2.3	
	Total	376	9.2	
Total		4070	100.0	

Table B.5

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

		<i>N</i>	%	Valid %
Valid	Not at all	126	3.1	3.4
	Slightly	838	20.6	22.4
	Moderately	1830	45.0	48.9
	Very much	890	21.9	23.8
	Completely	61	1.5	1.6
	Total	3745	92.0	100.0
Missing	Not sure/Not applicable	225	5.5	
	System	100	2.5	
	Total	325	8.0	
Total		4070	100.0	

Table B.6

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>	%	Valid %
Valid	Not at all	363	8.9	9.8
	Slightly	1512	37.2	40.7
	Moderately	1300	31.9	35.0
	Very much	475	11.7	12.8
	Completely	66	1.6	1.8
	Total	3716	91.3	100.0
Missing	Not sure/Not applicable	249	6.1	
	System	105	2.6	
	Total	354	8.7	
Total		4070	100.0	

Table B.7

In your role as an elementary classroom teacher, are there one or more educational assistants (EAs) who are assigned to support your entire class?

		<i>N</i>	%	Valid %
Valid	Yes, full-time	56	7.5	7.7
	Yes, part-time	79	10.5	10.8
	No	599	79.7	81.6
	Total	734	97.7	100.0
Missing	Prefer not to answer/Not applicable	3	.4	
	System	15	1.9	
	Total	18	2.3	
Total		752^A	100.0	

Notes. ^A Subsample of members who teach only at the Kindergarten to Grade 3 level and who also indicated "Classroom teacher" as either their first or second teaching position.

Table B.8

Please indicate the level of mental health counsellor support assigned to your school.

		<i>N</i>	%	Valid %
Valid	Full-time support	775	19.0	23.2
	Part-time support	1891	46.5	56.5
	There is no mental health counsellor assigned to my school	680	16.7	20.3
	Total	3346	82.2	100.0
Missing	Prefer not to answer/Not applicable	612	15.0	
	System	112	2.7	
	Total	724	17.8	
Total		4070	100.0	

Table B.9

...According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?^A

		N	%	Valid %
Valid	Yes	609	15.0	15.9
	No	3223	79.2	84.1
	Total	3831	94.1	100.0
Missing	Prefer not to answer/Not applicable	78	1.9	
	System	161	4.0	
	Total	239	5.9	
Total		4070	100.0	

Notes. ^A Full question: "In line with WorkSafeBC, workplace violence can be described as the attempted or actual exercise of *physical force causing injury* to a worker, including any threatening statement or behaviour giving a worker reason to believe that they are at *risk of physical injury*. According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?"

Table B.10

During the 2024-2025 school year, how often have you personally experienced workplace violence?

		N	%	Valid %
Valid	Once	127	3.1	20.8
	Occasionally	323	7.9	53.1
	Often	113	2.8	18.6
	Daily or almost daily	27	.7	4.5
	Prefer not to answer	18	.4	2.9
	Total	609	15.0	100.0
Missing	System	3461	85.0	
Total		4070	100.0	

Table B.11

...According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?^A

		N	%	Valid %
Valid	Yes	601	14.8	15.9
	No	3183	78.2	84.1
	Total	3784	93.0	100.0
Missing	Prefer not to answer/Not applicable	116	2.8	
	System	171	4.2	
	Total	286	7.0	
Total		4070	100.0	

Notes. ^A Full question: "In line with WorkSafeBC, workplace bullying and harassment can be described as any inappropriate conduct or comment towards a worker that could be reasonably expected to cause that worker to be humiliated or intimidated. According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?"

Table B.12

During the 2024-2025 school year, how often have you personally experienced workplace bullying or harassment?

		N	%	Valid %
Valid	Once	154	3.8	25.6
	Occasionally	316	7.8	52.5
	Often	81	2.0	13.5
	Daily or almost daily	29	.7	4.8
	Prefer not to answer	21	.5	3.6
	Total	601	14.8	100.0
Missing	System	3469	85.2	
Total		4070	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?

		N	%	Valid %
Valid	Very unlikely	249	6.1	6.2
	Somewhat unlikely	317	7.8	7.9
	Not sure	159	3.9	4.0
	Somewhat likely	802	19.7	20.1
	Very likely	2457	60.4	61.7
	Total	3983	97.9	100.0
Missing	System	87	2.1	
Total		4070	100.0	

Appendix C: Bivariate Tables

Table C.1

How would you describe your current physical health?

		2022-2023 BCTF Survey		2023-2024 BCTF Survey		2024-2025 BCTF Survey	
		N	%	N	%	N	%
Valid	Very poor	79 _a	2.6	28 _b	.5	22 _b	.5
	Poor	447 _a	14.6	361 _b	6.9	271 _b	6.7
	Fair	1146 _a	37.4	1559 _b	29.9	1146 _b	28.2
	Good	1099 _a	35.8	2283 _b	43.8	1728 _b	42.5
	Very good	287 _a	9.4	968 _b	18.6	850 _c	20.9
	Total	3059	99.7	5199	99.8	4018	98.7
Missing		9 _a	.3	11 _a	.2	52 _b	1.3
Total		3068	100.0	5209	100.0	4070	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 (with Bonferroni adjustment). Missing figures include both system-missing values and non-valid responses.

Table C.2

How would you describe your current mental health?

		2022-2023 BCTF Survey		2023-2024 BCTF Survey		2024-2025 BCTF Survey	
		N	%	N	%	N	%
Valid	Very poor	176 _a	5.7	106 _b	2.0	69 _b	1.7
	Poor	571 _a	18.6	662 _b	12.7	510 _b	12.5
	Fair	1174 _a	38.3	1931 _a	37.1	1362 _b	33.5
	Good	932 _a	30.4	1963 _b	37.7	1577 _b	38.8
	Very good	208 _a	6.8	536 _b	10.3	493 _c	12.1
	Total	3061	99.8	5197	99.8	4013	98.6
Missing		7 _a	.2	12 _a	.2	57 _b	1.4
Total		3068	100.0	5209	100.0	4070	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 (with Bonferroni adjustment). Missing figures include both system-missing values and non-valid responses.

Table C.3

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

		2023-2024 BCTF Survey		2024-2025 BCTF Survey	
		<i>N</i>	%	<i>N</i>	%
Valid	Strongly disagree	978 _a	18.8	671 _b	16.5
	Somewhat disagree	1907 _a	36.6	1335 _b	32.8
	Neither disagree nor agree	387 _a	7.4	363 _b	8.9
	Somewhat agree	1434 _a	27.5	1078 _a	26.5
	Strongly agree	454 _a	8.7	510 _b	12.5
	Total	5160	99.1	3956	97.2
Missing		49 _a	.9	114 _b	2.8
Total		5209	100.0	4070	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. Grouping agreement and disagreement categories also show significant cross-year differences at .05 level. Missing figures include both system-missing values and non-valid responses.

Table C.4

			<i>How do you currently feel about your job?</i>					Total
			Very happy	Somewhat happy	Neither happy nor unhappy	Somewhat unhappy	Very unhappy	
<i>To what extent do you agree or disagree with the following statement? My overall workload is manageable.</i>	Strongly disagree	Count	19	190	69	245	140	663
		%	2.9	28.7	10.4	37.0	21.1	100.0
	Somewhat disagree	Count	98	588	216	376	51	1329
		%	7.4	44.2	16.3	28.3	3.8	100.0
	Neither disagree nor agree	Count	32	175	86	55	14	362
		%	8.8	48.3	23.8	15.2	3.9	100.0
	Somewhat agree	Count	231	604	88	121	25	1069
		%	21.6	56.5	8.2	11.3	2.3	100.0
	Strongly agree	Count	223	199	33	37	17	509
		%	43.8	39.1	6.5	7.3	3.3	100.0
Total		Count	603	1756	492	834	247	3932
		%	15.3	44.7	12.5	21.2	6.3	100.0

Table C.4.2*Measures of Association and Significance*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.495	.016	-29.340	<.001
	Spearman Correlation	-.431	.014	-29.969	<.001 ^c
N of Valid Cases		3932			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.5

Which of the following school calendar systems best describes the approach to scheduling where you work?									
			Linear schedule ... ^A	Semester schedule ... ^B	Quarter or Copernican schedule... ^C	Other school calendar system (please specify)	More than one school calendar system (please specify)	Not sure/Not applicable	Total
Which Grades do you currently teach? (Select all that apply)	Grade 8	Count	123	398	1	25	48	7	602
		%	20.5	66.1	0.2	4.2	7.9	1.1	
	Grade 9	Count	133	636	1	30	64	8	872
		%	15.2	73.0	0.1	3.5	7.3	0.9	
	Grade 10	Count	144	763	1	44	69	8	1030
		%	14.0	74.1	0.1	4.3	6.7	0.8	
	Grade 11	Count	151	774	2	49	70	9	1054
		%	14.3	73.4	0.2	4.6	6.6	0.9	
	Grade 12	Count	149	738	2	49	66	9	1013
		%	14.7	72.8	0.2	4.8	6.5	0.9	
	Adult Education	Count	11	16	1	17	3	0	49
		%	22.5	33.7	2.5	34.5	6.9	0.0	
Total		Count	711	3325	9	214	320	41	4619 ^D

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

^A Full version of response category: "Linear schedule – Students take up to eight courses concurrently throughout the school year."

^B Full version of response category: "Semester schedule – The school year is divided into two semester terms and students enroll in up to four courses each term."

^C Full version of response category: "Quarter or Copernican schedule – The school year is divided into four quarter terms and students enroll in up to two courses each term."

^D Subsample of responses from members who teach only at Grade 8 to Adult/Continuing Education levels. Respondents who indicated they taught Grade 8 or 9 were asked a follow-up question to confirm that those grades were taught at the secondary level before they were included in the subsample.

Table C.6

<i>To what extent do you agree or disagree with the following statement? My overall workload is manageable.</i>								
			Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree	Total
<i>Which of the following school calendar systems best describes the approach to scheduling where you work?</i>	Linear schedule... ^A	Count	28 _a	53 _a	20 _a	53 _a	30 _a	184
		%	15.2	28.8	10.9	28.8	16.3	100.0%
	Semester schedule... ^B	Count	140 _a	281 _a	88 _a	274 _a	109 _a	892
		%	15.7	31.5	9.9	30.7	12.2	100.0%
	Quarter or Copernican schedule... ^C	Count	1 _a	2 _a	0 _a	0 _a	0 _a	3
		%	33.3	66.7	0.0	0.0	0.0	100.0%
	Other school calendar systems (please specify)	Count	8 _a	24 _a	11 _a	12 _a	8 _a	63
		%	12.7	38.1	17.5	19.0	12.7	100.0%
	More than one school calendar system (please specify)	Count	11 _a	29 _a	6 _a	30 _a	9 _a	85
		%	12.9	34.1	7.1	35.3	10.6	100.0%
	Not sure/Not applicable	Count	1 _a	2 _a	1 _a	3 _a	1 _a	8
		%	12.5	25.0	12.5	37.5	12.5	100.0%
Total		Count	189	391	126	372	157	1235^D
		%	15.3	31.7	10.2	30.1	12.7	100.0%

Notes. a, b, c Each subscript letter denotes a subset of calendar system variable categories whose proportions do not differ significantly from each other at the .05 level (with Bonferroni adjustment).

^A Full version of response category: "Linear schedule – Students take up to eight courses concurrently throughout the school year."

^B Full version of response category: "Semester schedule – The school year is divided into two semester terms and students enroll in up to four courses each term."

^C Full version of response category: "Quarter or Copernican schedule – The school year is divided into four quarter terms and students enroll in up to two courses each term."

^D Subsample of members who teach only at Grade 8 to Adult/Continuing Education levels. Respondents who indicated they taught Grade 8 or 9 were asked a follow-up question to confirm that those grades were taught at the secondary level before they were included in the subsample.

Table C.7

			Compared to this time last year, how would you describe your overall workload?					
			A lot more than before	A little more than before	About the same as before	A little less than before	A lot less than before	Total
Which of the following school calendar systems best describes the approach to scheduling where you work?	Linear schedule... ^A	Count	38 _a	56 _a	56 _a	25 _a	2 _a	177
		%	21.5	31.6	31.6	14.1	1.1	100.0
	Semester schedule... ^B	Count	167 _a	284 _a	316 _a	67 _a	31 _a	865
		%	19.3	32.8	36.5	7.7	3.6	100.0
	Quarter or Copernican schedule... ^C	Count	2 _a	1 _a	0 _a	0 _a	0 _a	3
		%	66.7	33.3	0.0	0.0	0.0	100.0
	Other school calendar systems (please specify)	Count	10 _a	17 _a	28 _a	4 _a	2 _a	61
		%	16.4	27.9	45.9	6.6	3.3	100.0
More than one school calendar system (please specify)	Count	25 _a	23 _a	22 _a	11 _a	2 _a	83	
	%	30.1	27.7	26.5	13.3	2.4	100.0	
Not sure/Not applicable	Count	2 _a	2 _a	2 _a	2 _a	0 _a	8	
	%	25.0	25.0	25.0	25.0	0.0	100.0	
Total		Count	244	383	424	109	37	1197 ^D
		%	20.4	32.0	35.4	9.1%	3.1	100.0

Notes. a, b, c Each subscript letter denotes a subset of calendar system variable categories whose proportions do not differ significantly from each other at the .05 level (with Bonferroni adjustment).

^A Full version of response category: "Linear schedule – Students take up to eight courses concurrently throughout the school year."

^B Full version of response category: "Semester schedule – The school year is divided into two semester terms and students enroll in up to four courses each term."

^C Full version of response category: "Quarter or Copernican schedule – The school year is divided into four quarter terms and students enroll in up to two courses each term."

^D Subsample of members who teach only at Grade 8 to Adult/Continuing Education levels. Respondents who indicated they taught Grade 8 or 9 were asked a follow-up question to confirm that those grades were taught at the secondary level before they were included in the subsample.

Table C.8

			To what extent do you feel that your students' academic needs are being met during this school year?					
			Not at all	Slightly	Moderately	Very much	Completely	Total
Please indicate the level of mental health counsellor support assigned to your school.	Full-time support	Count	13	126	379	201	22	741
		%	1.8%	17.0%	51.1%	27.1%	3.0%	100.0%
	Part-time support	Count	53	342	989	427	20	1831
		%	2.9%	18.7%	54.0%	23.3%	1.1%	100.0%
	There is no mental health counsellor assigned to my school	Count	23	129	330	159	12	653
		%	3.5%	19.8%	50.5%	24.3%	1.8%	100.0%
Total	Count	89	597	1698	787	54	3225	
	%	2.8%	18.5%	52.7%	24.4%	1.7%	100.0%	

Table C.8.2*Measures of Association and Significance*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.067	.026	-2.510	.012
	Spearman Correlation	-.045	.018	-2.562	.010 ^c
N of Valid Cases		3225			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.9

			To what extent do you feel that your students' social and emotional needs are being met during this school year?					
			Not at all	Slightly	Moderately	Very much	Completely	Total
Please indicate the level of mental health counsellor support assigned to your school.	Full-time support	Count	18	160	354	204	16	752
		%	2.4%	21.3%	47.1%	27.1%	2.1%	100.0%
	Part-time support	Count	55	443	899	432	26	1855
		%	3.0%	23.9%	48.5%	23.3%	1.4%	100.0%
	There is no mental health counsellor assigned to my school	Count	40	159	325	128	4	656
		%	6.1%	24.2%	49.5%	19.5%	0.6%	100.0%
Total		Count	113	762	1578	764	46	3263
		%	3.5%	23.4%	48.4%	23.4%	1.4%	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	-.112	.025	-4.426	<.001
	Spearman Correlation	-.078	.017	-4.440	<.001 ^c
N of Valid Cases		3263			

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>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>					
			Not at all	Slightly	Moderately	Very much	Completely	Total
<i>Please indicate the level of mental health counsellor support assigned to your school.</i>	Full-time support	Count	37	260	287	133	26	743
		%	5.0%	35.0%	38.6%	17.9%	3.5%	100.0%
	Part-time support	Count	207	819	616	177	21	1840
		%	11.3%	44.5%	33.5%	9.6%	1.1%	100.0%
	There is no mental health counsellor assigned to my school	Count	83	281	206	76	11	657
		%	12.6%	42.8%	31.4%	11.6%	1.7%	100.0%
Total	Count	327	1360	1109	386	58	3240	
	%	10.1%	42.0%	34.2%	11.9%	1.8%	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	-.175	.025	-7.055	<.001
	Spearman Correlation	-.125	.018	-7.188	<.001 ^c
N of Valid Cases		3240			

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

To what extent do you agree or disagree with the following statement? My overall workload is manageable.								
			Strongly disagree	Somewhat disagree	Neither disagree nor agree	Somewhat agree	Strongly agree	Total
Please indicate the level of mental health counsellor support assigned to your school.	Full-time support	Count	117	244	66	236	104	767
		%	15.3%	31.8%	8.6%	30.8%	13.6%	100.0%
	Part-time support	Count	362	721	146	480	172	1881
		%	19.2%	38.3%	7.8%	25.5%	9.1%	100.0%
	There is no mental health counsellor assigned to my school	Count	142	249	62	172	48	673
		%	21.1%	37.0%	9.2%	25.6%	7.1%	100.0%
Total		Count	621	1214	274	888	324	3321
		%	18.7%	36.6%	8.3%	26.7%	9.8%	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	-.117	.023	-5.119	<.001
	Spearman Correlation	-.089	.017	-5.151	<.001 ^c
N of Valid Cases		3321			

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

			Compared to this time last year, how would you describe your overall workload?					
			A lot more than before	A little more than before	About the same as before	A little less than before	A lot less than before	Total
Please indicate the level of mental health counsellor support assigned to your school.	Full-time support	Count	149	229	267	81	22	748
		%	19.9%	30.6%	35.7%	10.8%	2.9%	100.0%
	Part-time support	Count	445	597	585	153	57	1837
		%	24.2%	32.5%	31.8%	8.3%	3.1%	100.0%
	There is no mental health counsellor assigned to my school	Count	189	219	201	36	18	663
		%	28.5%	33.0%	30.3%	5.4%	2.7%	100.0%
Total	Count	783	1045	1053	270	97	3248	
	%	24.1%	32.2%	32.4%	8.3%	3.0%	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	-.114	.023	-4.885	<.001
	Spearman Correlation	-.085	.017	-4.859	<.001 ^c
N of Valid Cases		3248			

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

			How would you describe your current mental health?					
			Very poor	Poor	Fair	Good	Very good	Total
Please indicate the level of mental health counsellor support assigned to your school.	Full-time support	Count	11	71	268	319	101	770
		%	1.4%	9.2%	34.8%	41.4%	13.1%	100.0%
	Part-time support	Count	33	273	692	698	192	1888
		%	1.7%	14.5%	36.7%	37.0%	10.2%	100.0%
	There is no mental health counsellor assigned to my school	Count	15	106	224	262	68	675
		%	2.2%	15.7%	33.2%	38.8%	10.1%	100.0%
Total	Count	59	450	1184	1279	361	3333	
	%	1.8%	13.5%	35.5%	38.4%	10.8%	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	-.082	.024	-3.439	<.001
	Spearman Correlation	-.059	.017	-3.427	<.001 ^c
N of Valid Cases		3333			

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 do you currently feel about your job?</i>					
					Neither happy nor unhappy	Somewhat unhappy	Very unhappy	Total
<i>Please indicate the level of mental health counsellor support assigned to your school.</i>	Full-time support	Count	142	354	91	147	39	773
		%	18.4%	45.8%	11.8%	19.0%	5.0%	100.0%
	Part-time support	Count	250	872	220	414	130	1886
		%	13.3%	46.2%	11.7%	22.0%	6.9%	100.0%
	There is no mental health counsellor assigned to my school	Count	81	257	95	188	52	673
		%	12.0%	38.2%	14.1%	27.9%	7.7%	100.0%
Total		Count	473	1483	406	749	221	3332
		%	14.2%	44.5%	12.2%	22.5%	6.6%	100.0%

Table C.14.2*Measures of Association and Significance*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by	Gamma	.133	.023	5.672	<.001
Ordinal	Spearman Correlation	.099	.017	5.723	<.001 ^c
N of Valid Cases		3332			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.15

			How likely is it that you will still be teaching in the BC public education system in two years time?					
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
Please indicate the level of mental health counsellor support assigned to your school.	Full-time support	Count	40	41	21	143	531	776
		%	5.2%	5.3%	2.7%	18.4%	68.4%	100.0%
	Part-time support	Count	110	155	62	368	1196	1891
		%	5.8%	8.2%	3.3%	19.5%	63.2%	100.0%
	There is no mental health counsellor assigned to my school	Count	55	72	30	142	381	680
		%	8.1%	10.6%	4.4%	20.9%	56.0%	100.0%
Total	Count	205	268	113	653	2108	3347	
	%	6.1%	8.0%	3.4%	19.5%	63.0%	100.0%	

Table C.15.2*Measures of Association and Significance*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.143	.027	-5.268	<.001
	Spearman Correlation	-.091	.017	-5.286	<.001 ^c
N of Valid Cases		3347			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.16

Grade Level by Experience of Workplace Violence

			...According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year? ^A			Total
			Yes	No	Prefer not to answer/Not applicable	
<i>Which grades do you currently teach? (Select all that apply)</i>	Kindergarten	Count	229	709	17	954
		%	24.0%	74.3%	1.7%	
	Grade 1	Count	235	815	22	1072
		%	22.0%	76.0%	2.0%	
	Grade 2	Count	223	855	23	1101
		%	20.3%	77.6%	2.1%	
	Grade 3	Count	192	858	19	1069
		%	18.0%	80.2%	1.8%	
	Grade 4	Count	189	850	17	1056
		%	17.9%	80.5%	1.6%	
	Grade 5	Count	185	842	19	1047
		%	17.7%	80.5%	1.8%	
	Grade 6	Count	142	805	15	962
		%	14.8%	83.7%	1.5%	
	Grade 7	Count	122	753	9	884
		%	13.8%	85.2%	1.0%	
	Grade 8	Count	120	894	16	1031
		%	11.6%	86.8%	1.6%	
	Grade 9	Count	120	1002	20	1142
		%	10.5%	87.7%	1.8%	
	Grade 10	Count	122	1101	23	1245
		%	9.8%	88.4%	1.8%	
	Grade 11	Count	119	1122	24	1265
		%	9.4%	88.7%	1.9%	
	Grade 12	Count	116	1085	24	1225
		%	9.4%	88.6%	2.0%	
	Adult Education	Count	7	56	0	63
		%	11.0%	89.0%	0.0%	
	Not applicable	Count	30	166	11	206
		%	14.3%	80.2%	5.5%	
Total		Count	2151	11912	260	14323

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

^A Full question: “In line with WorkSafeBC, workplace violence can be described as the attempted or actual exercise of physical force causing injury to a worker, including any threatening statement or behaviour giving a worker reason to believe that they are at risk of physical injury. According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?”

Table C.17*Grade Level by Experience of Bullying or Harassment*

			...According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year? ^A			
			Yes	No	Prefer not to answer/Not applicable	Total
<i>Which grades do you currently teach? (Select all that apply)</i>	Kindergarten	Count	142	783	25	950
		%	14.9%	82.4%	2.7%	
	Grade 1	Count	141	897	31	1068
		%	13.2%	83.9%	2.9%	
	Grade 2	Count	150	915	33	1097
		%	13.7%	83.4%	3.0%	
	Grade 3	Count	148	883	34	1065
		%	13.9%	82.9%	3.2%	
	Grade 4	Count	164	861	28	1053
		%	15.6%	81.8%	2.6%	
	Grade 5	Count	159	856	29	1044
		%	15.2%	81.9%	2.8%	
	Grade 6	Count	148	789	24	961
		%	15.4%	82.1%	2.5%	
	Grade 7	Count	137	724	22	883
		%	15.6%	82.0%	2.5%	
	Grade 8	Count	186	812	32	1030
		%	18.0%	78.9%	3.1%	
	Grade 9	Count	212	887	40	1140
		%	18.6%	77.8%	3.5%	
	Grade 10	Count	222	977	43	1243
		%	17.9%	78.7%	3.5%	
	Grade 11	Count	239	980	44	1263
		%	18.9%	77.6%	3.5%	
	Grade 12	Count	230	953	41	1223
		%	18.8%	77.9%	3.4%	
	Adult Education	Count	17	46	0	63
		%	27.0%	73.0%	0.0%	
	Not applicable	Count	32	166	8	206
		%	15.5%	80.8%	3.7%	
Total		Count	2327	11529	434	14290

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

^A Full question: "In line with WorkSafeBC, workplace bullying and harassment can be described as any inappropriate conduct or comment towards a worker that could be reasonably expected to cause that worker to be humiliated or intimidated. According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?"

Table C.18

			...According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year? ^A		
			Yes	No	Total
...Do you identify as a person with a disability according to the above definition? ^B	Yes	Count	93	343	436
		%	21.3%	78.7%	100.0%
	No	Count	493	2764	3257
		%	15.1%	84.9%	100.0%
Total		Count	586	3107	3693
		%	15.9%	84.1%	100.0%

Notes. ^A Full question: “In line with WorkSafeBC, workplace violence can be described as the attempted or actual exercise of physical force causing injury to a worker, including any threatening statement or behaviour giving a worker reason to believe that they are at risk of physical injury. According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?”

^B 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 C.18.2

Measures of Association and Significance

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.206	.061	2.986	.003
	Spearman Correlation	.055	.018	3.328	<.001 ^c
N of Valid Cases		3693			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.19

			...According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year? ^A		
			Yes	No	Total
...Do you identify as a person with a disability according to the above definition? ^B	Yes	Count	123	312	435
		%	28.3%	71.7%	100.0%
	No	Count	439	2778	3217
		%	13.6%	86.4%	100.0%
Total		Count	562	3090	3652
		%	15.4%	84.6%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace bullying and harassment can be described as any inappropriate conduct or comment towards a worker that could be reasonably expected to cause that worker to be humiliated or intimidated. According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?"

^B 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 C.19.2

Measures of Association and Significance

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.428	.048	6.323	<.001
	Spearman Correlation	.131	.020	8.003	<.001 ^c
N of Valid Cases		3652			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.20

			How would you describe your current physical health?						
			Very poor	Poor	Fair	Good	Very good	Total	
...According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year? ^A	Yes	Count	7	66	194	238	102	607	
		%	1.2%	10.9%	32.0%	39.2%	16.8%	100.0%	
	No	Count	13	191	887	1416	704	3211	
		%	0.4%	5.9%	27.6%	44.1%	21.9%	100.0%	
	Total		Count	20	257	1081	1654	806	3818
			%	0.5%	6.7%	28.3%	43.3%	21.1%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace violence can be described as the attempted or actual exercise of physical force causing injury to a worker, including any threatening statement or behaviour giving a worker reason to believe that they are at risk of physical injury. According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?"

Table C.20.2*Measures of Association and Significance*

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.180	.035	5.054	<.001
Spearman Correlation	.084	.017	5.218	<.001 ^c
N of Valid Cases	3818			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.21

			How would you describe your current physical health?					
			Very poor	Poor	Fair	Good	Very good	Total
...According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year? ^A	Yes	Count	8	67	206	222	96	599
		%	1.3%	11.2%	34.4%	37.1%	16.0%	100.0%
	No	Count	11	184	859	1406	709	3169
		%	0.3%	5.8%	27.1%	44.4%	22.4%	100.0%
Total		Count	19	251	1065	1628	805	3768
		%	0.5%	6.7%	28.3%	43.2%	21.4%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace bullying and harassment can be described as any inappropriate conduct or comment towards a worker that could be reasonably expected to cause that worker to be humiliated or intimidated. According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?"

Table C.21.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.231	.034	6.440	<.001
Spearman Correlation	.109	.017	6.705	<.001 ^c
N of Valid Cases	3768			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.22

			How would you describe your current mental health?					
			Very poor	Poor	Fair	Good	Very good	Total
...According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year? ^A	Yes	Count	26	133	219	189	37	604
		%	4.3%	22.0%	36.3%	31.3%	6.1%	100.0%
	No	Count	36	344	1083	1318	427	3208
		%	1.1%	10.7%	33.8%	41.1%	13.3%	100.0%
Total		Count	62	477	1302	1507	464	3812
		%	1.6%	12.5%	34.2%	39.5%	12.2%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace violence can be described as the attempted or actual exercise of physical force causing injury to a worker, including any threatening statement or behaviour giving a worker reason to believe that they are at risk of physical injury. According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?"

Table C.22.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.327	.032	9.372	<.001
Spearman Correlation	.157	.016	9.793	<.001 ^c
N of Valid Cases	3812			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.23

			How would you describe your current mental health?						
			Very poor	Poor	Fair	Good	Very good	Total	
...According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year? ^A	Yes	Count	25	146	215	168	43	597	
		%	4.2%	24.5%	36.0%	28.1%	7.2%	100.0%	
	No	Count	36	327	1060	1324	424	3171	
		%	1.1%	10.3%	33.4%	41.8%	13.4%	100.0%	
	Total		Count	61	473	1275	1492	467	3768
			%	1.6%	12.6%	33.8%	39.6%	12.4%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace bullying and harassment can be described as any inappropriate conduct or comment towards a worker that could be reasonably expected to cause that worker to be humiliated or intimidated. According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?"

Table C.23.2*Measures of Association and Significance*

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.360	.032	10.179	<.001
Spearman Correlation	.175	.017	10.891	<.001 ^c
N of Valid Cases	3768			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.24

		How do you currently feel about your job?							
			Very happy	Somewhat happy	Neither happy nor unhappy	Somewhat unhappy	Very unhappy	Total	
...According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year? ^A	Yes	Count	40	209	92	182	83	606	
		%	6.6%	34.5%	15.2%	30.0%	13.7%	100.0%	
	No	Count	553	1489	390	626	146	3204	
		%	17.3%	46.5%	12.2%	19.5%	4.6%	100.0%	
	Total		Count	593	1698	482	808	229	3810
			%	15.6%	44.6%	12.7%	21.2%	6.0%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace violence can be described as the attempted or actual exercise of physical force causing injury to a worker, including any threatening statement or behaviour giving a worker reason to believe that they are at risk of physical injury. According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?"

Table C.24.2*Measures of Association and Significance*

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	-.383	.029	-11.486	<.001
Spearman Correlation	-.191	.016	-11.991	<.001 ^c
N of Valid Cases	3810			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.25

			How do you currently feel about your job?					
			Very happy	Somewhat happy	Neither happy nor unhappy	Somewhat unhappy	Very unhappy	Total
...According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year? ^A	Yes	Count	46	196	90	174	92	598
		%	7.7%	32.8%	15.1%	29.1%	15.4%	100.0%
	No	Count	546	1487	379	617	135	3164
		%	17.3%	47.0%	12.0%	19.5%	4.3%	100.0%
Total		Count	592	1683	469	791	227	3762
		%	15.7%	44.7%	12.5%	21.0%	6.0%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace bullying and harassment can be described as any inappropriate conduct or comment towards a worker that could be reasonably expected to cause that worker to be humiliated or intimidated. According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?"

Table C.25.2

Measures of Association and Significance

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.390	.030	-11.503	<.001
	Spearman Correlation	-.196	.016	-12.280	<.001 ^c
N of Valid Cases		3762			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.26

			<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>...According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?^A</i>	Yes	Count	41	56	23	145	343	608	
		%	6.7%	9.2%	3.8%	23.8%	56.4%	100.0%	
	No	Count	191	249	116	634	2032	3222	
		%	5.9%	7.7%	3.6%	19.7%	63.1%	100.0%	
	Total		Count	232	305	139	779	2375	3830
			%	6.1%	8.0%	3.6%	20.3%	62.0%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace violence can be described as the attempted or actual exercise of physical force causing injury to a worker, including any threatening statement or behaviour giving a worker reason to believe that they are at risk of physical injury. According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?"

Table C.26.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.110	.037	2.856	.004
Spearman Correlation	.047	.016	2.917	.004 ^c
N of Valid Cases	3830			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.27

			<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	
...According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year? ^A	Yes	Count	41	70	25	146	319	601	
		%	6.8%	11.6%	4.2%	24.3%	53.1%	100.0%	
	No	Count	188	226	113	622	2033	3182	
		%	5.9%	7.1%	3.6%	19.5%	63.9%	100.0%	
	Total		Count	229	296	138	768	2352	3783
			%	6.1%	7.8%	3.6%	20.3%	62.2%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace bullying and harassment can be described as any inappropriate conduct or comment towards a worker that could be reasonably expected to cause that worker to be humiliated or intimidated. According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?"

Table C.27.2*Measures of Association and Significance*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.186	.036	4.799	<.001
	Spearman Correlation	.081	.017	5.015	<.001 ^c
N of Valid Cases		3783			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.28

			...According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year? ^A		
			Yes	No	Total
<i>To what extent do you feel that your students' academic needs are being met during this school year?</i>	Not at all	Count	33	66	99
		%	33.3%	66.7%	100.0%
	Slightly	Count	172	473	645
		%	26.7%	73.3%	100.0%
	Moderately	Count	291	1583	1874
		%	15.5%	84.5%	100.0%
	Very much	Count	86	791	877
		%	9.8%	90.2%	100.0%
	Completely	Count	4	61	65
		%	6.2%	93.8%	100.0%
Total		Count	586	2974	3560
		%	16.5%	83.5%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace violence can be described as the attempted or actual exercise of physical force causing injury to a worker, including any threatening statement or behaviour giving a worker reason to believe that they are at risk of physical injury. According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?"

Table C.28.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.359	.034	9.566	<.001
Spearman Correlation	.164	.017	9.902	<.001 ^c
N of Valid Cases	3560			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.29

			...According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year? ^A		
			Yes	No	Total
To what extent do you feel that your students' academic needs are being met during this school year?	Not at all	Count	35	61	96
		%	36.5%	63.5%	100.0%
	Slightly	Count	157	481	638
		%	24.6%	75.4%	100.0%
	Moderately	Count	271	1587	1858
		%	14.6%	85.4%	100.0%
	Very much	Count	114	749	863
		%	13.2%	86.8%	100.0%
	Completely	Count	5	61	66
		%	7.6%	92.4%	100.0%
Total	Count	582	2939	3521	
	%	16.5%	83.5%	100.0%	

Notes. ^A Full question: "In line with WorkSafeBC, workplace bullying and harassment can be described as any inappropriate conduct or comment towards a worker that could be reasonably expected to cause that worker to be humiliated or intimidated. According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?"

Table C.29.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.260	.037	6.716	<.001
Spearman Correlation	.120	.017	7.143	<.001 ^c
N of Valid Cases	3521			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.30

			...According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year? ^A		
			Yes	No	Total
<i>To what extent do you feel that your students' social and emotional needs are being met during this school year?</i>	Not at all	Count	47	74	121
		%	38.8%	61.2%	100.0%
	Slightly	Count	188	618	806
		%	23.3%	76.7%	100.0%
	Moderately	Count	266	1501	1767
		%	15.1%	84.9%	100.0%
	Very much	Count	90	773	863
		%	10.4%	89.6%	100.0%
	Completely	Count	5	51	56
		%	8.9%	91.1%	100.0%
Total	Count	596	3017	3613	
	%	16.5%	83.5%	100.0%	

Notes. ^A Full question: "In line with WorkSafeBC, workplace violence can be described as the attempted or actual exercise of physical force causing injury to a worker, including any threatening statement or behaviour giving a worker reason to believe that they are at risk of physical injury. According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?"

Table C.30.2

Measures of Association and Significance

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.322	.034	8.755	<.001
Spearman Correlation	.150	.017	9.124	<.001 ^c
N of Valid Cases	3613			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.31

			...According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year? ^A		
			Yes	No	Total
<i>To what extent do you feel that your students' social and emotional needs are being met during this school year?</i>	Not at all	Count	45	75	120
		%	37.5%	62.5%	100.0%
	Slightly	Count	178	615	793
		%	22.4%	77.6%	100.0%
	Moderately	Count	245	1502	1747
		%	14.0%	86.0%	100.0%
	Very much	Count	111	745	856
		%	13.0%	87.0%	100.0%
	Completely	Count	7	48	55
		%	12.7%	87.3%	100.0%
Total		Count	586	2985	3571
		%	16.4%	83.6%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace bullying and harassment can be described as any inappropriate conduct or comment towards a worker that could be reasonably expected to cause that worker to be humiliated or intimidated. According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?"

Table C.31.2

Measures of Association and Significance

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.247	.036	6.530	<.001
	Spearman Correlation	.116	.017	6.972	<.001 ^c
N of Valid Cases		3571			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.32

			...According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year? ^A		
			Yes	No	Total
<i>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>	Not at all	Count	108	240	348
		%	31.0%	69.0%	100.0%
	Slightly	Count	281	1185	1466
		%	19.2%	80.8%	100.0%
	Moderately	Count	159	1093	1252
		%	12.7%	87.3%	100.0%
	Very much	Count	43	422	465
		%	9.2%	90.8%	100.0%
	Completely	Count	8	56	64
		%	12.5%	87.5%	100.0%
Total		Count	599	2996	3595
		%	16.7%	83.3%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace violence can be described as the attempted or actual exercise of physical force causing injury to a worker, including any threatening statement or behaviour giving a worker reason to believe that they are at risk of physical injury. According to the definition above, have you personally experienced workplace violence during the 2024-2025 school year?"

Table C.32.2*Measures of Association and Significance*

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.315	.034	8.853	<.001
Spearman Correlation	.150	.016	9.069	<.001 ^c
N of Valid Cases	3595			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.33

			...According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year? ^A		
			Yes	No	Total
To what extent do you feel that the needs of students with disabilities or diverse learning needs have been met during this school year?	Not at all	Count	81	266	347
		%	23.3%	76.7%	100.0%
	Slightly	Count	271	1176	1447
		%	18.7%	81.3%	100.0%
	Moderately	Count	166	1077	1243
		%	13.4%	86.6%	100.0%
	Very much	Count	57	396	453
		%	12.6%	87.4%	100.0%
	Completely	Count	11	52	63
		%	17.5%	82.5%	100.0%
Total		Count	586	2967	3553
		%	16.5%	83.5%	100.0%

Notes. ^A Full question: "In line with WorkSafeBC, workplace bullying and harassment can be described as any inappropriate conduct or comment towards a worker that could be reasonably expected to cause that worker to be humiliated or intimidated. According to the definition above, have you personally experienced workplace bullying or harassment during the 2024-2025 school year?"

Table C.33.2*Measures of Association and Significance*

	Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal Gamma	.186	.036	5.140	<.001
Spearman Correlation	.087	.017	5.221	<.001 ^c
N of Valid Cases	3553			

Notes. ^a Not assuming the null hypothesis.

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

^c Based on normal approximation.

Table C.34

			How likely is it that you will still be teaching in the BC public education system in two years time?					
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
How would you describe your current mental health?	Very poor	Count	8	24	2	15	21	70
		%	11.4%	34.3%	2.9%	21.4%	30.0%	100.0%
	Poor	Count	30	59	38	141	236	504
		%	6.0%	11.7%	7.5%	28.0%	46.8%	100.0%
	Fair	Count	70	96	60	287	836	1349
		%	5.2%	7.1%	4.4%	21.3%	62.0%	100.0%
	Good	Count	95	94	34	266	1063	1552
		%	6.1%	6.1%	2.2%	17.1%	68.5%	100.0%
	Very good	Count	45	40	23	89	294	491
		%	9.2%	8.1%	4.7%	18.1%	59.9%	100.0%
Total		Count	248	313	157	798	2450	3966
		%	6.3%	7.9%	4.0%	20.1%	61.8%	100.0%

Table C.34.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.133	.022	5.941	<.001
	Spearman Correlation	.097	.017	6.128	<.001 ^c
N of Valid Cases		3966			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.35

			How likely is it that you will still be teaching in the BC public education system in two years time?					
			Very unlikely	Somewhat unlikely	Not sure	Somewhat likely	Very likely	Total
How do you currently feel about your job?	Very happy	Count	33	27	20	69	461	610
		%	5.4%	4.4%	3.3%	11.3%	75.6%	100.0%
	Somewhat happy	Count	70	91	38	295	1268	1762
		%	4.0%	5.2%	2.2%	16.7%	72.0%	100.0%
	Neither happy nor unhappy	Count	39	29	24	142	267	501
		%	7.8%	5.8%	4.8%	28.3%	53.3%	100.0%
	Somewhat unhappy	Count	63	111	52	240	372	838
		%	7.5%	13.2%	6.2%	28.6%	44.4%	100.0%
	Very unhappy	Count	42	57	21	51	74	245
		%	17.1%	23.3%	8.6%	20.8%	30.2%	100.0%
Total	Count	247	315	155	797	2442	3956	
	%	6.2%	8.0%	3.9%	20.1%	61.7%	100.0%	

Table C.35.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.376	.020	-17.974	<.001
	Spearman Correlation	-.286	.016	-18.769	<.001 ^c
N of Valid Cases		3956			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.36

			<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	56	85	41	180	304	666
		%	8.4%	12.8%	6.2%	27.0%	45.6%	100.0%
	Somewhat disagree	Count	81	97	41	269	838	1326
		%	6.1%	7.3%	3.1%	20.3%	63.2%	100.0%
	Neither disagree nor agree	Count	25	32	13	81	208	359
		%	7.0%	8.9%	3.6%	22.6%	57.9%	100.0%
	Somewhat agree	Count	51	54	32	165	762	1064
		%	4.8%	5.1%	3.0%	15.5%	71.6%	100.0%
	Strongly agree	Count	30	41	21	90	325	507
		%	5.9%	8.1%	4.1%	17.8%	64.1%	100.0%
Total		Count	243	309	148	785	2437	3922
		%	6.2%	7.9%	3.8%	20.0%	62.1%	100.0%

Table C.36.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	.168	.021	8.026	<.001
	Spearman Correlation	.130	.016	8.187	<.001 ^c
N of Valid Cases		3922			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.37

			<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 agree	Count	105	145	65	323	1391	2029
		%	5.2%	7.1%	3.2%	15.9%	68.6%	100.0%
	Somewhat agree	Count	67	94	40	278	674	1153
		%	5.8%	8.2%	3.5%	24.1%	58.5%	100.0%
	Neither agree nor disagree	Count	18	20	14	53	89	194
		%	9.3%	10.3%	7.2%	27.3%	45.9%	100.0%
	Somewhat disagree	Count	18	19	5	41	98	181
		%	9.9%	10.5%	2.8%	22.7%	54.1%	100.0%
	Strongly disagree	Count	12	3	6	10	23	54
		%	22.2%	5.6%	11.1%	18.5%	42.6%	100.0%
Total		Count	220	281	130	705	2275	3611
		%	6.1%	7.8%	3.6%	19.5%	63.0%	100.0%

Table C.37.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.207	.025	-7.928	<.001
	Spearman Correlation	-.135	.017	-8.166	<.001 ^c
N of Valid Cases		3611			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.38

			<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 agree	Count	124	158	65	382	1553	2282
		%	5.4%	6.9%	2.8%	16.7%	68.1%	100.0%
	Somewhat agree	Count	75	104	57	308	677	1221
		%	6.1%	8.5%	4.7%	25.2%	55.4%	100.0%
	Neither agree nor disagree	Count	9	18	7	25	58	117
		%	7.7%	15.4%	6.0%	21.4%	49.6%	100.0%
	Somewhat disagree	Count	18	17	6	40	60	141
		%	12.8%	12.1%	4.3%	28.4%	42.6%	100.0%
	Strongly disagree	Count	8	4	6	7	19	44
		%	18.2%	9.1%	13.6%	15.9%	43.2%	100.0%
Total		Count	234	301	141	762	2367	3805
		%	6.1%	7.9%	3.7%	20.0%	62.2%	100.0%

Table C.38.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.239	.025	-9.092	<.001
	Spearman Correlation	-.151	.016	-9.393	<.001 ^c
N of Valid Cases		3805			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.39

			<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 agree	Count	69	90	45	213	983	1400
		%	4.9%	6.4%	3.2%	15.2%	70.2%	100.0%
	Somewhat agree	Count	67	95	50	287	841	1340
		%	5.0%	7.1%	3.7%	21.4%	62.8%	100.0%
	Neither agree nor disagree	Count	24	31	11	78	155	299
		%	8.0%	10.4%	3.7%	26.1%	51.8%	100.0%
	Somewhat disagree	Count	33	46	16	87	233	415
		%	8.0%	11.1%	3.9%	21.0%	56.1%	100.0%
	Strongly disagree	Count	19	12	8	27	46	112
		%	17.0%	10.7%	7.1%	24.1%	41.1%	100.0%
Total		Count	212	274	130	692	2258	3566
		%	5.9%	7.7%	3.6%	19.4%	63.3%	100.0%

Table C.39.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by	Gamma	-.195	.023	-8.168	<.001
Ordinal	Spearman Correlation	-.139	.017	-8.371	<.001 ^c
N of Valid Cases		3566			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.40

			<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 agree	Count	102	143	61	354	1432	2092
		%	4.9%	6.8%	2.9%	16.9%	68.5%	100.0%
	Somewhat agree	Count	81	103	51	298	719	1252
		%	6.5%	8.2%	4.1%	23.8%	57.4%	100.0%
	Neither agree nor disagree	Count	15	18	8	43	76	160
		%	9.4%	11.3%	5.0%	26.9%	47.5%	100.0%
	Somewhat disagree	Count	24	24	15	52	75	190
		%	12.6%	12.6%	7.9%	27.4%	39.5%	100.0%
	Strongly disagree	Count	10	10	3	10	26	59
		%	16.9%	16.9%	5.1%	16.9%	44.1%	100.0%
Total		Count	232	298	138	757	2328	3753
		%	6.2%	7.9%	3.7%	20.2%	62.0%	100.0%

Table C.40.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.252	.024	-9.923	<.001
	Spearman Correlation	-.165	.017	-10.269	<.001 ^c
N of Valid Cases		3753			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.41

			<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 agree	Count	41	52	29	125	553	800
		%	5.1%	6.5%	3.6%	15.6%	69.1%	100.0%
	Somewhat agree	Count	52	94	44	243	833	1266
		%	4.1%	7.4%	3.5%	19.2%	65.8%	100.0%
	Neither agree nor disagree	Count	20	16	16	89	208	349
		%	5.7%	4.6%	4.6%	25.5%	59.6%	100.0%
	Somewhat disagree	Count	57	74	18	167	496	812
		%	7.0%	9.1%	2.2%	20.6%	61.1%	100.0%
	Strongly disagree	Count	41	30	20	69	177	337
		%	12.2%	8.9%	5.9%	20.5%	52.5%	100.0%
Total		Count	211	266	127	693	2267	3564
		%	5.9%	7.5%	3.6%	19.4%	63.6%	100.0%

Table C.41.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by	Gamma	-.130	.023	-5.700	<.001
Ordinal	Spearman Correlation	-.097	.017	-5.835	<.001 ^c
N of Valid Cases		3564			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.42

			<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 agree	Count	96	104	53	260	1146	1659
		%	5.8%	6.3%	3.2%	15.7%	69.1%	100.0%
	Somewhat agree	Count	66	111	55	289	780	1301
		%	5.1%	8.5%	4.2%	22.2%	60.0%	100.0%
	Neither agree nor disagree	Count	24	32	22	76	177	331
		%	7.3%	9.7%	6.6%	23.0%	53.5%	100.0%
	Somewhat disagree	Count	30	36	10	103	226	405
		%	7.4%	8.9%	2.5%	25.4%	55.8%	100.0%
	Strongly disagree	Count	13	19	5	30	75	142
		%	9.2%	13.4%	3.5%	21.1%	52.8%	100.0%
Total		Count	229	302	145	758	2404	3838
		%	6.0%	7.9%	3.8%	19.7%	62.6%	100.0%

Table C.42.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.162	.022	-7.126	<.001
	Spearman Correlation	-.116	.016	-7.210	<.001 ^c
N of Valid Cases		3838			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.43

			<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 agree	Count	100	103	49	241	1160	1653
		%	6.0%	6.2%	3.0%	14.6%	70.2%	100.0%
	Somewhat agree	Count	53	85	34	261	686	1119
		%	4.7%	7.6%	3.0%	23.3%	61.3%	100.0%
	Neither agree nor disagree	Count	18	22	16	68	133	257
		%	7.0%	8.6%	6.2%	26.5%	51.8%	100.0%
	Somewhat disagree	Count	29	33	19	92	243	416
		%	7.0%	7.9%	4.6%	22.1%	58.4%	100.0%
	Strongly disagree	Count	21	36	9	40	82	188
		%	11.2%	19.1%	4.8%	21.3%	43.6%	100.0%
Total		Count	221	279	127	702	2304	3633
		%	6.1%	7.7%	3.5%	19.3%	63.4%	100.0%

Table C.43.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.191	.023	-8.056	<.001
	Spearman Correlation	-.136	.017	-8.273	<.001 ^c
N of Valid Cases		3633			

a. Not assuming the null hypothesis.

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

c. Based on normal approximation.

Table C.44

			<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 agree	Count	95	107	61	255	1074	1592
		%	6.0%	6.7%	3.8%	16.0%	67.5%	100.0%
	Somewhat agree	Count	72	102	46	288	809	1317
		%	5.5%	7.7%	3.5%	21.9%	61.4%	100.0%
	Neither agree nor disagree	Count	16	25	10	66	138	255
		%	6.3%	9.8%	3.9%	25.9%	54.1%	100.0%
	Somewhat disagree	Count	25	45	18	112	268	468
		%	5.3%	9.6%	3.8%	23.9%	57.3%	100.0%
	Strongly disagree	Count	18	20	7	26	101	172
		%	10.5%	11.6%	4.1%	15.1%	58.7%	100.0%
Total		Count	226	299	142	747	2390	3804
		%	5.9%	7.9%	3.7%	19.6%	62.8%	100.0%

Table C.44.2*Measures of Significance and Association*

		Value	Asymptotic Standard Error ^a	Approximate T ^b	Approximate Significance
Ordinal by Ordinal	Gamma	-.113	.023	-4.915	<.001
	Spearman Correlation	-.080	.016	-4.976	<.001 ^c
N of Valid Cases		3804			

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	2390	58.7
Specialist Teacher ^A	828	20.3
Teacher Teaching on Call (TTOC)	549	13.5
Adult/Continuing Education Teacher	9	.2
Distributed Learning (DL) Teacher	44	1.1
District Coordinator or District Helping Teacher	57	1.4
Local Officer or Local Executive Officer	24	.6
On leave	34	.8
Other (please specify)	135	3.3
Total	4070	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	2764	64.5	68.1
Full time temporary	233	5.4	5.7
Part time continuing	355	8.3	8.7
Part time temporary	144	3.4	3.5
Teacher teaching on call (TTOC)	623	14.6	15.4
Currently not working/on leave	64	1.5	1.6
Other (please specify)	99	2.3	2.4
Total	4283	100.0	105.5

Notes. This question asked respondent to select all response options that applied to them, so the total number of responses (4,283) is greater than the number of respondents (4,070).

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)	145	3.6	3.6
	2 to 4 years	380	9.3	9.4
	5 to 9 years	652	16.0	16.2
	10 to 14 years	623	15.3	15.4
	15 to 19 years	645	15.8	16.0
	20 to 30 years	1095	26.9	27.1
	Over 30 years	499	12.3	12.4
	Total	4038	99.2	100.0
Missing	Not sure/Prefer not to answer	15	.4	
	System	17	.4	
	Total	32	.8	
Total		4070	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)	17	.4	.4
	An undergraduate degree (e.g., Bachelor of Arts)	933	22.9	23.2
	A post-baccalaureate diploma or certificate	1351	33.2	33.5
	A Master's degree	1538	37.8	38.2
	A Ph.D or Ed.D degree	52	1.3	1.3
	Other (please specify)	135	3.3	3.4
	Total	4027	98.9	100.0
Missing	Prefer not to answer	15	.4	
	System	29	.7	
	Total	43	1.1	
Total		4070	100.0	

Table D.5*Please indicate your age.*

		<i>N</i>	%	Valid %
Valid	18-24 years old	42	1.0	1.1
	25-29 years old	272	6.7	7.1
	30-34 years old	436	10.7	11.3
	35-39 years old	479	11.8	12.4
	40-44 years old	597	14.7	15.5
	45-49 years old	597	14.7	15.5
	50-54 years old	587	14.4	15.2
	55-59 years old	388	9.5	10.1
	60-64 years old	280	6.9	7.3
	65 years or older	173	4.2	4.5
	Total	3852	94.6	100.0
Missing	Prefer not to answer	77	1.9	
	System	141	3.5	
	Total	218	5.4	
Total		4070	100.0	

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

		<i>N</i>	%	Valid %
Valid	Woman	2935	72.1	76.9
	Man	841	20.7	22.0
	Non-binary	27	.7	.7
	Prefer to self-describe	12	.3	.3
	Total	3815	93.7	100.0
Missing	Prefer not to answer	108	2.6	
	System	147	3.6	
	Total	255	6.3	
Total		4070	100.0	

Table D.7

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

		N	%	Valid %
Valid	Yes	449	11.0	11.9
	No	3320	81.6	88.1
	Total	3769	92.6	100.0
Missing	Prefer not to answer	152	3.7	
	System	149	3.7	
	Total	301	7.4	
Total		4070	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 Population Group^A*

		<i>N</i>	%	Valid %
Valid	White	2854	70.1	79.1
	South Asian (e.g. Indian, Pakistani, Sri Lankan)	170	4.2	4.7
	Chinese	161	4.0	4.5
	Black	13	.3	.4
	Filipino	14	.3	.4
	Arab	9	.2	.3
	Latin American	16	.4	.4
	Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)	6	.2	.2
	West Asian (e.g., Iranian, Afghan)	11	.3	.3
	Korean	35	.9	1.0
	Japanese	22	.5	.6
	Other population group, n.i.e.	8	.2	.2
	Multiple population groups	148	3.6	4.1
	Indigenous peoples	142	3.5	3.9
	Total	3610	88.7	100.0
Missing	Could not be classified	223	5.5	
	Prefer not to answer	237	5.8	
	Total	460	11.3	
Total		4070	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)”



Information, Research and International Solidarity Division

100-550 West 6th Avenue

Vancouver, BC V5Z 4P2

research@bctf.ca



May 2025 | RT25-0003