2025–26 BCTF Membership Survey

Summary Report

June 2026

BCTF BC TEACHERS' FEDERATION

2025–26 BCTF Membership Survey

This report provides a summary of the fourth 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 2025–26 school year.

Beginning with a snapshot of the teaching profession in BC's public education system, the report then highlights **four key themes** from the survey:

1. Teacher' physical and mental health remain under strain.
2. To recruit and retain teachers, it is crucial to address workload.
3. Teachers see persistent gaps in meeting the needs of all students.
4. Teachers have diverse perspectives about artificial intelligence in education.

The survey was conducted online from March 9 to March 27, 2026. The overall margin of error for the sample is +/- 1.4%, 19 times out of 20.

The BCTF wishes to acknowledge the 4,423 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

The 2025–26 BCTF Membership Survey[i] captured demographic information about the teaching profession in BC public schools during the current school year, representing teachers across all grade levels and regions of the province.

- 60% of the respondents were classroom teachers, 21% specialist teachers, and 12% Teachers Teaching on Call (TTOCs). Other positions represented included: adult/continuing education teachers (0.5%), distributed learning teachers (0.6%), and district coordinator/helping teachers (1.4%).[ii]
- Most teachers (69.0%) had a full-time continuing contract with their district.[iii]
- Most respondents (70.2%) 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 (44.3%) of teachers were between 40 and 54 years old.[vii]
- 73% percent of teachers identified as women, 23% 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]
- 18% identified as one or more non-White or non-Indigenous population groups.[xi]

Key themes from the 2025–26 BCTF Membership Survey

Theme 1 – Teachers' physical and mental health remain under strain.

Teachers' self-reported physical and mental health levels have remained relatively unchanged for the past three years. In this year's survey, 64% of teachers described their physical health as good or very good, while 50% reported their mental health as good or very good.[xii]

Teachers highlighted how staffing shortages, heavy workload, and increased administrative demands negatively impact their physical and mental well-being.[xiii] For example, teachers described how "many do not take a sick day when needed" due to a TTOC shortage and concerns that their students may not receive adequate instruction and support in their absence. Understaffing made some feel teachers were being "gaslighted into taking on more" to keep schools running effectively.

In terms of workload, multiple and growing demands are resulting in chronic physical and mental exhaustion for many teachers. Reflecting on their daily arrival to school, one teacher explained how "just thinking about it now makes my heart pound, it's hard to get air." The "pressure cooker" of the school day left another teacher feeling "like a shell of a person when I get home to my family." Other teachers experienced low quality sleep after "being in a state of 'fight or flight' all day," with one sharing "I'm awake from about 2:30 until 5:00 every night. I can't get my mind to turn off this job."

Also adding to teachers' workload is additional administrative work described as "endless piles of paperwork" and "changing directives on assessment and learning updates." "So much of the job," one teacher explained, "now falls outside of the scope of what we should be expected to do. You never feel like you have done enough."

While the work may feel limitless, teachers' physical and mental capacities are not. The BCTF's Salary Indemnity Plan paid out over $63.5M in disability claims associated with physical and mental health concerns in 2025, up from $54.6M in 2022.[xiv] Meanwhile, psychological injury claims submitted to WorkSafe BC from public school districts have climbed 66% since 2020.[xv] These numbers were illustrated by comments left in the survey. "I had to take a medical leave," one teacher wrote, "directly related to the diverse and complex student needs in my classroom and burning out." Another teacher felt that "efforts [to address employee well-being] remain discussions on paper without meaningful implementation" in BC's schools districts. For example, the use of performance management

systems by some school districts left some teachers feeling they are “being monitored” unduly for their sick leave use and that “safety and mental health for staff is not a priority.”

Teachers recognized that their work may come "at the expense of their mental and physical health." Yet, many continue to push themselves to cope because they "want to do well" for their students. Some have moved schools or changed teaching assignments in search of more sustainable professional conditions. One teacher described feeling better in a new school with "more supports in place for diverse learning needs.” Another transitioned from classroom to online teaching "to save my mental and physical health.” Others are moving away from full-time work despite the financial consequences. As one teacher wrote, "I have requested a part time leave for next year and will take a major financial hit for my family.”

Overall, this year's survey data continues to resonate with numerous global and Canadian studies that have documented the important relationship between working conditions and well-being.[xvi] BCTF members' perspectives underscore how “teacher well-being is still treated as an individual responsibility, when in reality it is shaped by the systems teachers work within."[xvii] Teachers face "disheartening" choices between prioritizing their physical and mental health or filling gaps in an under-resourced school system. While overall physical and mental health levels appear to be holding steady, factors such as ongoing staffing shortages, heavy workload, and normalization of self-responsibility over systems change are undermining BC teachers’ ability to maintain the optimal well-being required to sustain fulfilling and viable careers in BC’s public schools.

Theme 2 – To recruit and retain teachers, it is crucial to address workload.

The 2025–26 Membership Survey highlighted ongoing concerns about working conditions and their effects on teacher retention. When asked if they would still be teaching in two years’ time, 15% of teachers indicated that it was very or somewhat unlikely they would be.[xviii] One teacher wrote they were “in an active state of preparing to change careers", while another reflected "I have always wanted to be a teacher, but I am stuck wondering if this mental and physical toll is worth it for the next 30 years.” A long-time teacher observed that there are "fewer folks staying in this profession for the long haul" at a time when provincial labor forecasts indicate an additional 58,100 education workers will be needed over the next decade.[xix]

Survey results demonstrate a complex relationship between turnover intention (i.e., leaving teaching) and working conditions, showing statistically significant relationships between turnover intention and workload, mental health, happiness in the job and the ability to

exercise professional judgment.[1][xx] When asked to describe their overall workload compared to last year, over half of teachers reported that their workload was a lot more (21.8%) or a little more (32.5%) than before.[xxi] Just over a third (36.7%) agreed that their overall workload was manageable–continuing a multi-year trend where approximately half of teachers feel their workload is unmanageable.[xxii] Teachers shared how they "increasingly feel overworked and undervalued" and "keep getting asked to do more and more." Teachers felt "responsible to meet the diverse needs of my learners" but "the lack of prep time and the amount of workload in general are so brutal." Teachers who reported their workload was unmanageable indicated they were less likely to stay in teaching.[2] For example, one in five (21.5%) teachers who strongly disagreed that their workload was manageable indicated it was unlikely they would still be teaching in two years' time.[xxiii]

However, workload is not the sole driver of turnover intention but operates *alongside* other working conditions. Teachers who reported less manageable workloads were more likely to report poorer mental health[3] and unhappiness with their job[4], both of which were significantly related to higher turnover intention.[5] For example, fewer than half of teachers (48.4%) who reported very poor mental health indicated it was likely they would still be teaching in BC public education in two years.[xxiv] Similarly, only 53% who expressed feeling very unhappy in their role indicated their intention to remain.[xxv]

Finally, teachers who strongly disagreed that they had autonomy over student assessment or their teaching methods reported a higher intention to leave the profession than the overall sample (21.3% and 17.4% respectively).[xxvi] By contrast, teachers who strongly agreed that they *did* have such autonomy reported higher intentions to stay, at 86.9% and 85.3%, respectively.[xxvii]

This year's data aligns with broader research suggesting teacher shortages and attrition must be understood as a crisis in working conditions, and how addressing the demands of teacher work is a crucial aspect of any retention strategy.[xxviii]

[1] γ=.16; Spearman's ρ=.12, Appendix C, Table C.6.2.
γ=.16; Spearman's ρ=.12, Appendix C, Table C.7.2.
γ=-.39; Spearman's ρ=-.29, Appendix C, Table C.8.2.
γ=-.22; Spearman's ρ=-.15, Appendix C, Table C.9.2.
γ=-.25; Spearman's ρ=-.16, Appendix C, Table C.10.2.
[2] γ=.16; Spearman's ρ=.12, Appendix C, Table C.6.2.
[3] γ=.50; Spearman's ρ=.43, Appendix C, Table C.5.2.
[4] γ=-.49; Spearman's ρ=-.43, Appendix C, Table C.4.2.
[5] γ=.16; Spearman's ρ=.12, Appendix C, Table C.7.2.
γ=-.39; Spearman's ρ=-.29, Appendix C, Table C.8.2.

Theme 3 – Teachers see persistent gaps in meeting the needs of all students.

Fewer than one quarter of teachers felt that students' academic (21.3%) or social and emotional (21.0%) needs were being completely or very much met during the 2025–26 school year.[xxix] Students with disabilities and diverse needs were seen to be most impacted, with almost half of teachers reporting that these students' needs are being only slightly met (39.0%) or not at all met (9.5%).[xxx]

The tension between teachers' professional commitment to meeting student needs and the pressures on public schools caused by chronic underfunding can be difficult to navigate. Teachers "want to support all learners, including those with diverse needs, but we also need clear structures, timely support, and consistent expectations in order to maintain safe and productive learning environments." As one teacher put it, "when teachers speak about working conditions, they are also describing student learning conditions. These are inseparable."

While students' needs "have increased tremendously," teachers stress that they "could do well if we were properly resourced." Instead, this leads to a situation where teachers "are not meeting the needs of their students or teach[ing] to their full capacity as they spend time dealing with behaviour issues, violence, and reduced literacy and critical thinking skills that have become common because of lack of support." Teachers are seeing a "continual lack of resources and support for special needs students" caused by the "lack of financing and budget cuts." Long waits for screening and designations also mean that, as one teacher put it, "it takes years for them [students] to navigate the process that gets them diagnosed. Meanwhile every year the learning gap gets wider."

Insufficient educational assistant and counsellor numbers continue to impact teachers and students. Some teachers "have seen students go from having extra support (EA, CCW, Counsellor, Helping Teachers) available for a majority of a day to absolutely nothing." Teachers' comments suggest that BC schools are still far from achieving the promise of a mental health counsellor for every school and an educational assistant in every K–3 classroom.[xxxi] In their view, supports are being cut instead of increased.[xxxii]

Theme 4 – Teachers have diverse perspectives about artificial intelligence in education.

Survey data indicate that 60% of BC teachers engaged with AI in some professional capacity during the past year.[xxxiii] Teachers in primary grades (K–3) reported less

professional AI use than those in higher grades, [xxxiv] while Adult Education teachers reported more professional AI use (66.7%) in comparison to teachers of other grade levels.[xxxv]

The most common uses of AI were associated with planning lessons or activities (74.5%), customizing instruction or materials to meet individual student needs (66.0%), and assisting with administrative or non-teaching tasks (63.2%).[xxxvi] On the other hand, few teachers used AI to review data on student participation or performance (9.4%) or for assessing and marking student work (8.5%).[xxxvii] Teachers variously described AI as a "time saver," "starting point," and "thought partner," while maintaining the need to "develop responsible and critical uses of this technology."

Of the teachers who did not use AI for work, their most common reasons were preference not to (61.2%), lack of usefulness in their current teaching practice (52.2%), and lack of AI knowledge or skills (45.5%).[xxxviii]

Mixed views on the benefits of AI

Teachers expressed mixed views about whether AI will benefit their practice. They were somewhat hopeful about AI's potential to reduce time spent on administrative tasks (62.6%) and improve accessibility and support for students with diverse needs (56.8%).[xxxix] They were less hopeful about AI enhancing professional learning and development (45.9%), personalizing learning for students (42.1%), and producing beneficial new approaches to teaching and learning (41.5%) and pedagogical practice (34.4%).[xl]

Meanwhile, teachers' top concerns related to potential impacts on student learning and privacy. Four out of five teachers (86.0%) were concerned that students may become overly dependent on AI or that it might negatively affect the development of critical thinking skills (83.1%).[xli] They were also concerned that AI will make it harder for teachers to know what students actually understand (78.8%).[xlii]

Other concerns included risks about data privacy or security (76.4%) and misleading or incorrect information (76.3%).[xliii]

Systemic and social impacts of AI

Regarding broader effects of AI on public education and society, teachers' responses reveal a complicated picture. Responses were mixed about whether AI will help education systems direct resources more effectively toward student and teacher needs, with 26% of teachers agreeing and 33% disagreeing.[xliv] Some teachers felt AI was being adopted as "a money saving solution" and "a panacea to our structural problems" rather than examining the rush to AI as a "signal" of underlying systemic problems.

Teachers were also concerned that they will not have a seat at the table where decisions are being made about AI implementation. Nearly three quarters (73.3%) expressed concern that they will not be involved in the development of AI tools.[xlv] Currently, the role of teachers in developing and approving AI tools remains limited and poorly defined, underscoring the need for AI adoption processes that are transparent and ensure continuous teacher participation. As one teacher captured: "The use of AI is neither good nor bad by itself. We need to collectively build a system to implement AI in our education system." A majority (61.7%) agreed that AI reproduces societal biases,[xlvi] underscoring that teachers do not see AI tools as neutral and value-free and have concerns about both educational assumptions embedded within them and the processes by which these tools are created.

Finally, teachers were concerned about potential environmental impacts of widespread AI adoption. As one teacher shared, "I think we need to be talking more about the ethical and environmental impacts of AI, and not to use it as a Band-Aid for an underfunded system." Another teacher wondered if potential benefits outweighed possible environmental harms: "AI is a hard one for me as I see the benefits…but I also don't love the environmental implications."[xlvii]

Conclusion

Since 2022–23, the BCTF Member Survey has provided a representative picture of the teaching profession and perspectives about working in BC public schools. With data gathered this year on AI for the first time, the 2025–2026 survey highlights that BC teachers' perspectives and concerns must be included in decision and policy making about the use of AI in education. AI has the potential to significantly redefine and shift the nature of teacher work and student learning, and it is essential that educators retain meaningful input and authority over curriculum, pedagogy, and assessment within the complex process of AI implementation.

Furthermore, this fourth wave has begun to point to some key trends in variables that have been tracked over time. For example, while there have been some improvements to teacher well-being, too many teachers continue to feel the impact of inadequate working conditions on their physical and mental health. Similarly, all waves point to the inadequacy of public education funding to meet the needs of all students — and how teachers are left to fill the gaps.

Addressing these gaps requires the full commitment that BC's schools are safe and supportive for everyone, including mental health supports, affirming environments for all students, and working conditions that do not systematically harm students or teachers.

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] Unless otherwise cited, quoted material is drawn from survey respondents' written comments, which have been anonymized to protect respondent confidentiality.
[xiv] BCTF Salary Indemnity Trust. (2026, March). *Salary Indemnity Plan Report*. [PowerPoint slides].
[xv] WorkSafeBC. (2025). *Psychological Injury Claims (Mental Disorder Claims) 2020 to 2024*, p. 6. *http://www.worksafebc.com/resources/about-us/news-and-events/backgrounders/psychological-injury-claims?lang=en*
[xvi] British Columbia Teachers' Federation. (2020). *Safeguarding teachers' mental health through the second wave of COVID-19 and beyond. https://eric.ed.gov/?id=ED610467*; Mental Health Research Canada. (2025). *Mental health in the workplace 2025. https://static1.squarespace.com/static/5f31a311d93d0f2e28aaf04a/t/68d1795c1501595947db81cb/1758558557011/Workplace+Mental+Health+2025.pdf*; Morris, R. W., Kim, L. E., Milton, A., & Glozier, N. (2025). The growing effect of job demands on teacher mental health: results from a longitudinal national household panel survey. *BMC public health*, *25*(1), 1810. *https://doi.org/10.1186/s12889-025-22372-5*; Statistics Canada. (2026). *Canadian survey on working conditions*, 2024-2025. *https://www150.statcan.gc.ca/n1/daily-quotidien/260116/dq260116b-eng.htm*; OECD. (2025). *Results from TALIS 2024: The state of teaching*. *https://www.oecd.org/content/dam/oecd/en/publications/reports/2025/10/results-from-talis-2024_28fbde1d/90df6235-en.pdf*
[xvii] Khan, A. (2026, May-June). Teachers can't pour from an empty cup: But what keeps emptying it?, *Teacher,* p. 32. *https://www.teachermag.ca/post/teachers-can-t-pour-from-an-empty-cup-but-what-keeps-emptying-it*
[xviii] Appendix B, Table B.1.
[xix] WorkBC. (2025). *B.C.'s labour market outlook: 2025 edition*. Province of British Columbia, Ministry of Post-Secondary Education and Future Skills. *https://www.workbc.ca/research-labour-market/bc-labour-market-outlook*
[xx] Appendix C, Tables C.6 - C.10.
[xxi] Appendix B, Table B.2.
[xxii] Appendix C, Table C.3.
[xxiii] Appendix C, Table C.6.
[xxiv] Appendix C, Table C.7.
[xxv] Appendix C, Table C.8.
[xxvi] Appendix C, Tables C.9 and C.10.
[xxvii] Appendix C, Tables C.9 and C.10.
[xxviii] See Chen, Y., Li, J. B., Yin, H., & Wang, H. (2026). The antecedents and outcomes of teachers' autonomy satisfaction: A meta-analytic investigation. *Applied psychology. Health and well-being*, *18*(1), e70109.

https://doi.org/10.1111/aphw.70109; OECD. (2025). *Results from TALIS 2024: The state of teaching*, pp. 103-135.

[xxix] Appendix B, Tables B.4 and B.5.

[xxx] Appendix B, Table B.6.

[xxxi] BC NDP. (2024, October 7). *David Eby to deliver better learning, care for kids in schools*. https://www.bcndp.ca/releases/david-eby-deliver-better-learning-care-kids-schools/

[xxxii] For examples of EA and counsellor cuts since the NDP's announcement see: CBC. (2026, May 26). *Qualicum School District to vote on staffing cuts amid $1.5M budget shortfall*. https://www.cbc.ca/news/canada/british-columbia/qualicum-school-district-staffing-cuts-9.7211498; CTV News. (2025, April 22). *'That's not inclusive education': Surrey school district cuts 50 education assistant positions.* https://www.ctvnews.ca/vancouver/article/thats-not-inclusive-education-surrey-school-district-cuts-50-education-assistant-positions/

[xxxiii] Appendix B, Table B.8.

[xxxiv] Appendix C, Table C.11.

[xxxv] Appendix C, Tables C.11.

[xxxvi] Appendix B, Tables B.9, B.10, and B.11. Percentages reported are from the Valid % column and exclude those who had not used AI professionally in the last twelve months.

[xxxvii] Appendix B, Tables B.12 and B.13. Percentages reported are from the Valid % column and exclude those who had not used AI professionally in the last twelve months. Other professional uses of AI asked about on the survey (and the percentage who reported employing it) included: (1) To efficiently learn about and summarize a topic (59.9%); (2) To support your own professional learning or development (58.1%); (3) To support students with disabilities or diverse needs (48.9%); (4) To translate content or communications (46.5%); (5) To generate student feedback (30.0%); (6) Other (please specify) (12.7%). Appendix B, Tables B.14 - B.19.

[xxxviii] Appendix B, Tables B.20, B.21, and B.22. Percentages reported are from the Valid % column and exclude those who had used AI professionally in the last twelve months. Other reasons for not using AI professionally asked about on the survey (and the percentage who indicated agreement with each reason) included: My school or district has not provided training on using artificial intelligence (39.6%); Other (please specify below): (26.0%); My school or district lacks adequate infrastructure to use artificial intelligence (15.2%); My school or district does not allow the use of artificial intelligence in teaching (1.7%). Appendix B, Tables B.23 - B.26.

[xxxix] Appendix B, Tables B.27 and B.35.

[xl] Appendix B, Tables B.28, B.36, B.43, and B.29. Other statements regarding how AI may affect teachers and the teaching profession asked about on the survey included: AI will cause teachers to lose important professional skills; AI will replace jobs in the teaching profession; AI will help teachers provide more comprehensive feedback to students; AI will negatively impact teachers' professional autonomy; AI will create additional work for teachers. Appendix B, Tables B.30 - B.34.

[xli] Appendix B, Tables B.37 and B.38.

[xlii] Appendix B, Table B.39. Other statements regarding how AI may affect students and their learning asked about on the survey included: AI will increase student engagement or motivation; AI will improve student learning outcomes. Appendix B, Tables B.41 and B.42.

[xliii] Appendix B, Tables B.44 and B.40. One other statement regarding how AI may have broader implications for the K–12 public education system was asked on the survey: AI will deepen inequities in access to technology and digital literacy. Appendix B, Table B.48.

[xliv] Appendix B, Table B.45.

[xlv] Appendix B, Table B.46.

[xlvi] Appendix B, Table B.47.

[xlvii] See Government of Canada. (2025). *Unpacking the environmental effects of AI* (DDN2-A60). https://www.csps-efpc.gc.ca/tools/articles/ai-environmental-effects-eng.aspx; Environmental and Energy Study Institute; Yanez-Barnuevo, M. (2025). *Data centers and water consumption*. https://www.eesi.org/articles/view/data-centers-and-water-consumption; CUPE. (n.d.), *Artificial intelligence, energy and climate change.* https://cupe.ca/sites/default/files/backgrounder_ai_energy_climate.pdf

Appendix A: Methodology and Technical Notes

The 2025–26 BCTF Membership Survey was conducted online from March 9 to March 27, 2026. 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.[6] The survey results were weighted by school district using the March 2026 census voting member counts.[7] 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 4,423 completed surveys — after initial data cleaning — and a response rate of 36.9%. Respondents were free to skip questions, in whole or in part, with the exceptions of several required screening questions (ex: 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 methodology used allows generalization of the results to the overall teaching population in BC's public schools with reasonable accuracy and a small overall margin of error: +/- 1.4%, 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.*

[6] 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 46,958 BCTF members in the sampling frame as of Mar. 3, 2026.
[7] The BCTF voting member population as of the March 2026 census was 52,868.

Appendix B: Frequency Tables

Table B.1

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	311	7.0	7.0
	Somewhat unlikely	330	7.5	7.5
	Not sure	153	3.5	3.5
	Somewhat likely	846	19.1	19.2
	Very likely	2777	62.8	62.9
	Total	4418	99.9	100.0
Missing	System	5	.1	
Total		**4423**	**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	962	21.8	22.9
	A little more than before	1438	32.5	34.2
	About the same as before	1389	31.4	33.0
	A little less than before	280	6.3	6.7
	A lot less than before	139	3.1	3.3
	Total	4208	95.2	100.0
Missing	Not sure/Not applicable	209	4.7	
	System	5	.1	
	Total	214	4.8	
Total		**4423**	**100.0**	

Table B.3

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

		N	%	Valid %
Valid	Strongly disagree	763	17.3	17.6
	Somewhat disagree	1546	35.0	35.7
	Neither disagree nor agree	404	9.1	9.3
	Somewhat agree	1134	25.7	26.2
	Strongly agree	485	11.0	11.2
	Total	4333	98.0	100.0
Missing	Prefer not to answer/Not applicable	86	1.9	
	System	4	.1	
	Total	90	2.0	
Total		**4423**	**100.0**	

Table B.4

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

		N	%	Valid %
Valid	Not at all	147	3.3	3.5
	Slightly	796	18.0	19.1
	Moderately	2273	51.4	54.7
	Very much	866	19.6	20.8
	Completely	76	1.7	1.8
	Total	4160	94.0	100.0
Missing	Not sure/Not applicable	259	5.8	
	System	5	.1	
	Total	263	6.0	
Total		**4423**	**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?

		N	%	Valid %
Valid	Not at all	168	3.8	4.0
	Slightly	1002	22.7	24.0
	Moderately	2080	47.0	49.8
	Very much	841	19.0	20.1
	Completely	87	2.0	2.1
	Total	4179	94.5	100.0
Missing	Not sure/Not applicable	234	5.3	
	System	10	.2	
	Total	244	5.5	
Total		**4423**	**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?

		N	%	Valid %
Valid	Not at all	421	9.5	10.1
	Slightly	1727	39.0	41.4
	Moderately	1435	32.5	34.4
	Very much	509	11.5	12.2
	Completely	77	1.7	1.8
	Total	4168	94.2	100.0
Missing	Not sure/Not applicable	244	5.5	
	System	11	.2	
	Total	255	5.8	
Total		**4423**	**100.0**	

Table B.7

During the last 12 months, have you used artificial intelligence ***for personal purposes outside of your professional work?***

		N	%	Valid %
Valid	Yes	3206	72.5	72.5
	No	1216	27.5	27.5
	Total	4422	100.0	100.0
Missing	System	1	.0	
Total		**4423**	**100.0**	

Table B.8

During the last 12 months, have you used artificial intelligence ***in your teaching or to facilitate student learning?***

		N	%	Valid %
Valid	Yes	2660	60.1	60.2
	No	1762	39.8	39.8
	Total	4422	100.0	100.0
Missing	System	1	.0	
Total		**4423**	**100.0**	

Table B.9

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? To generate lesson plans or activities.

		N	%	Valid %
Valid	Yes	1974	44.6	74.5
	No	621	14.0	23.5
	Not applicable/Prefer not to answer	53	1.2	2.0
	Total	2648	59.9	100.0
Missing	System	1774	40.1	
Total		**4423**	**100.0**	

Table B.10

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? To customize instruction or materials to meet individual student needs.

		N	%	Valid %
Valid	Yes	1749	39.5	66.0
	No	844	19.1	31.8
	Not applicable/Prefer not to answer	58	1.3	2.2
	Total	2651	59.9	100.0
Missing	System	1772	40.1	
Total		**4423**	**100.0**	

Table B.11

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? To assist with administrative or non-teaching tasks.

		N	%	Valid %
Valid	Yes	1675	37.9	63.2
	No	904	20.4	34.1
	Not applicable/Prefer not to answer	72	1.6	2.7
	Total	2651	59.9	100.0
Missing	System	1772	40.1	
Total		**4423**	**100.0**	

Table B.12

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? To review data on student participation or performance.

		N	%	Valid %
Valid	Yes	250	5.6	9.4
	No	2276	51.5	85.9
	Not applicable/Prefer not to answer	125	2.8	4.7
	Total	2651	59.9	100.0
Missing	System	1772	40.1	
Total		**4423**	**100.0**	

Table B.13

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? To assess or mark student work.

		N	%	Valid %
Valid	Yes	226	5.1	8.5
	No	2305	52.1	87.0
	Not applicable/Prefer not to answer	119	2.7	4.5
	Total	2650	59.9	100.0
Missing	System	1773	40.1	
Total		**4423**	**100.0**	

Table B.14

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? To efficiently learn about and summarize a topic.

		N	%	Valid %
Valid	Yes	1587	35.9	59.9
	No	1027	23.2	38.8
	Not applicable/Prefer not to answer	34	.8	1.3
	Total	2649	59.9	100.0
Missing	System	1774	40.1	
Total		**4423**	**100.0**	

Table B.15

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? To support your own professional learning or development.

		N	%	Valid %
Valid	Yes	1539	34.8	58.1
	No	1073	24.3	40.5
	Not applicable/Prefer not to answer	36	.8	1.4
	Total	2649	59.9	100.0
Missing	System	1774	40.1	
Total		**4423**	**100.0**	

Table B.16

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? To support students with disabilities or diverse needs.

		N	%	Valid %
Valid	Yes	1295	29.3	48.9
	No	1253	28.3	47.3
	Not applicable/Prefer not to answer	102	2.3	3.8
	Total	2650	59.9	100.0
Missing	System	1772	40.1	
Total		**4423**	**100.0**	

Table B.17

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? To translate content or communications.

		N	%	Valid %
Valid	Yes	1233	27.9	46.5
	No	1349	30.5	50.9
	Not applicable/Prefer not to answer	68	1.5	2.6
	Total	2651	59.9	100.0
Missing	System	1772	40.1	
Total		**4423**	**100.0**	

Table B.18

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? To generate student feedback.

		N	%	Valid %
Valid	Yes	794	18.0	30.0
	No	1746	39.5	65.9
	Not applicable/Prefer not to answer	109	2.5	4.1
	Total	2649	59.9	100.0
Missing	System	1774	40.1	
Total		**4423**	**100.0**	

Table B.19

Have you used artificial intelligence in the following ways in your teaching or to facilitate student learning? Other (please specify below):

		N	%	Valid %
Valid	Yes	251	5.7	12.7
	No	720	16.3	36.5
	Not applicable/Prefer not to answer	1002	22.6	50.8
	Total	1972	44.6	100.0
Missing	System	2451	55.4	
Total		**4423**	**100.0**	

Table B.20

Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning? I do not want to use artificial intelligence in my professional work.

		N	%	Valid %
Valid	Yes	1074	24.3	61.2
	No	401	9.1	22.9
	Not applicable/Prefer not to answer	280	6.3	16.0
	Total	1755	39.7	100.0
Missing	System	2668	60.3	
Total		**4423**	**100.0**	

Table B.21

Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning? I do not see how artificial intelligence is useful in my current teaching practice.

		N	%	Valid %
Valid	Yes	916	20.7	52.2
	No	529	12.0	30.2
	Not applicable/Prefer not to answer	310	7.0	17.6
	Total	1755	39.7	100.0
Missing	System	2668	60.3	
Total		**4423**	**100.0**	

Table B.22

Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning? I do not currently have the knowledge or skills to use artificial intelligence in my teaching.

		N	%	Valid %
Valid	Yes	798	18.0	45.5
	No	690	15.6	39.4
	Not applicable/Prefer not to answer	264	6.0	15.1
	Total	1751	39.6	100.0
Missing	System	2671	60.4	
Total		**4423**	**100.0**	

Table B.23

Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning? My school or district has not provided training on using artificial intelligence.

		N	%	Valid %
Valid	Yes	694	15.7	39.6
	No	680	15.4	38.8
	Not applicable/Prefer not to answer	378	8.6	21.6
	Total	1752	39.6	100.0
Missing	System	2671	60.4	
Total		**4423**	**100.0**	

Table B.24

Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning? Other (please specify below):

		N	%	Valid %
Valid	Yes	268	6.1	26.0
	No	146	3.3	14.2
	Not applicable/Prefer not to answer	617	14.0	59.8
	Total	1032	23.3	100.0
Missing	System	3391	76.7	
Total		**4423**	**100.0**	

Table B.25

Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning? My school or district lacks adequate infrastructure to use artificial intelligence.

		N	%	Valid %
Valid	Yes	265	6.0	15.2
	No	959	21.7	54.7
	Not applicable/Prefer not to answer	528	11.9	30.1
	Total	1752	39.6	100.0
Missing	System	2671	60.4	
Total		**4423**	**100.0**	

Table B.26

Are the following reasons why you don't use artificial intelligence in your teaching or to facilitate student learning? My school or district does not allow the use of artificial intelligence in teaching.

		N	%	Valid %
Valid	Yes	29	.7	1.7
	No	1204	27.2	68.7
	Not applicable/Prefer not to answer	520	11.8	29.7
	Total	1754	39.7	100.0
Missing	System	2669	60.3	
Total		**4423**	**100.0**	

Table B.27

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect teachers and the teaching profession. AI will save teachers time by reducing administrative tasks.

		N	%	Valid %
Valid	Strongly disagree	340	7.7	8.2
	Slightly disagree	394	8.9	9.5
	Neither disagree nor agree	651	14.7	15.7
	Slightly agree	1829	41.3	44.0
	Strongly agree	944	21.3	22.7
	Total	4158	94.0	100.0
Missing	Not sure/Prefer not to answer	249	5.6	
	System	15	.3	
	Total	265	6.0	
Total		**4423**	**100.0**	

Table B.28

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect teachers and the teaching profession. AI will support teachers' professional learning and development.

		N	%	Valid %
Valid	Strongly disagree	477	10.8	11.6
	Slightly disagree	558	12.6	13.6
	Neither disagree nor agree	1033	23.4	25.2
	Slightly agree	1535	34.7	37.5
	Strongly agree	495	11.2	12.1
	Total	4098	92.6	100.0
Missing	Not sure/Prefer not to answer	303	6.9	
	System	22	.5	
	Total	325	7.4	
Total		**4423**	**100.0**	

Table B.29

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect teachers and the teaching profession. AI will enhance teachers' pedagogical practice.

		N	%	Valid %
Valid	Strongly disagree	633	14.3	15.6
	Slightly disagree	683	15.4	16.8
	Neither disagree nor agree	1223	27.6	30.1
	Slightly agree	1204	27.2	29.6
	Strongly agree	320	7.2	7.9
	Total	4063	91.9	100.0
Missing	Not sure/Prefer not to answer	341	7.7	
	System	19	.4	
	Total	360	8.1	
Total		**4423**	**100.0**	

Table B.30

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect teachers and the teaching profession. AI will cause teachers to lose important professional skills.

		N	%	Valid %
Valid	Strongly disagree	467	10.6	11.3
	Slightly disagree	791	17.9	19.1
	Neither disagree nor agree	828	18.7	20.0
	Slightly agree	1257	28.4	30.3
	Strongly agree	802	18.1	19.3
	Total	4145	93.7	100.0
Missing	Not sure/Prefer not to answer	263	5.9	
	System	15	.3	
	Total	278	6.3	
Total		**4423**	**100.0**	

Table B.31

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect teachers and the teaching profession. AI will replace jobs in the teaching profession.

		N	%	Valid %
Valid	Strongly disagree	1471	33.3	36.1
	Slightly disagree	986	22.3	24.2
	Neither disagree nor agree	626	14.1	15.3
	Slightly agree	714	16.2	17.5
	Strongly agree	283	6.4	6.9
	Total	4080	92.3	100.0
Missing	Not sure/Prefer not to answer	322	7.3	
	System	20	.5	
	Total	342	7.7	
Total		**4423**	**100.0**	

Table B.32

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect teachers and the teaching profession. AI will help teachers provide more comprehensive feedback to students.

		N	%	Valid %
Valid	Strongly disagree	622	14.1	15.3
	Slightly disagree	646	14.6	15.9
	Neither disagree nor agree	993	22.5	24.5
	Slightly agree	1386	31.3	34.1
	Strongly agree	412	9.3	10.2
	Total	4059	91.8	100.0
Missing	Not sure/Prefer not to answer	347	7.8	
	System	17	.4	
	Total	363	8.2	
Total		**4423**	**100.0**	

Table B.33

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect teachers and the teaching profession. AI will negatively impact teachers' professional autonomy.

		N	%	Valid %
Valid	Strongly disagree	448	10.1	11.5
	Slightly disagree	912	20.6	23.4
	Neither disagree nor agree	1360	30.8	34.9
	Slightly agree	742	16.8	19.0
	Strongly agree	434	9.8	11.1
	Total	3897	88.1	100.0
Missing	Not sure/Prefer not to answer	509	11.5	
	System	17	.4	
	Total	526	11.9	
Total		**4423**	**100.0**	

Table B.34

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect teachers and the teaching profession. AI will create additional work for teachers.

		N	%	Valid %
Valid	Strongly disagree	462	10.5	11.5
	Slightly disagree	911	20.6	22.7
	Neither disagree nor agree	1202	27.2	29.9
	Slightly agree	881	19.9	21.9
	Strongly agree	566	12.8	14.1
	Total	4023	90.9	100.0
Missing	Not sure/Prefer not to answer	381	8.6	
	System	19	.4	
	Total	400	9.1	
Total		**4423**	**100.0**	

Table B.35

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect students and their learning. AI will improve accessibility and support for students with diverse learning needs.

		N	%	Valid %
Valid	Strongly disagree	281	6.3	6.9
	Slightly disagree	368	8.3	9.1
	Neither disagree nor agree	897	20.3	22.1
	Slightly agree	2004	45.3	49.4
	Strongly agree	510	11.5	12.6
	Total	4060	91.8	100.0
Missing	Not sure/Prefer not to answer	341	7.7	
	System	22	.5	
	Total	363	8.2	
Total		**4423**	**100.0**	

Table B.36

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect students and their learning. AI will enhance personalized learning.

		N	%	Valid %
Valid	Strongly disagree	566	12.8	13.9
	Slightly disagree	635	14.4	15.6
	Neither disagree nor agree	999	22.6	24.6
	Slightly agree	1554	35.1	38.2
	Strongly agree	311	7.0	7.7
	Total	4066	91.9	100.0
Missing	Not sure/Prefer not to answer	332	7.5	
	System	25	.6	
	Total	357	8.1	
Total		**4423**	**100.0**	

Table B.37

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect students and their learning. AI will cause students to become overly dependent on AI tools for learning.

		N	%	Valid %
Valid	Strongly disagree	51	1.1	1.2
	Slightly disagree	130	2.9	3.1
	Neither disagree nor agree	277	6.3	6.5
	Slightly agree	1212	27.4	28.4
	Strongly agree	2593	58.6	60.8
	Total	4264	96.4	100.0
Missing	Not sure/Prefer not to answer	133	3.0	
	System	26	.6	
	Total	159	3.6	
Total		**4423**	**100.0**	

Table B.38

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect students and their learning. AI will negatively impact students' development of critical thinking skills.

		N	%	Valid %
Valid	Strongly disagree	60	1.4	1.4
	Slightly disagree	176	4.0	4.2
	Neither disagree nor agree	330	7.5	7.8
	Slightly agree	1093	24.7	25.8
	Strongly agree	2583	58.4	60.9
	Total	4242	95.9	100.0
Missing	Not sure/Prefer not to answer	160	3.6	
	System	20	.5	
	Total	181	4.1	
Total		**4423**	**100.0**	

Table B.39

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect students and their learning. AI will make it harder for teachers to know what students actually understand.

		N	%	Valid %
Valid	Strongly disagree	81	1.8	1.9
	Slightly disagree	252	5.7	6.0
	Neither disagree nor agree	388	8.8	9.2
	Slightly agree	1284	29.0	30.5
	Strongly agree	2203	49.8	52.4
	Total	4207	95.1	100.0
Missing	Not sure/Prefer not to answer	196	4.4	
	System	19	.4	
	Total	215	4.9	
Total		**4423**	**100.0**	

Table B.40

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect students and their learning. AI will provide students with misleading or incorrect information.

		N	%	Valid %
Valid	Strongly disagree	46	1.1	1.1
	Slightly disagree	156	3.5	3.7
	Neither disagree nor agree	612	13.8	14.6
	Slightly agree	1735	39.2	41.4
	Strongly agree	1641	37.1	39.2
	Total	4191	94.8	100.0
Missing	Not sure/Prefer not to answer	210	4.7	
	System	22	.5	
	Total	232	5.2	
Total		**4423**	**100.0**	

Table B.41

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect students and their learning. AI will increase student engagement or motivation.

		N	%	Valid %
Valid	Strongly disagree	1193	27.0	29.1
	Slightly disagree	899	20.3	22.0
	Neither disagree nor agree	1079	24.4	26.3
	Slightly agree	782	17.7	19.1
	Strongly agree	143	3.2	3.5
	Total	4097	92.6	100.0
Missing	Not sure/Prefer not to answer	304	6.9	
	System	22	.5	
	Total	326	7.4	
Total		**4423**	**100.0**	

Table B.42

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may affect students and their learning. AI will improve student learning outcomes.

		N	%	Valid %
Valid	Strongly disagree	1146	25.9	28.4
	Slightly disagree	1016	23.0	25.2
	Neither disagree nor agree	1239	28.0	30.7
	Slightly agree	545	12.3	13.5
	Strongly agree	92	2.1	2.3
	Total	4038	91.3	100.0
Missing	Not sure/Prefer not to answer	359	8.1	
	System	25	.6	
	Total	384	8.7	
Total		**4423**	**100.0**	

Table B.43

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may have broader implications for the K–12 public education system. AI will lead to beneficial new approaches to teaching and learning.

		N	%	Valid %
Valid	Strongly disagree	509	11.5	12.8
	Slightly disagree	574	13.0	14.4
	Neither disagree nor agree	1060	24.0	26.7
	Slightly agree	1548	35.0	38.9
	Strongly agree	286	6.5	7.2
	Total	3977	89.9	100.0
Missing	Not sure/Prefer not to answer	415	9.4	
	System	31	.7	
	Total	446	10.1	
Total		**4423**	**100.0**	

Table B.44

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may have broader implications for the K–12 public education system. AI will create data privacy or security risks.

		N	%	Valid %
Valid	Strongly disagree	40	.9	1.0
	Slightly disagree	121	2.7	3.0
	Neither disagree nor agree	499	11.3	12.4
	Slightly agree	1388	31.4	34.4
	Strongly agree	1990	45.0	49.3
	Total	4038	91.3	100.0
Missing	Not sure/Prefer not to answer	355	8.0	
	System	30	.7	
	Total	385	8.7	
Total		**4423**	**100.0**	

Table B.45

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may have broader implications for the K–12 public education system. AI will help education systems direct resources more effectively toward student and teacher needs.

		N	%	Valid %
Valid	Strongly disagree	737	16.7	19.6
	Slightly disagree	734	16.6	19.5
	Neither disagree nor agree	1146	25.9	30.5
	Slightly agree	976	22.1	26.0
	Strongly agree	161	3.6	4.3
	Total	3754	84.9	100.0
Missing	Not sure/Prefer not to answer	642	14.5	
	System	27	.6	
	Total	669	15.1	
Total		**4423**	**100.0**	

Table B.46

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may have broader implications for the K–12 public education system. AI tools will be developed without adequate teacher involvement or expertise.

		N	%	Valid %
Valid	Strongly disagree	66	1.5	1.7
	Slightly disagree	123	2.8	3.1
	Neither disagree nor agree	548	12.4	13.8
	Slightly agree	1265	28.6	31.8
	Strongly agree	1975	44.7	49.7
	Total	3977	89.9	100.0
Missing	Not sure/Prefer not to answer	418	9.5	
	System	28	.6	
	Total	446	10.1	
Total		**4423**	**100.0**	

Table B.47

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may have broader implications for the K–12 public education system. AI will reproduce societal biases in the content it generates.

		N	%	Valid %
Valid	Strongly disagree	82	1.8	2.1
	Slightly disagree	147	3.3	3.9
	Neither disagree nor agree	862	19.5	22.6
	Slightly agree	1295	29.3	33.9
	Strongly agree	1433	32.4	37.5
	Total	3819	86.3	100.0
Missing	Not sure/Prefer not to answer	576	13.0	
	System	28	.6	
	Total	604	13.7	
Total		**4423**	**100.0**	

Table B.48

Please indicate the extent to which you agree or disagree with each of the following statements about how AI may have broader implications for the K–12 public education system. AI will deepen inequities in access to technology and digital literacy.

		N	%	Valid %
Valid	Strongly disagree	107	2.4	2.7
	Slightly disagree	342	7.7	8.8
	Neither disagree nor agree	871	19.7	22.3
	Slightly agree	1355	30.6	34.8
	Strongly agree	1224	27.7	31.4
	Total	3899	88.2	100.0
Missing	Not sure/Prefer not to answer	493	11.2	
	System	31	.7	
	Total	524	11.8	
Total		**4423**	**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*		*2025-2026 BCTF Survey*	
		N	%	*N*	%	*N*	%	*N*	%
Valid	Very poor	79_{a}	2.6	28_{b}	.5	22_{b}	.5	26_{b}	0.6
	Poor	447_{a}	14.6	361_{b}	6.9	271_{b}	6.7	313_{b}	7.1
	Fair	1146_{a}	37.4	1559_{b}	29.9	$1146_{b,c}$	28.2	1212_{c}	27.4
	Good	1099_{a}	35.8	2283_{b}	43.8	1728_{b}	42.5	1920_{b}	43.4
	Very good	287_{a}	9.4	968_{b}	18.6	850_{c}	20.9	924_{c}	20.9
	Total	3059	99.7	5199	99.8	4018	98.7	4395	99.4
Missing		$9_{a,c}$	.3	11_{a}	.2	52_{b}	1.3	28_{c}	0.6
Total		**3068**	**100.0**	**5209**	**100.0**	**4070**	**100.0**	**4423**	**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*		*2025-2026 BCTF Survey*	
		N	%	*N*	%	*N*	%	*N*	%
Valid	Very poor	176_{a}	5.7	106_{b}	2.0	69_{b}	1.7	97_{b}	2.2
	Poor	571_{a}	18.6	662_{b}	12.7	510_{b}	12.5	516_{b}	11.7
	Fair	1174_{a}	38.3	$1931_{a,b}$	37.1	1362_{c}	33.5	$1553_{b,c}$	35.1
	Good	932_{a}	30.4	1963_{b}	37.7	1577_{b}	38.8	1678_{b}	37.9
	Very good	208_{a}	6.8	536_{b}	10.3	493_{c}	12.1	550_{c}	12.4
	Total	3061	99.8	5197	99.8	4013	98.6	4394	99.3
Missing		$7_{a,c}$	.2	12_{a}	.2	57_{b}	1.4	29_{c}	0.7
Total		**3068**	**100.0**	**5209**	**100.0**	**4070**	**100.0**	**4423**	**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*		*2025-2026 BCTF Survey*	
		N	%	*N*	%	*N*	%
Valid	Strongly disagree	978_{a}	18.8	671_{b}	16.5	$763_{a,b}$	17.3
	Somewhat disagree	1907_{a}	36.6	1335_{b}	32.8	$1546_{a,b}$	35.0
	Neither disagree nor agree	387_{a}	7.4	363_{b}	8.9	404_{b}	9.1
	Somewhat agree	1434_{a}	27.5	1078_{a}	26.5	1134_{a}	25.7
	Strongly agree	454_{a}	8.7	510_{b}	12.5	485_{b}	11.0
	Total	5160	99.1	3956	97.2	4333	98.0
Missing		49_{a}	.9	114_{b}	2.8	90_{b}	2.0
Total		**5209**	**100.0**	**4070**	**100.0**	**4423**	**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.4

			How do you currently feel about your job?					
			Very happy	Somewhat happy	Neither happy nor unhappy	Somewhat unhappy	Very unhappy	Total
To what extent do you agree or disagree with the following statement? My overall workload is manageable.	Strongly disagree	Count	37	210	84	299	128	758
		%	4.9	27.7	11.1	39.4	16.9	100.0
	Somewhat disagree	Count	88	714	221	444	68	1535
		%	5.7	46.5	14.4	28.9	4.4	100.0
	Neither disagree nor agree	Count	35	189	103	58	13	398
		%	8.8	47.5	25.9	14.6	3.3	100.0
	Somewhat agree	Count	277	604	97	124	26	1128
		%	24.6	53.5	8.6	11.0	2.3	100.0
	Strongly agree	Count	210	200	28	33	11	482
		%	43.6	41.5	5.8	6.8	2.3	100.0
Total		**Count**	**647**	**1917**	**533**	**958**	**246**	**4301**
		%	**15.0**	**44.6**	**12.4**	**22.3**	**5.7**	**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	-.494	.015	-30.643	<.001
	Spearman Correlation	-.428	.013	-31.085	<.001[c]
N of Valid Cases		4301			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Table C.5

			How would you describe your current mental health?					
			Very poor	Poor	Fair	Good	Very good	Total
To what extent do you agree or disagree with the following statement? My overall workload is manageable.	Strongly disagree	Count	65	208	310	145	30	758
		%	8.6	27.4	40.9	19.1	4.0	100.0
	Somewhat disagree	Count	20	211	681	539	90	1541
		%	1.3	13.7	44.2	35.0	5.8	100.0
	Neither disagree nor agree	Count	5	30	161	161	44	401
		%	1.2	7.5	40.1	40.1	11.0	100.0
	Somewhat agree	Count	5	49	311	571	190	1126
		%	0.4	4.4	27.6	50.7	16.9	100.0
	Strongly agree	Count	2	15	65	222	178	482
		%	0.4	3.1	13.5	46.1	36.9	100.0
Total		**Count**	**97**	**513**	**1528**	**1638**	**532**	**4308**
		%	**2.3**	**11.9**	**35.5**	**38.0**	**12.3**	**100.0**

Table C.5.2

Measures of Significance and Association

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Ordinal by Ordinal	Gamma	.501	.015	31.220	<.001
	Spearman Correlation	.429	.013	31.208	<.001[c]
N of Valid Cases		4308			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Table C.6

			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
To what extent do you agree or disagree with the following statement? My overall workload is manageable.	Strongly disagree	Count	78	86	38	186	374	762
		%	10.2	11.3	5.0	24.4	49.1	100.0
	Somewhat disagree	Count	93	109	45	315	983	1545
		%	6.0	7.1	2.9	20.4	63.6	100.0
	Neither disagree nor agree	Count	26	28	26	77	247	404
		%	6.4	6.9	6.4	19.1	61.1	100.0
	Somewhat agree	Count	67	55	20	173	818	1133
		%	5.9	4.9	1.8	15.3	72.2	100.0
	Strongly agree	Count	35	42	17	71	319	484
		%	7.2	8.7	3.5	14.7	65.9	100.0
Total		**Count**	**299**	**320**	**146**	**822**	**2741**	**4328**
		%	**6.9**	**7.4**	**3.4**	**19.0**	**63.3**	**100.0**

Table C.6.2

Measures of Significance and Association

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Ordinal by Ordinal	Gamma	.164	.020	7.987	<.001
	Spearman Correlation	.123	.015	8.178	<.001[c]
N of Valid Cases		4328			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Table C.7

			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	18	22	10	24	23	97
		%	18.6	22.7	10.3	24.7	23.7	100.0
	Poor	Count	44	54	31	144	242	515
		%	8.5	10.5	6.0	28.0	47.0	100.0
	Fair	Count	84	105	48	328	986	1551
		%	5.4	6.8	3.1	21.1	63.6	100.0
	Good	Count	119	97	36	264	1161	1677
		%	7.1	5.8	2.1	15.7	69.2	100.0
	Very good	Count	44	52	21	75	358	550
		%	8.0	9.5	3.8	13.6	65.1	100.0
Total		**Count**	**309**	**330**	**146**	**835**	**2770**	**4390**
		%	**7.0**	**7.5**	**3.3**	**19.0**	**63.1**	**100.0**

Table C.7.2

Measures of Significance and Association

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Ordinal by Ordinal	Gamma	.162	.021	7.512	<.001
	Spearman Correlation	.116	.016	7.769	<.001[c]
N of Valid Cases		4390			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Table C.8

			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	30	27	13	55	536	661
		%	4.5	4.1	2.0	8.3	81.1	100.0
	Somewhat happy	Count	106	83	34	319	1399	1941
		%	5.5	4.3	1.8	16.4	72.1	100.0
	Neither happy nor unhappy	Count	37	49	30	144	290	550
		%	6.7	8.9	5.5	26.2	52.7	100.0
	Somewhat unhappy	Count	80	122	44	263	464	973
		%	8.2	12.5	4.5	27.0	47.7	100.0
	Very unhappy	Count	53	43	23	55	77	251
		%	21.1	17.1	9.2	21.9	30.7	100.0
Total		**Count**	**306**	**324**	**144**	**836**	**2766**	**4376**
		%	**7.0**	**7.4**	**3.3**	**19.1**	**63.2**	**100.0**

Table C.8.2

Measures of Significance and Association

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Ordinal by Ordinal	Gamma	-.393	.018	-19.768	<.001
	Spearman Correlation	-.294	.015	-20.313	<.001[c]
N of Valid Cases		4376			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Table C.9

			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 extent to which you agree or disagree…I have the autonomy to decide how I assess student learning.	Strongly agree	Count	82	88	34	226	1126	1556
		%	5.3	5.7	2.2	14.5	72.4	100.0
	Somewhat agree	Count	89	95	52	306	986	1528
		%	5.8	6.2	3.4	20.0	64.5	100.0
	Neither agree nor disagree	Count	15	25	18	69	137	264
		%	5.7	9.5	6.8	26.1	51.9	100.0
	Somewhat disagree	Count	48	50	22	116	276	512
		%	9.4	9.8	4.3	22.7	53.9	100.0
	Strongly disagree	Count	15	16	8	36	70	145
		%	10.3	11.0	5.5	24.8	48.3	100.0
Total		**Count**	**249**	**274**	**134**	**753**	**2595**	**4005**
		%	**6.2**	**6.8**	**3.3**	**18.8**	**64.8**	**100.0**

Table C.9.2

Measures of Significance and Association

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Ordinal by Ordinal	Gamma	-.216	.022	-9.546	<.001
	Spearman Correlation	-.152	.016	-9.727	<.001[c]
N of Valid Cases		4005			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Table C.10

			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 extent to which you agree or disagree…I have the autonomy to decide the teaching methods and strategies I use.	Strongly agree	Count	173	140	63	392	1783	2551
		%	6.8	5.5	2.5	15.4	69.9	100.0
	Somewhat agree	Count	82	129	56	317	779	1363
		%	6.0	9.5	4.1	23.3	57.2	100.0
	Neither agree nor disagree	Count	9	16	9	39	49	122
		%	7.4	13.1	7.4	32.0	40.2	100.0
	Somewhat disagree	Count	17	19	11	36	67	150
		%	11.3	12.7	7.3	24.0	44.7	100.0
	Strongly disagree	Count	5	6	2	20	30	63
		%	7.9	9.5	3.2	31.7	47.6	100.0
Total		**Count**	**286**	**310**	**141**	**804**	**2708**	**4249**
		%	**6.7**	**7.3**	**3.3**	**18.9**	**63.7**	**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	-.250	.023	-10.025	<.001
	Spearman Correlation	-.156	.015	-10.306	<.001[c]
N of Valid Cases		4249			

a. Not assuming the null hypothesis.
b. Using the asymptotic standard error assuming the null hypothesis.
c. Based on normal approximation.

Table C.11

Grade Level by Professional AI Use in Last 12 Months

			During the last 12 months, have you used artificial intelligence in your teaching or to facilitate student learning?		
			Yes	No	Total
Which grades do you currently teach? (Select all that apply)	Kindergarten	Count	501	540	1041
		%	48.1	51.9	
	Grade 1	Count	583	579	1162
		%	50.2	49.8	
	Grade 2	Count	639	577	1216
		%	52.5	47.5	
	Grade 3	Count	671	559	1230
		%	54.6	45.4	
	Grade 4	Count	670	505	1175
		%	57.0	43.0	
	Grade 5	Count	674	476	1150
		%	58.6	41.4	
	Grade 6	Count	687	445	1132
		%	60.7	39.3	
	Grade 7	Count	619	423	1041
		%	59.4	40.6	
	Grade 8	Count	716	468	1184
		%	60.5	39.5	
	Grade 9	Count	809	529	1338
		%	60.5	39.5	
	Grade 10	Count	896	575	1471
		%	60.9	39.1	
	Grade 11	Count	887	594	1480
		%	59.9	40.1	
	Grade 12	Count	844	560	1404
		%	60.1	39.9	
	Adult Education	Count	53	26	79
		%	66.7	33.3	
	Not applicable	Count	125	102	227
		%	55.0	45.0	
Total		**Count**	**9373**	**6957**	**16330**

Table C.12

Grade Level by Personal AI Use in Last 12 Months

			During the last 12 months, have you used artificial intelligence for personal purposes outside of your professional work?		
			Yes	No	Total
Which grades do you currently teach? (Select all that apply)	Kindergarten	Count	757	284	1041
		%	72.7	27.3	
	Grade 1	Count	847	315	1162
		%	72.9	27.1	
	Grade 2	Count	882	334	1216
		%	72.5	27.5	
	Grade 3	Count	891	339	1230
		%	72.5	27.5	
	Grade 4	Count	850	325	1175
		%	72.4	27.6	
	Grade 5	Count	844	306	1150
		%	73.4	26.6	
	Grade 6	Count	830	302	1132
		%	73.3	26.7	
	Grade 7	Count	746	295	1041
		%	71.7	28.3	
	Grade 8	Count	843	341	1184
		%	71.2	28.8	
	Grade 9	Count	945	393	1338
		%	70.7	29.3	
	Grade 10	Count	1025	446	1471
		%	69.7	30.3	
	Grade 11	Count	1030	450	1480
		%	69.6	30.4	
	Grade 12	Count	974	430	1404
		%	69.4	30.6	
	Adult Education	Count	63	16	79
		%	79.4	20.6	
	Not applicable	Count	177	51	227
		%	77.7	22.3	
Total		**Count**	**11704**	**4625**	**16330**

Notes. Percentages and totals are based on responses (not case counts) as grade level variable is a multiple response item. Significance tests are not reported due to overlapping respondents across rows.

Table C.13

			During the last 12 months, have you used artificial intelligence in your teaching or to facilitate student learning?		
			Yes	No	Total
During the last 12 months, have you used artificial intelligence for personal purposes outside of your professional work?	Yes	Count	2259	947	3206
		%	70.5	29.5	100.0
	No	Count	401	815	1216
		%	33.0	67.0	100.0
Total		**Count**	**2660**	**1762**	**4422**
		%	**60.2**	**39.8**	**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	.658	.020	22.443	<.001
	Spearman Correlation	.342	.015	24.186	<.001[c]
N of Valid Cases		4422			

[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.

	N	%
Classroom Teacher	2658	60.1
Specialist Teacher[A]	933	21.1
Teacher Teaching on Call (TTOC)	550	12.4
Adult/Continuing Education Teacher	22	.5
Distributed Learning (DL) Teacher	28	.6
District Coordinator or District Helping Teacher	61	1.4
Local Officer or Local Executive Officer	22	.5
On leave	39	.9
Other (please specify)	111	2.5
Total	**4423**	**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		
	N	%	% of Cases
Full-time continuing	3048	65.5%	69.0%
Full time temporary	266	5.7%	6.0%
Part time continuing	385	8.3%	8.7%
Part time temporary	151	3.2%	3.4%
Teacher teaching on call (TTOC)	619	13.3%	14.0%
Currently not working/on leave	71	1.5%	1.6%
Other (please specify)	110	2.4%	2.5%
Total	**4651**	**100.0%**	**105.2%**

Notes. This question asked respondents to select all response options that applied to them, so the total number of responses (4,651) is greater than the number of respondents (4,423).

Table D.3

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

		N	%	Valid %
Valid	1 year (or less)	164	3.7	3.7
	2 to 4 years	408	9.2	9.3
	5 to 9 years	733	16.6	16.6
	10 to 14 years	686	15.5	15.5
	15 to 19 years	672	15.2	15.2
	20 to 30 years	1166	26.4	26.4
	Over 30 years	581	13.1	13.2
	Total	4409	99.7	100.0
Missing	Not sure/Prefer not to answer	9	.2	
	System	4	.1	
	Total	13	.3	
Total		**4423**	**100.0**	

Table D.4

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

		N	%	Valid %
Valid	A college program (e.g., apprenticeship, certificate or college diploma)	19	.4	.4
	An undergraduate degree (e.g., Bachelor of Arts)	1016	23.0	23.1
	A post-baccalaureate diploma or certificate	1481	33.5	33.6
	A Master's degree	1692	38.3	38.4
	A Ph.D or Ed.D degree	74	1.7	1.7
	Other (please specify)	124	2.8	2.8
	Total	4404	99.6	100.0
Missing	Prefer not to answer	9	.2	
	System	10	.2	
	Total	18	.4	
Total		**4423**	**100.0**	

Table D.5

Please indicate your age.

		N	%	Valid %
Valid	18-24 years old	42	1.0	1.0
	25-29 years old	285	6.5	6.6
	30-34 years old	488	11.0	11.3
	35-39 years old	549	12.4	12.7
	40-44 years old	713	16.1	16.5
	45-49 years old	655	14.8	15.1
	50-54 years old	594	13.4	13.8
	55-59 years old	497	11.2	11.5
	60-64 years old	313	7.1	7.2
	65 years or older	184	4.2	4.3
	Total	4321	97.7	100.0
Missing	Prefer not to answer	94	2.1	
	System	8	.2	
	Total	102	2.3	
Total		**4423**	**100.0**	

Table D.6

How do you define your gender identity?

		N	%	Valid %
Valid	Woman	3238	73.2	75.7
	Man	999	22.6	23.3
	Non-binary	28	.6	.7
	Prefer to self-describe	14	.3	.3
	Total	4278	96.7	100.0
Missing	Prefer not to answer	139	3.2	
	System	5	.1	
	Total	145	3.3	
Total		**4423**	**100.0**	

Table D.7

…Do you identify as a person with a disability according to the above definition?[A]

		N	%	Valid %
Valid	Yes	486	11.0	11.5
	No	3753	84.9	88.5
	Total	4239	95.8	100.0
Missing	Prefer not to answer	173	3.9	
	System	11	.2	
	Total	184	4.2	
Total		**4423**	**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

		N	%	Valid %
Valid	White	3109	70.3	76.8
	South Asian (e.g. Indian, Pakistani, Sri Lankan)	235	5.3	5.8
	Chinese	212	4.8	5.2
	Black	16	.4	.4
	Filipino	26	.6	.6
	Arab	9	.2	.2
	Latin American	26	.6	.6
	Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai)	17	.4	.4
	West Asian (e.g., Iranian, Afghan)	15	.3	.4
	Korean	26	.6	.6
	Japanese	19	.4	.5
	Other population group, n.i.e.	18	.4	.4
	Multiple population groups	161	3.6	4.0
	Indigenous peoples	157	3.6	3.9
	Total	4048	91.5	100.0
Missing	Could not be classified	83	1.9	
	Prefer not to answer	292	6.6	
	Total	375	8.5	
Total		**4423**	**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)"*

BCTF

Information, Research and International Solidarity Division
100-550 West 6th Avenue
Vancouver, BC V5Z 4P2
research@bctf.ca

June 2026 | RT26-0008