Alberta Teachers Responding to Coronavirus (COVID-19): Pandemic Research Study Initial Report

June 2020 Preliminary Analysis of Research Results
Alberta, Canada

The Alberta Teachers' Association | www.**teachers**.ab.ca

Alberta Teachers Responding to Coronavirus (COVID-19) - Pandemic Research Study

The Alberta Teachers' Association

EXECUTIVE SUMMARY

EMERGENCY REMOTE TEACHING IN A PANDEMIC: LESSONS LEARNED IN ALBERTA

Alberta has been identified as the highest performing education system in the English speaking world for the past several years.[1] But how has it held up against the challenges of the COVID-19 pandemic?

The *Alberta Teachers' Association (ATA) Pandemic Research Study* shows how teachers are coping and what we are learning.

THE ALBERTA RESEARCH

It's a provincial survey of **8,000 Alberta teachers and school leaders** who have given voice to their experiences during the pandemic and shared their concerns and questions on re-entering public schools[2].

WHAT ARE THE TOP 3 CONCERNS FOR ALBERTA TEACHERS?

1. School safety, including:

> Personal protective equipment
>
> Physical distancing measures
>
> Reducing large class sizes
>
> School cleanliness and hygiene

2. Student learning needs for school re-entry, including:

> Support for vulnerable populations, child poverty and growing inequity
>
> Student engagement and motivation
>
> Curricular gaps when schools "go back"
>
> Less high-stakes testing and more authentic assessments

3. Well-being for all, including:

> Mental wellness and health supports
>
> Greater focus on relationships
>
> Social-emotional learning
>
> More physical activity and play

Well-being: How are our teachers holding up?

Teachers are feeling exhausted (70%) and isolated (63%).

"I feel overwhelmed by the expectations to be working full-time from home, while also working with my own children on their home schooling." — Survey respondent

Compassion fatigue is a deep concern for the profession:

35% of teachers are taking on some of the trauma their students are feeling…

"Are they safe? Are they fed?" — Survey respondent

And 75% don't feel the same emotional connection with their students as prior to the pandemic…

"I feel disconnected from my students. I wonder what's going on with students and parents that I'm getting no response or feedback from." — Survey respondent

65% of teachers feel their energy level is lower than 30 days ago...

"Why am I not sleeping?" — Survey respondent

Equity: What do students need to be successful?

Teachers are worried about the impact emergency remote teaching has on students who need extra attention.

"My students are young children with special needs and online learning is not ideal or developmentally appropriate for many children." — Survey respondent

62% said access to extra help above and beyond classroom support is a top concern...

… and 64% said technology (access and digital literacy) is an issue.

The following groups are at-risk and being identified by teachers as struggling:

Students living in poverty (77%)

Students in single-parent homes (71%)

Students with exceptionalities (70%)

Students with English as a second language (68%) ...

… and male students seem to be having more difficulty (38%) than female students (30%).

Technology: How are we connecting?

Teachers are using a wide variety of technology platforms, digital tools and print resources for emergency remote teaching.

Technology has been essential in the rapid move to online instruction.

Here are the top ways teachers are connecting with students, colleagues, and parents:

#1 Email

#2 Video Calls or Virtual Meet-ups

#3 Telephone Calls

#4 Texting

#5 Instant Messaging

#6 Social Media

Laptops (35%) and mobile devices (32%) are how students are accessing online instruction.

But everyone is starting to feel *Zoomed-Out.*

"No exercise, too much tech time." — Survey respondent

Connecting or Disconnecting?

Students' overall readiness to learn (ready, willing, able) has declined (79%)

Students' ability to focus has declined (77%)

Students' checking in online each day has declined (67%)

The rapid move to digital platforms brings its own set of issues:

Excessive screen time concerns

Technology costs for families

Remote access (equity) challenges and lack of support

Concern with growth in privatization of educational services

"(There's a) loss of social interaction and imaginative play." — Survey respondent

Emergency remote teaching: Getting through this together!

Some relationships have thrived during the pandemic:

Teachers find they're much more collaborative with their colleagues and school leadership (57% agree/strongly agree)...

> ...and 91% have a positive working relationship with parents/guardians.

But there is a fall-off in engagement:

"In the beginning most parents were diligent and engaged. This engagement has fallen off track significantly in the last few weeks." — Survey respondent

The Road Ahead...

The COVID-19 pandemic has **amplified** challenges with inequity and poverty and hit vulnerable Albertans the hardest. It has also **accelerated** new opportunities with digital technologies and collaboration within the school community.

Albertans will need a healthy and emotionally secure population, along with safe and caring public schools, for a flourishing economy.

As we travel the road ahead we must focus on:

School Safety

Student Learning Needs

Well-Being for All

Thank you to our teachers, school leaders, students, parents and the entire Alberta school community for all you do to continue educating our young people during the COVID-19 pandemic.

We look forward to being at school together soon.

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[1] *Organization of Economic Cooperation and Development (OECD) Programme for International Student Assessment (PISA)*

[2] *Survey administered between April 27, 2020 and May 15, 2020 during the COVID-19 pandemic. 8128 Alberta teacher respondents (7200+ teachers and 900+ school leaders).*

The survey data from this study is highly representative of the profession of teaching in Alberta and has a confidence interval of +/- 1.5 per cent (19 times out of 20) on all questions.

Further information about Alberta Teachers' Association research is available from
Dr Philip McRae email: research@ata.ab.ca

Alberta Teachers

Responding to Coronavirus (COVID-19) Pandemic Research Study

Initial Report for Random Stratified Alberta Sample n=2594

Preliminary Analysis Contact: **Dr Phil McRae** (philip.mcrae@ata.ab.ca)

PANDEMIC RESEARCH STUDY BACKGROUND

The impact of the coronavirus (COVID-19) pandemic on public education systems around the world has been both rapid and profound. Alberta's teaching profession has been agile by instituting emergency responses in this pandemic to create stability and continuity for our students and the public education system.

With the global onset of the COVID-19 pandemic, and ensuing cancellation of face to face kindergarten to grade 12 (K-12) classes in Alberta's education system, an emergent need was created to document and research the impacts of the pandemic on the profession and our public schools.

The Association conducts research and advocates for the best conditions of professional practice needed to educate all Alberta children and to advance the goals of public education.

This Alberta Teachers' Association (the Association) research study encompassed five key areas regarding teacher and school leaders' experiences and perspectives during this pandemic:

1) Well-Being
2) Equity
3) Technology Use and Online Instruction
4) Pedagogical Practices and the Profession of Teaching
5) Return to Public School Buildings

The findings from the stratified random research study that follows will help to inform a return to public school buildings, assist the Association in supporting members, and construct a forecast of the longitudinal implications of the changes to the school system. It will also be used to conceptualize more sustained strategic shifts in policy and practice that emerge (or become necessary) as Albertans transition out of the first waves of the pandemic and return to public schools across the province.

8100+ Alberta Teachers and School Leaders Voices
Alberta Pandemic Research Study - Random Stratified and Open Survey Sampling

The research study was run with two parallel and identical surveys over a three-week period between April 27, 2020 and May 15, 2020. One survey drew on a random stratified sample of the teaching profession in Alberta (n=2,594) and another (identical instrument) captured the voices of teachers through an open survey (n=5534) on the Association's website.

The overall data being coded for themes and analyzed is that of eight thousand one hundred (8100+) Alberta teachers and school leaders; 7200 teachers and 900 school leaders.

The random stratified sample data that follows is highly representative of the profession in Alberta and has a confidence interval of +/- 1.5 per cent (19 times out of 20) on all questions.

The ATA pandemic research study instrument was also adopted by the Canadian Teachers' Federation (CTF) for a Pan-Canadian study and run across all Canadian provinces during the month of June 2020.

Future Alberta Pandemic Research Activities

This research provides the Association with a very strong pulse of the profession during the first wave of the COVID-19 pandemic, and clearly identifies future issues, concerns and questions regarding the profession of teaching and a return to public school buildings. While this is an initial report and preliminary analysis of the research findings, more reports and visual infographics will follow.

Further, the early analysis of the segmented data from over 900 school leaders (principals, assistant principals and central office staff) who responded to the random and open 'Alberta Teachers Responding to Coronavirus (COVID-19)—Pandemic Research Study' flagged some unique considerations and questions regarding the impact on school leadership in Alberta. A focused research study of 600 school leaders from across Alberta is underway with data collection and analysis to be completed by July 2020.

Attention in future research will again be paid to the well-being and mental health developments of teachers, students and members of the school community, along with deeper analysis of how the pandemic has accelerated and amplified issues of inequity, poverty, isolation and vulnerabilities in schools across Alberta.

Association research activities will continue to follow and monitor COVID-19 developments across Alberta in support of Alberta teachers and the interests of public education.

Number of Respondents to the Random Stratified Sample

Completion Rate:	89.6%	
	Complete	2,324
	Partial	270

Totals: 2,594

RESPONDENT PROFILE NOTATION

Detailed demographics of respondents follows at the end of this report.

The random stratified sample in this ATA pandemic research study is highly representative of the profession of teaching in Alberta, Canada. The confidence interval is plus or minus one and a half percent (+/- 1.5%) on all questions (19 times out of 20).

Highlights:
80% Alberta Classroom Teachers
20% Alberta School Leaders
92% Full-Time (81% Public School Authority & 19% Separate School Authority)

76% Female Respondents
23% Male Respondents
2% Prefer Not to Say

43% Grades 1 to 6
19% Grades 10 to 12
18% Grades 7 to 9
14% Combined Grades

Note: The responses to the random stratified sample track closely to the open survey (n=5534) in all categories. Total responses being analyzed for this ATA pandemic research study are 8128 teachers from across Alberta, Canada.

WELL-BEING ~ SECTION 1

1. How are you feeling today?

37% Neither Happy or Unhappy

40% Somewhat Happy

12% Somewhat Unhappy

2% Very Unhappy
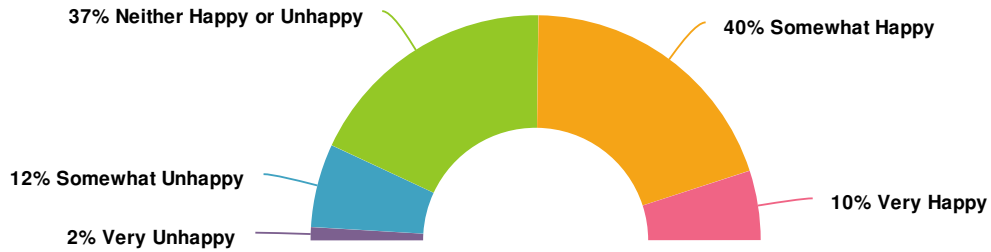
10% Very Happy

Value		Percent	Responses
Very Unhappy		1.9%	43
Somewhat Unhappy		12.0%	268
Neither Happy or Unhappy		36.5%	817
Somewhat Happy		39.6%	885
Very Happy		10.0%	224

Totals: 2,237

2. How often are you able to achieve the following within your daily schedule?

	Never	Infrequently	Sometimes	Frequently	Always	Responses
Sleep. I am getting sufficient sleep (quality and quantity) every night. Count Row %	51 2.0%	469 18.2%	873 33.8%	937 36.3%	250 9.7%	2,580
Nutrition. I am eating regularly to improve concentration and performance. Count Row %	10 0.4%	234 9.1%	595 23.1%	1,236 47.9%	505 19.6%	2,580
Hydration. I am drinking water while working and staying hydrated throughout the day. Count Row %	27 1.0%	373 14.5%	697 27.0%	969 37.6%	512 19.9%	2,578
Movement. I am setting aside time throughout my day - at regular intervals - to be physically active. Count Row %	126 4.9%	619 24.0%	799 31.0%	693 26.9%	341 13.2%	2,578
Prioritization. I am able to keep up with my tasks/electronic communication and can determine which tasks are most pressing. Count Row %	38 1.5%	212 8.2%	752 29.2%	1,184 45.9%	391 15.2%	2,577
Totals Total Responses						2580

3. Thinking about the onset of the COVID-19 pandemic, identify your level of agreement with the following statements:

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Responses
I am able to balance my personal and professional life. Count Row %	201 7.8%	638 24.8%	312 12.1%	1,142 44.4%	281 10.9%	2,574
I feel the same emotional connection to my students as prior to the pandemic. Count Row %	827 32.2%	1,094 42.6%	182 7.1%	359 14.0%	109 4.2%	2,571
I am affected (or people are telling me that I am affected) by the emotions of my students at this time. Count Row %	103 4.0%	492 19.2%	632 24.6%	1,087 42.4%	251 9.8%	2,565
I feel fatigued when I get up in the morning and have to face another day of teaching students at a distance. Count Row %	218 8.5%	762 29.7%	289 11.3%	966 37.6%	331 12.9%	2,566
I feel exhausted by the end of the day. Count Row %	123 4.8%	486 18.9%	158 6.1%	1,058 41.1%	749 29.1%	2,574
I am invigorated working with my students through online instruction. Count Row %	465 18.2%	958 37.4%	515 20.1%	530 20.7%	93 3.6%	2,561
I feel isolated. Count Row %	166 6.5%	583 22.7%	200 7.8%	1,131 44.0%	489 19.0%	2,569
I feel as though I am experiencing the trauma of some of the students I am teaching. Count Row %	237 9.3%	867 33.9%	569 22.3%	759 29.7%	123 4.8%	2,555

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Responses
I feel depressed. Count Row %	468 18.3%	991 38.7%	493 19.2%	513 20.0%	99 3.9%	2,564
Totals Total Responses						2574

COMPASSION FATIGUE NOTATION

Compassion fatigue refers to the emotional and physical exhaustion that can develop when helpers (for example teachers, nurses, and others) are unable to "refuel and regenerate" as a result of their emotional labour and dedication to others.

One of the main characteristics of compassion fatigue, as found within the research literature, is the experiencing of secondary (vicarious) trauma. This can be through one profound experience of secondary trauma or via cumulative exposure.

- *30% of Alberta teachers agree that they feel as though they are experiencing the trauma of some of the students they teach during the pandemic.*
- *42% of Alberta teachers agree that they are affected (or people are telling them that they are affected) by the emotions of students at this time.*

With one-third of respondents (Alberta teachers) in this study indicating that they are empathizing with the trauma of their students, the profession may experience a very high rate of compassion fatigue within the membership. Of further note, student-teacher relationships are an important protective factor for teaching professional when they provide emotional labor. Yet the sample from this study indicate the following:
- *63% of the Alberta teachers feel isolated.*
- *75% of the Alberta teachers disagree/strongly disagree that they feel the same emotional connection to their students as prior to the COVID-19 pandemic.*

"We have not been directly exposed to the trauma scene, but we hear the story told with such intensity, or we hear similar stories so often, or we have the gift and curse of extreme empathy and we suffer. We feel the feelings of our clients. We experience their fears. We dream their dreams. Eventually, we lose a certain spark of optimism, humor and hope. We tire. We aren't sick, but we aren't ourselves."
Charles Figley, 1995

Charles R. Figley, (Ed.). (1995). Compassion fatigue: Coping with secondary traumatic stress disorder in those who treat the traumatized. New York: Brunner/Mazel.
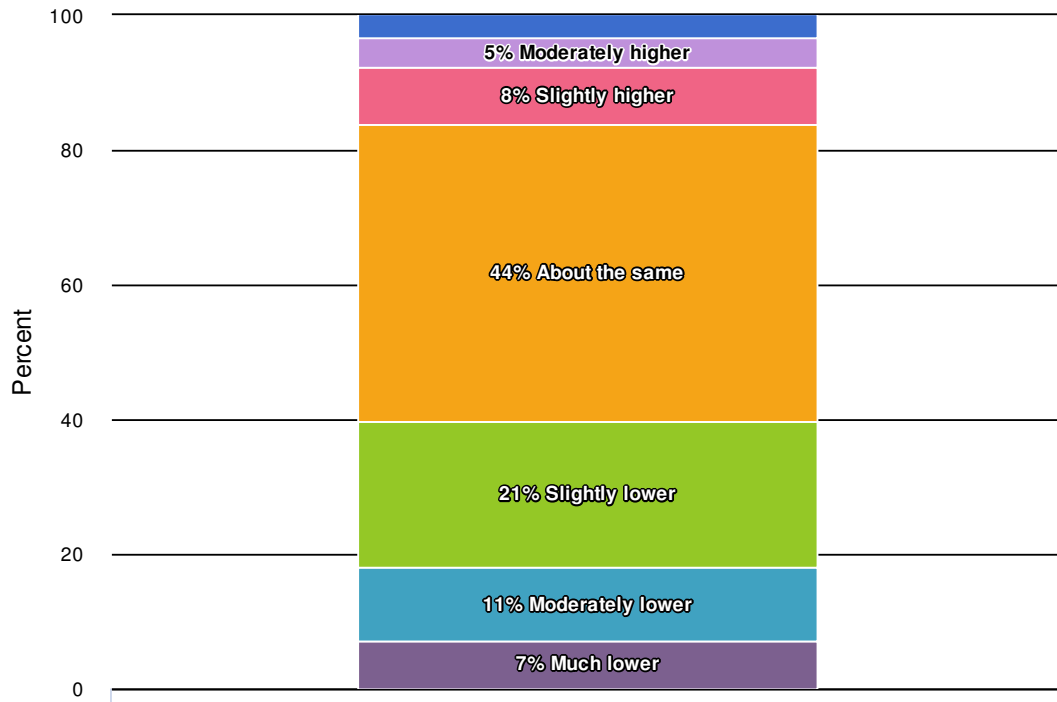
4. Over the last 30 days, my energy level is _____ than the previous 30 days.
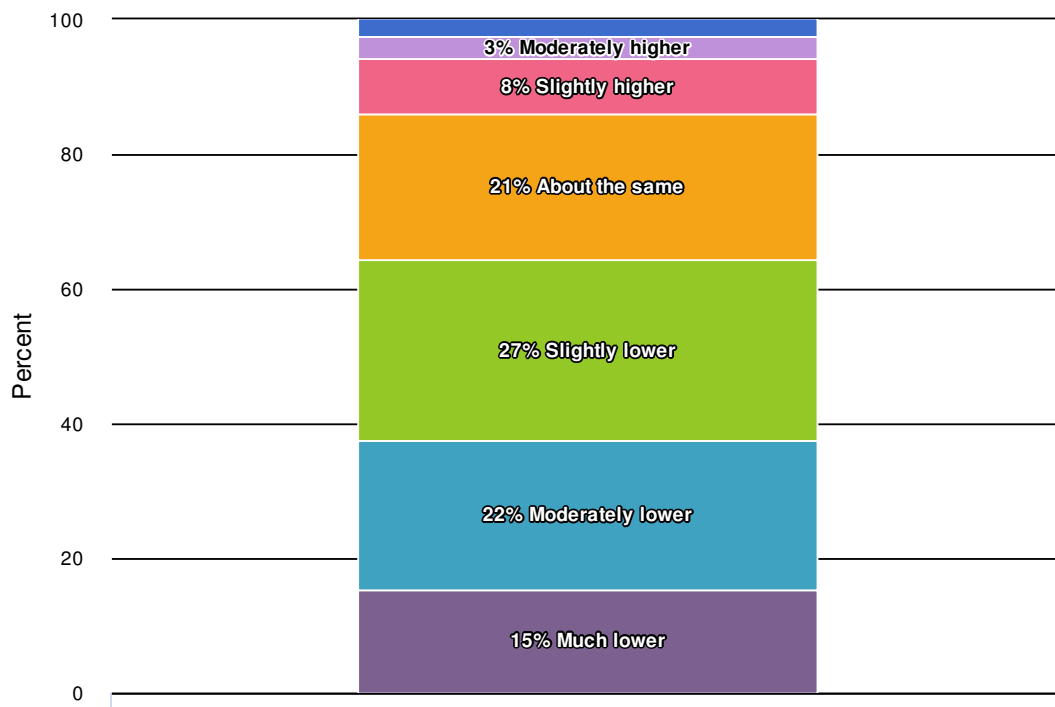
Value		Percent	Responses
Much lower		15.4%	397
Moderately lower		22.1%	570
Slightly lower		27.0%	696
About the same		21.4%	552
Slightly higher		8.3%	213
Moderately higher		3.4%	87
Much higher		2.3%	59

Totals: 2,574

5. Over the last 30 days, my willingness to work hard is _____ than the previous 30 days.

Value		Percent	Responses
Much lower		7.0%	180
Moderately lower		11.2%	288
Slightly lower		21.4%	552
About the same		44.2%	1,137
Slightly higher		8.4%	215
Moderately higher		4.6%	119
Much higher		3.2%	83

Totals: 2,574

6. QUALITATIVE ANALYSIS - Top two concerns or questions about the mental health and well-being of your students in relation to the current coronavirus (COVID-19) pandemic.
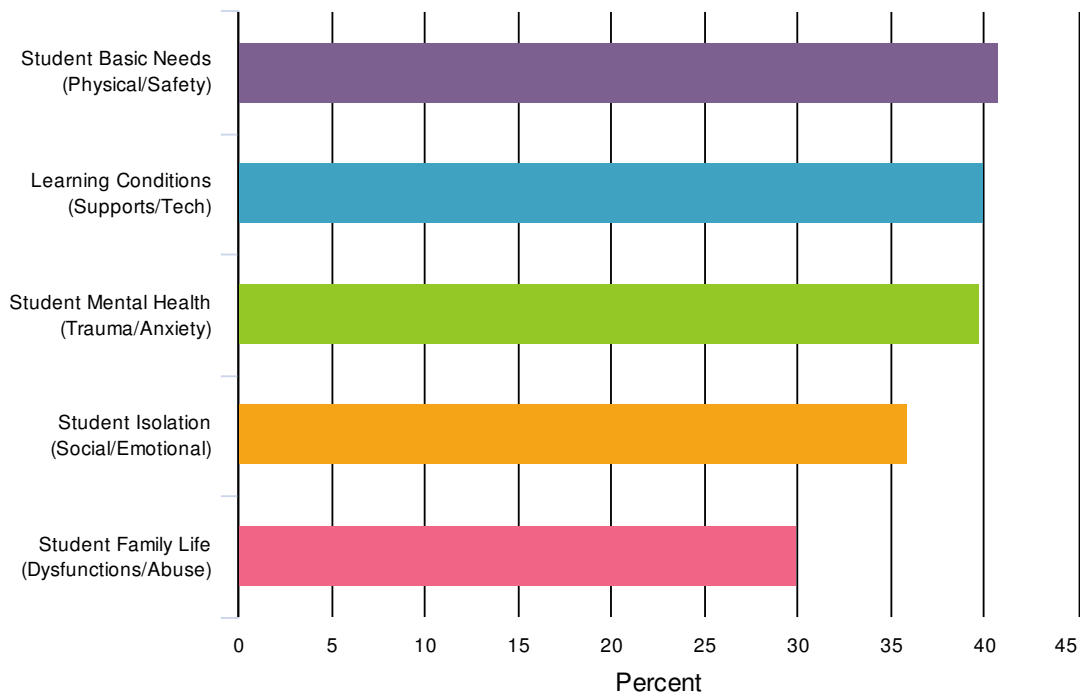
Value		Percent	Responses
Student Basic Needs (Physical/Safety)		40.7%	240
Learning Conditions (Supports/Tech)		40.0%	236
Student Mental Health (Trauma/Anxiety)		39.8%	235
Student Isolation (Social/Emotional)		35.9%	212
Student Family Life (Dysfunctions/Abuse)		30.0%	177

REPRESENTATIVE QUOTE(S): What are your top two concerns or questions about the mental health and well-being of your students in relation to the current coronavirus (COVID-19) pandemic?

> Their own isolation from their peers and support groups.
>
> 04/27/2020   Response id: 281

> Lack of communication and interactions with peers
>
> 04/27/2020   Response id: 284

> I am not able to maintain the level of contact that I usually do with my students, "Who are at Risk".
>
> 04/27/2020   Response id: 294

> How are students who have unstable home lives dealing with the pandemic?
>
> 04/27/2020   Response id: 305

> Many of my students are not engaged. They have family responsibilities with varying expectations and are experiencing a lot of stress.
>
> 04/27/2020   Response id: 313

> I am concerned for the high school students who are working long hours in essential services (gas station attendants, grocery clerks) because their parents are laid off. They are the soul income earners. A LOT of pressure for a teen.
>
> 04/27/2020   Response id: 411

> 1) the financial situation of many of my students has been affected by the job terminations 2) for some that live in closed buildings with no access and large numbers in the family.
>
> 05/07/2020   Response id: 2578

> Are they safe? Are they fed?
>
> 05/08/2020   Response id: 2736

> Are they able to stay connected to peers outside of school/classroom online meets?
>
> 05/15/2020   Response id: 3155

> I feel disconnected with my students. I wonder what's going on with students and parents that I'm getting no response or feedback from.
>
> 05/16/2020   Response id: 3158

7. QUALITATIVE ANALYSIS - Top two concerns or questions about your mental health and well-being in relation to the current coronavirus (COVID-19) pandemic.
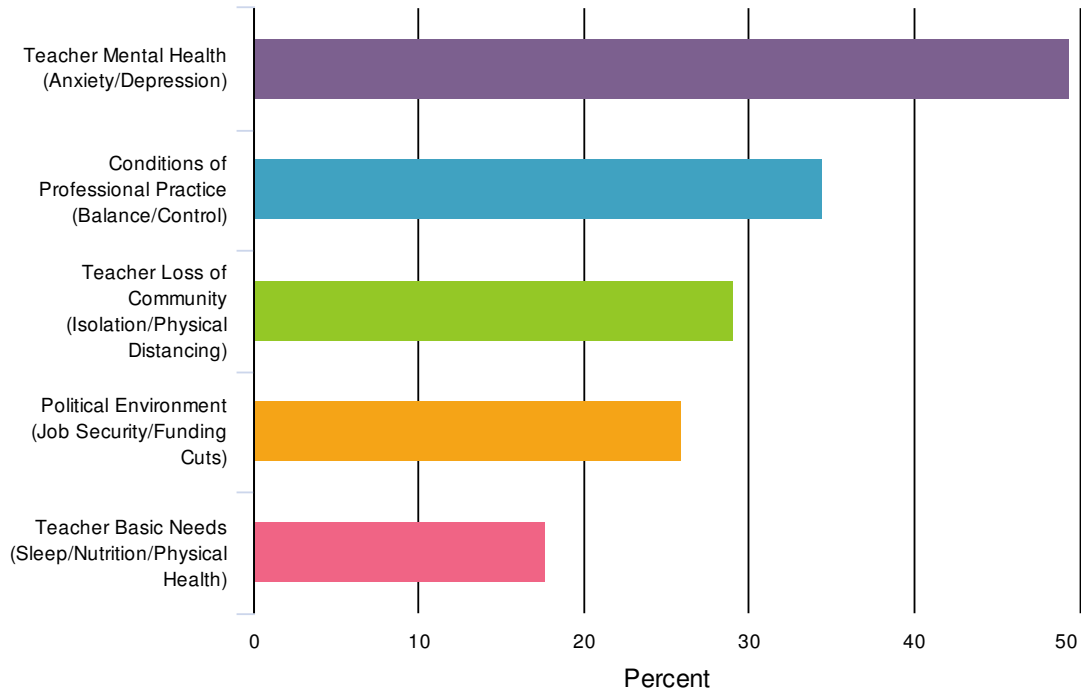
Value		Percent	Responses
Teacher Mental Health (Anxiety/Depression)		49.4%	251
Conditions of Professional Practice (Balance/Control)		34.4%	175
Teacher Loss of Community (Isolation/Physical Distancing)		29.1%	148
Political Environment (Job Security/Funding Cuts)		26.0%	132
Teacher Basic Needs (Sleep/Nutrition/Physical Health)		17.7%	90

REPRESENTATIVE QUOTE(S): What are your top two concerns or questions about your mental health and well-being in relation to the current coronavirus (COVID-19) pandemic?

" Why am I not sleeping well? "
04/27/2020   Response id: 279

" Feeling unmotivated to teach through a distance when more than 50% of my class is not participating and parents are taking their frustrations out on me. It makes me feel like I am not good at my job when I am trying my best and battling my own feelings of depression and anxiety from this situation. "
04/27/2020   Response id: 286

" Concern #1. That I will no longer have a job. Concern #2. That the world as we know it has completely changed. "
04/27/2020   Response id: 586

" I feel sad and angry often. I feel disconnected from my students and my colleagues. I feel overwhelmed by the expectations to be working full-time form home, while also working with my own children on their home schooling. "
04/27/2020   Response id: 912

" I am sitting for most of the day and overloaded with work. "
05/08/2020   Response id: 2867

" How to balance loneliness and isolation ... "
05/08/2020   Response id: 2898

" Anxiety around getting sick/depressed about not being able to visit friends and family. "
05/09/2020   Response id: 2934

" Uncertainty about next year, with significant funding cuts to my program, are very stressful. "
05/11/2020   Response id: 3017

" 1. My mental health (isolation, anxiety, depression) "
05/16/2020   Response id: 3161

EQUITY ~ SECTION 2

8. Do you have any concerns or questions about getting your students what they need to be successful (equity) with online instruction?

39% No

61% Yes

Value		Percent	Responses
Yes		61.2%	1,497
No		38.8%	950

Totals: 2,447

9. QUALITATIVE ANALYSIS - Top two concerns or questions about getting your students what they need to be successful (equity).
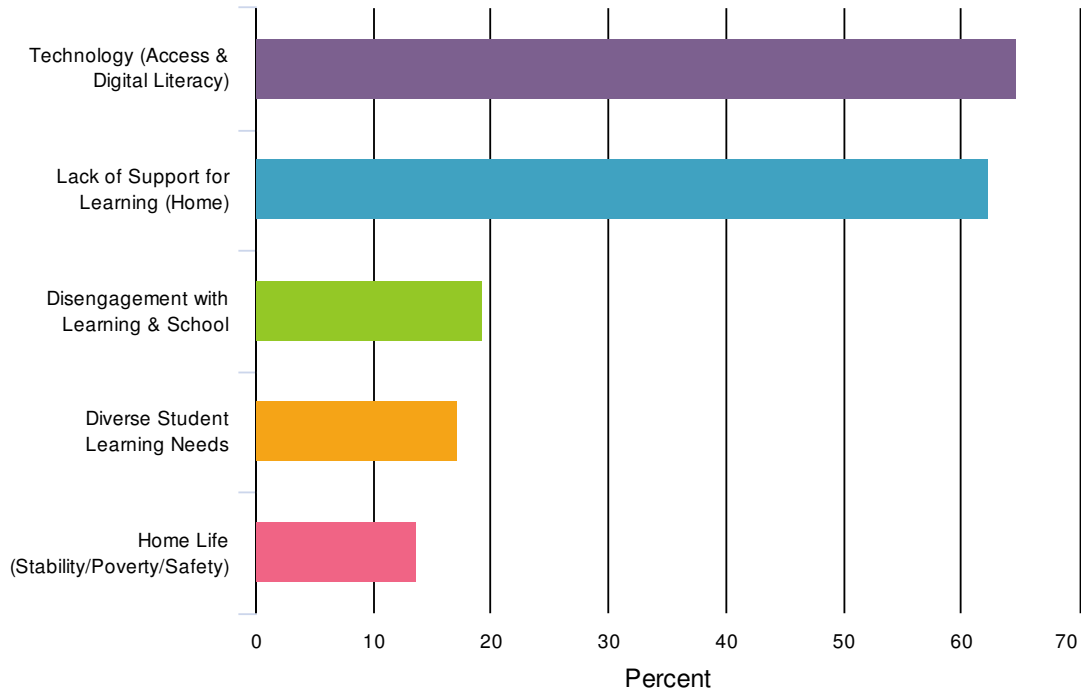
Value		Percent	Responses
Technology (Access & Digital Literacy)		64.7%	675
Lack of Support for Learning (Home)		62.3%	650
Disengagement with Learning & School		19.3%	201
Diverse Student Learning Needs		17.1%	178
Home Life (Stability/Poverty/Safety)		13.6%	142

REPRESENTATIVE QUOTE(S): What are your top two concerns or questions about getting your students what they need to be successful (equity)?

66 Some of my students and their parents speak very little English, so even paper packages made for them to pick up are difficult to complete. Some do not have access to technology, or, parents who are unable to find the time to support them. 99

04/27/2020   Response id: 286

66 I am an outreach teacher and my students are most often kids for whom traditional and online instruction did not work. 99

04/27/2020   Response id: 384

66 Poor internet connection Too many people needing the connection or the devices at once. 99

04/27/2020   Response id: 411

66 Some families are struggling with poverty which makes educational programming less of a priority. 99

05/07/2020   Response id: 2402

66 Inconsistent access to wifi Low levels of digital literacy skills Poor reading comprehension skills. Navigation in virtual classrooms still requires a lot of teacher support to younger kids. Those who were low skilled in the classroom are not engaging in the digital platform at all. 99

05/07/2020   Response id: 2594

66 My students are young children with special needs and online learning is not ideal or developmentally appropriate for many children. 99

05/11/2020   Response id: 3017

10. Using the following scale, please rate how you think the following groups of students in your classes are handling online instruction during the COVID-19 pandemic.

	Very negative	Negative	No change	Positive	Very positive	Not Applicable	Responses
Students living in poverty Count Row %	797 32.4%	1,101 44.8%	209 8.5%	101 4.1%	16 0.7%	235 9.6%	2,459
Students with English as a Second Language Count Row %	503 20.5%	1,169 47.6%	275 11.2%	146 5.9%	30 1.2%	333 13.6%	2,456
First Nations, Métis and Inuit students Count Row %	367 15.0%	840 34.2%	489 19.9%	63 2.6%	11 0.4%	683 27.8%	2,453
Visible Minority students Count Row %	118 4.8%	758 31.0%	926 37.9%	155 6.3%	30 1.2%	457 18.7%	2,444
Refugee students Count Row %	345 14.2%	707 29.0%	226 9.3%	46 1.9%	5 0.2%	1,108 45.5%	2,437
Students with exceptionalities Count Row %	561 22.9%	1,153 47.1%	289 11.8%	195 8.0%	52 2.1%	199 8.1%	2,449
Male students Count Row %	61 2.5%	872 35.8%	1,094 44.9%	231 9.5%	37 1.5%	139 5.7%	2,434
Female students Count Row %	50 2.1%	680 28.0%	1,186 48.8%	321 13.2%	55 2.3%	140 5.8%	2,432
LGBTQ2S+ students Count Row %	112 4.6%	484 20.0%	658 27.2%	69 2.9%	12 0.5%	1,085 44.8%	2,420

	Very negative	Negative	No change	Positive	Very positive	Not Applicable	Responses
Students in single parent homes Count Row %	371 15.2%	1,369 56.1%	465 19.1%	86 3.5%	13 0.5%	135 5.5%	2,439
Totals Total Responses							2459

AT-RISK STUDENTS NOTATION

The following groups are at-risk and being identified by teachers as struggling during the pandemic:

1. Students Living in Poverty (77%)
2. Students in Single Parent Homes (71%)
3. Students with Exceptionalities (Special Needs and Gifted) (70%)
4. Students who are English Language Learners (68%)

Additional Note: Male students seem to be having more difficulty (38%) than female students (30%)

11. Thinking about COVID-19, to what extent do you agree with each of the following statements related to equity:

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Not Applicable	Responses
The majority of my students have access to a reliable internet connection and a computer/device to complete their assignments. Count Row %	149 6.0%	417 16.9%	124 5.0%	1,229 49.7%	542 21.9%	12 0.5%	2,473
I am concerned that online learning is creating new cost burdens for my students and/or their families. Count Row %	123 5.0%	523 21.2%	636 25.7%	795 32.2%	341 13.8%	53 2.1%	2,471
My students have a quiet safe space to do their school work. Count Row %	119 4.8%	592 23.9%	973 39.4%	627 25.4%	80 3.2%	81 3.3%	2,472
Any loss of support staff and educational assistants has negatively impacted my students' ability to learn at a distance. Count Row %	120 4.9%	318 12.9%	303 12.3%	701 28.4%	827 33.5%	200 8.1%	2,469
If needed, students can access support or advice from others (beyond their teacher) from home or virtually during the day. Count Row %	140 5.7%	460 18.6%	654 26.5%	886 35.9%	260 10.5%	70 2.8%	2,470
Totals Total Responses							2473

TECHNOLOGY USE & ONLINE INSTRUCTION ~ SECTION 3

12. What concerns or questions do you have about the impact of digital technologies used during the pandemic?

digital concerned spending
school parents kids amount
technology learning lack
day social screen
children time
work or access
students online increased
connection interaction physical
impact
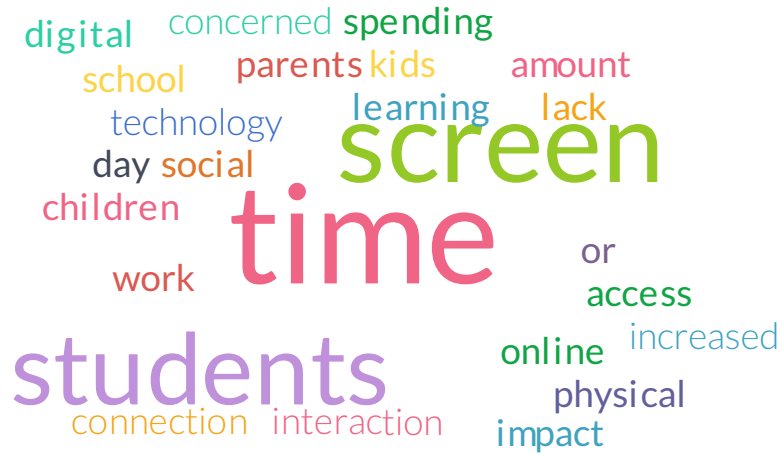
13. QUALITATIVE ANALYSIS - Concerns or questions about the impact of digital technologies used during the pandemic.
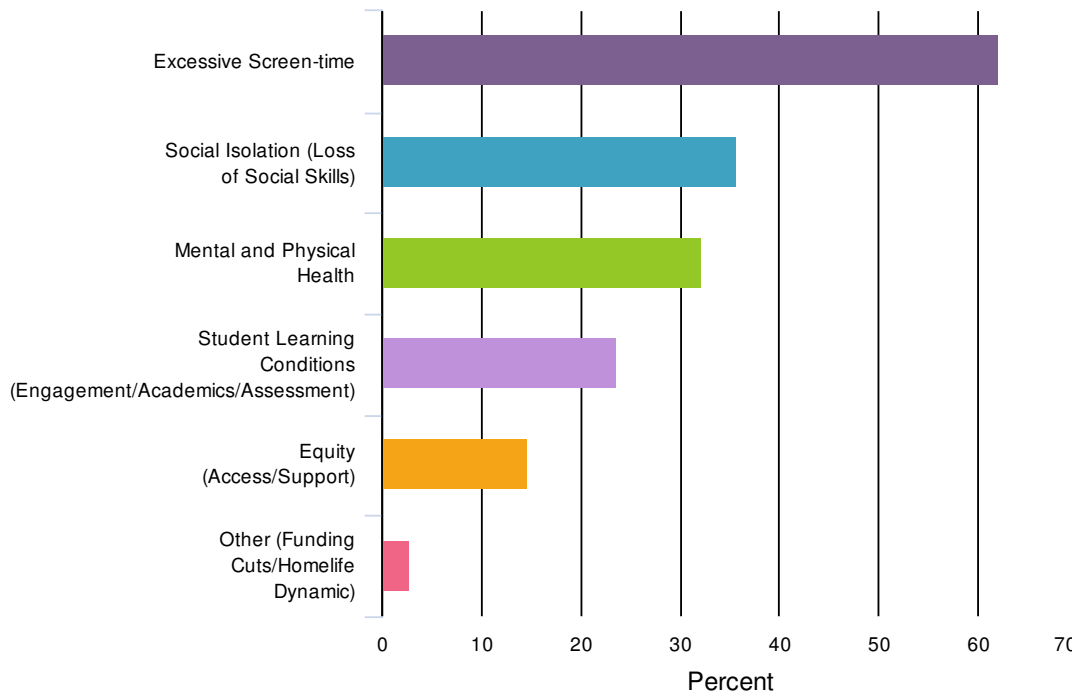
Value		Percent	Responses
Excessive Screen-time		62.1%	363
Social Isolation (Loss of Social Skills)		35.6%	208
Mental and Physical Health		32.1%	188
Student Learning Conditions (Engagement/Academics/Assessment)		23.6%	138
Equity (Access/Support)		14.7%	86
Other (Funding Cuts/Homelife Dynamic)		2.7%	16

REPRESENTATIVE QUOTE(S): What concerns or questions do you have about the impact of digital technologies used during the pandemic?

" Even more exposure and imbalance to the digital influences on our students. "
04/27/2020   Response id: 294

" The amount of screentime we are expecting is excessive. "
04/27/2020   Response id: 313

" More sedentary- increased BMI and related issues Social/ Emotional- depression, isolation, anxiety, inability to interact with friends, family violence issues... "
04/27/2020   Response id: 346

" Loss of social interaction and imaginative play "
04/27/2020   Response id: 376

" No exercise, too much tech time "
04/28/2020   Response id: 1249

" One of my biggest concerns is the amount of screen time that some students are having, dependent on what their teachers have given as assignments. "
04/28/2020   Response id: 1469

14. When at home, how are your students most likely to access the internet for learning?
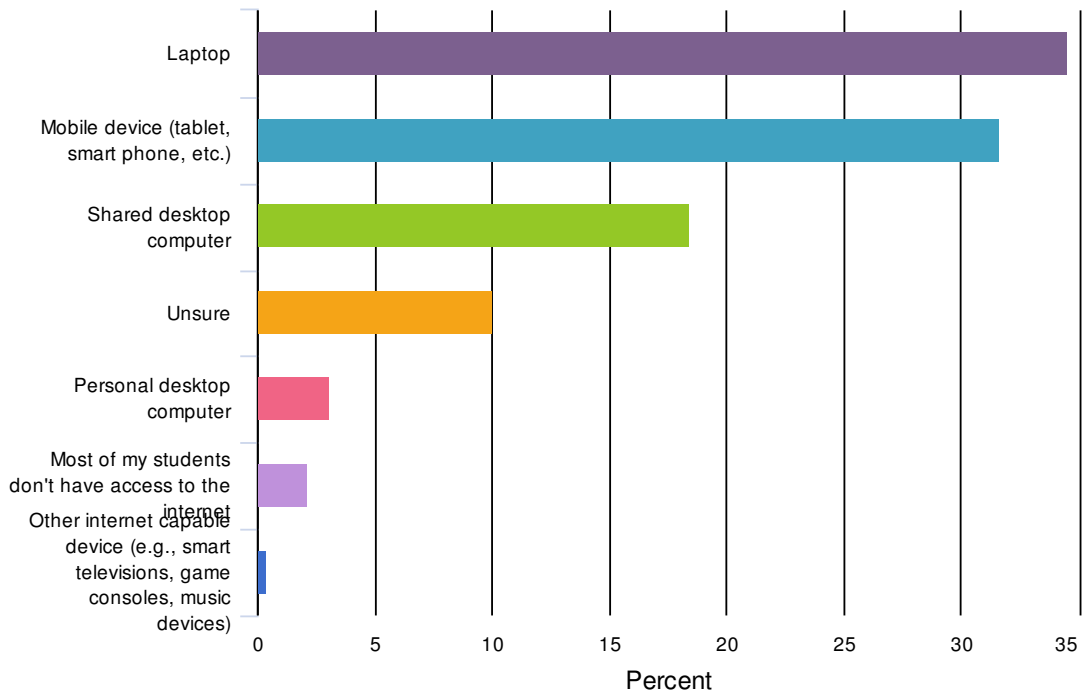
Value		Percent	Responses
Laptop		34.5%	839
Mobile device (tablet, smart phone, etc.)		31.6%	767
Shared desktop computer		18.4%	448
Unsure		10.0%	242
Personal desktop computer		3.1%	76
Most of my students don't have access to the internet		2.1%	50
Other internet capable device (e.g., smart televisions, game consoles, music devices)		0.4%	9

Totals: 2,431

COMMUNICATION /CONNECTION DURING THE COVID-19 PANDEMIC NOTATION

Technology has been essential in the rapid move to online instruction. Here are the top ways teachers are connecting with students, colleagues and parents:

#1 Email

#2 Video Calls or Virtual Meet-ups

#3 Telephone Calls

#4 Texting

#5 Instant Messaging

#6 Social Media

Within these top six modes of communication there is some variation. For example, video calls or virtual meet-ups are the primary mode of connecting with students, while email is the predominant means of communication between teacher colleagues and school leadership. When reaching out to parents, telephone calls remain a key tool. See Question 15 that follows for more detailed data on how teachers have been communication/connecting during the pandemic.

Indications are that the rapid move to digital platforms for emergency remote teaching has its own set of issues. The greatest concern expressed by the respondents is that of excessive screen time (for both students and teachers). Understanding and responding to how the increased use of digital technologies is impacting the heath and wellbeing of students, teachers and school staff will be a priority area. Closely following this is a concern for the technology costs for families with the move to online instruction, a lack of technology supports and concerns around reliable access (equity) for students. There are also indications of concerns with the growth in privatization of online educational services during the pandemic.

15. How have you been communicating and/or connecting with your students, teacher colleagues, school/jurisdiction leadership and parents/guardians during the pandemic? (Please check all that apply)

	Students	Teacher Colleagues	School/Jurisdiction Leadership	Parents/Guardians	Total Checks
E-mail Checks Row Check %	1,970 23.2%	2,323 27.3%	1,944 22.9%	2,259 26.6%	8496
Texting Checks Row Check %	256 7.8%	1,993 60.6%	564 17.2%	475 14.4%	3288
Instant Messaging Checks Row Check %	644 27.8%	1,045 45.1%	264 11.4%	364 15.7%	2317
Social Media Checks Row Check %	238 16.5%	710 49.3%	219 15.2%	272 18.9%	1439
Telephone Calls Checks Row Check %	1,289 22.3%	1,561 27.0%	935 16.2%	2,003 34.6%	5788
Video Calls or Virtual Meet-ups Checks Row Check %	2,146 30.5%	2,256 32.1%	1,766 25.1%	858 12.2%	7026
Total Checks Checks % of Total Checks	6543 23.1%	9888 34.9%	5692 20.1%	6231 22.0%	28354 100.0%

16. Which social media platforms are you using most frequently to communicate/connect?
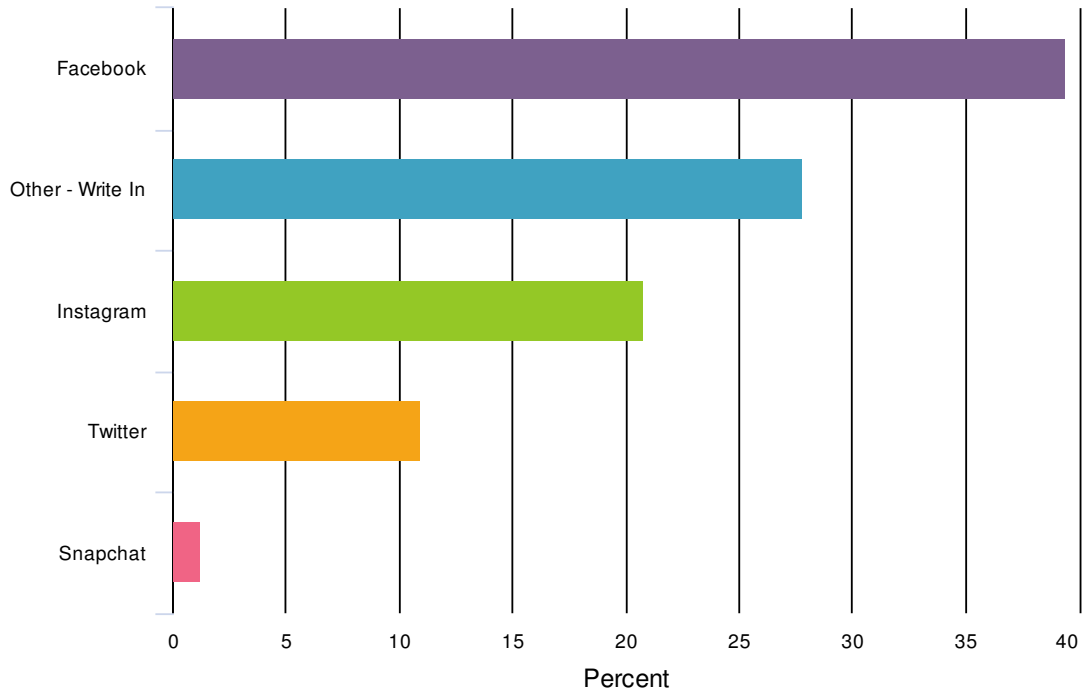
Value		Percent	Responses
Facebook		39.4%	337
Other - Write In		27.8%	238
Instagram		20.8%	178
Twitter		10.9%	93
Snapchat		1.2%	10

Totals: 856

17. QUALITATIVE ANALYSIS - Other social media platforms used most frequently to communicate/connect.
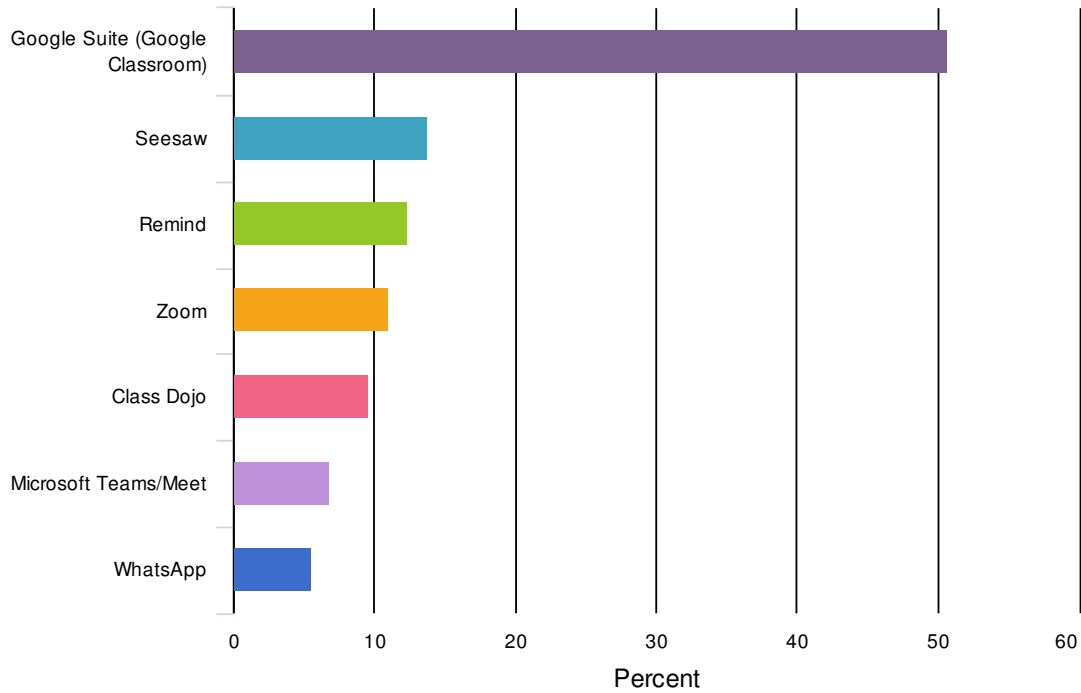
Value		Percent	Responses
Google Suite (Google Classroom)		50.7%	37
Seesaw		13.7%	10
Remind		12.3%	9
Zoom		11.0%	8
Class Dojo		9.6%	7
Microsoft Teams/Meet		6.8%	5
WhatsApp		5.5%	4

18. Thinking about COVID-19, indicate your level of agreement with the following statements:

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Not Applicable	Responses
My teaching, resourcing and planning have become much more collaborative with my colleagues. Count Row %	188 8.0%	577 24.7%	165 7.1%	860 36.8%	489 20.9%	59 2.5%	2,338
I have positive working relationships with my teaching colleagues. Count Row %	36 1.5%	56 2.4%	61 2.6%	900 38.3%	1,282 54.6%	12 0.5%	2,347
I have a great deal of professional autonomy with how to teach my students during the pandemic. Count Row %	74 3.2%	231 9.9%	123 5.3%	1,011 43.2%	872 37.2%	30 1.3%	2,341
I have positive working relationships with my school leadership. Count Row %	38 1.6%	105 4.5%	86 3.7%	855 36.4%	1,247 53.1%	16 0.7%	2,347
Parents/guardians helped facilitate student learning with my online instruction. Count Row %	102 4.4%	349 14.9%	423 18.1%	1,045 44.7%	347 14.8%	73 3.1%	2,339

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Not Applicable	Responses
My teaching has become much more visible to parents/guardians with online instruction. Count Row %	44 1.9%	178 7.6%	437 18.7%	939 40.1%	676 28.9%	65 2.8%	2,339
I have positive working relationships with parents/guardians. Count Row %	10 0.4%	20 0.9%	136 5.8%	1,298 55.4%	843 36.0%	35 1.5%	2,342
I have noticed an increase in the marketing (or school/jurisdiction purchasing) of private educational services such as assessments, evaluation tools, testing, curricula, or teaching and learning resources. Count Row %	122 5.2%	356 15.2%	559 23.9%	646 27.6%	552 23.6%	107 4.6%	2,342

Totals
Total Responses   2347

19. QUALITATIVE ANALYSIS - General Comments on Pedagogy and Profession of Teaching
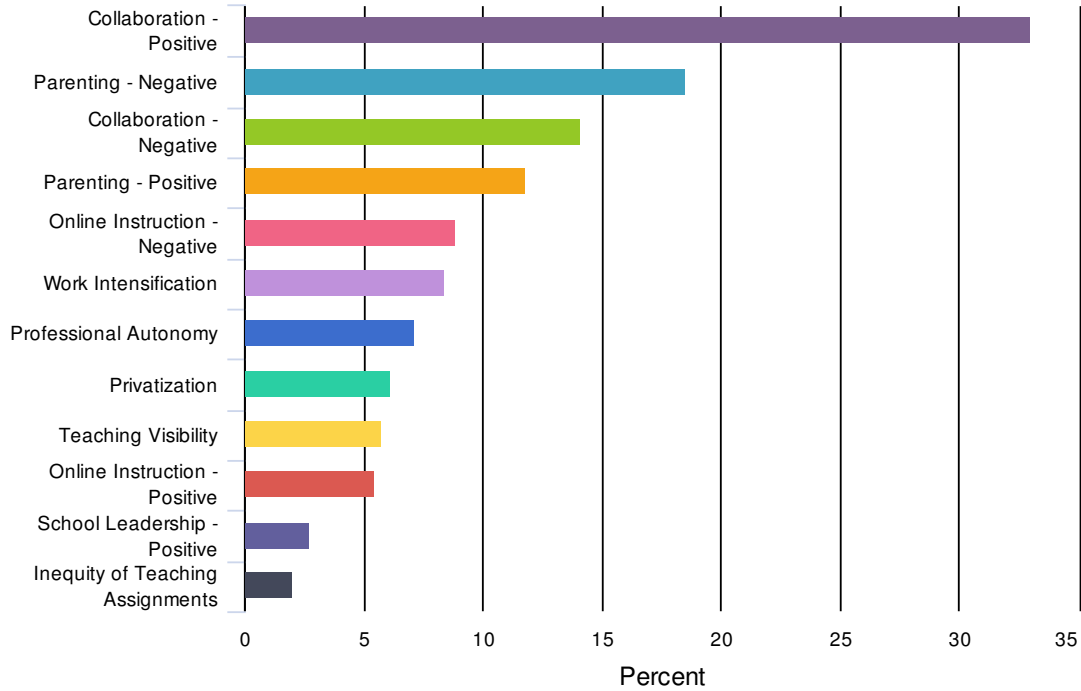
Value		Percent	Responses
Collaboration - Positive		33.0%	98
Parenting - Negative		18.5%	55
Collaboration - Negative		14.1%	42
Parenting - Positive		11.8%	35
Online Instruction - Negative		8.8%	26
Work Intensification		8.4%	25
Professional Autonomy		7.1%	21
Privatization		6.1%	18
Teaching Visibility		5.7%	17
Online Instruction - Positive		5.4%	16
School Leadership - Positive		2.7%	8
Inequity of Teaching Assignments		2.0%	6

20. What percentage of your students are checking in with you on a weekly basis?
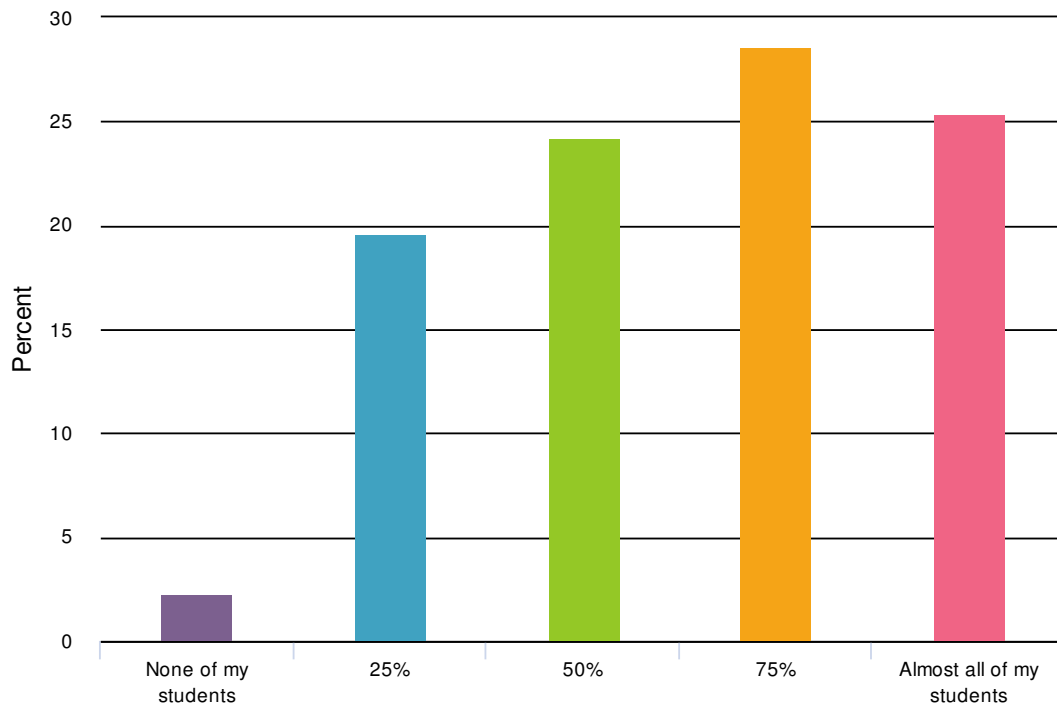
Value		Percent	Responses
None of my students		2.3%	53
25%		19.6%	458
50%		24.2%	564
75%		28.6%	667
Almost all of my students		25.4%	592

Totals: 2,334

OVERALL STUDENT READINESS TO LEARN NOTATION

Readiness to learn is generally defined as a student's availability (willingness) and abilities (skills) to enter into learning experiences and school communities where resources are available to support their education: students are "ready, willing and able" to learn.

With the move to emergency remote teaching, Alberta teachers are concerned about the impact of the COVID-19 pandemic on students readiness to learn. In particular, concerns are being shared about their students' ability to focus with online instruction, coming to the online learning environment with reduced sleep quality and quantity, and the declining frequency with which students are checking in with their teacher on a daily basis.

Indicators are that during the COVID-19 pandemic this has been amplified and accelerated as a perspective.

- ° *Overall Readiness to Learn -* **79%** *somewhat/significantly worsened*
- ° *Student's Ability to Focus on Educational Tasks -* **77%** *somewhat/significantly worsened*
- ° *Checking in Online Each Day -* **67%** *somewhat/significantly worsened*
- ° *Coming to the Online Environment Tired -* **49%** *somewhat/significantly worsened*

While the issue of 'readiness to learn' is an often researched concept, especially for students in the early years and in relation to childhood development and school entry, it has rarely been tracked across grades and over multiple years. The concept comes with some controversy in that detractors note the education system should be the one ready for learning, not necessarily the student(s). However, research points to both student and school readiness as important factors in establishing the capacity for safe and caring learning environments that are developmentally appropriate for learning.

See Question 21 STUDENT READINESS for more detailed data.

21. STUDENT READINESS - Based on your observations of students in your classes during the pandemic, to what extent have the following changed?

	Significantly worsened	Somewhat worsened	No change	Somewhat improved	Significantly improved	Unsure	Responses
Students' overall readiness to learn Count Row %	607 26.0%	1,227 52.5%	277 11.8%	126 5.4%	16 0.7%	86 3.7%	2,339
Students' ability to focus on educational tasks Count Row %	647 27.7%	1,146 49.1%	218 9.3%	125 5.4%	14 0.6%	185 7.9%	2,335
Students checking in online each day Count Row %	587 25.2%	917 39.4%	331 14.2%	240 10.3%	52 2.2%	199 8.6%	2,326
Students coming to the online environment tired Count Row %	355 15.2%	786 33.7%	524 22.5%	95 4.1%	18 0.8%	551 23.7%	2,329
Totals Total Responses							2339

22. QUALITATIVE ANALYSIS - In what ways did parents/guardians help facilitate their child's learning while classes were cancelled?
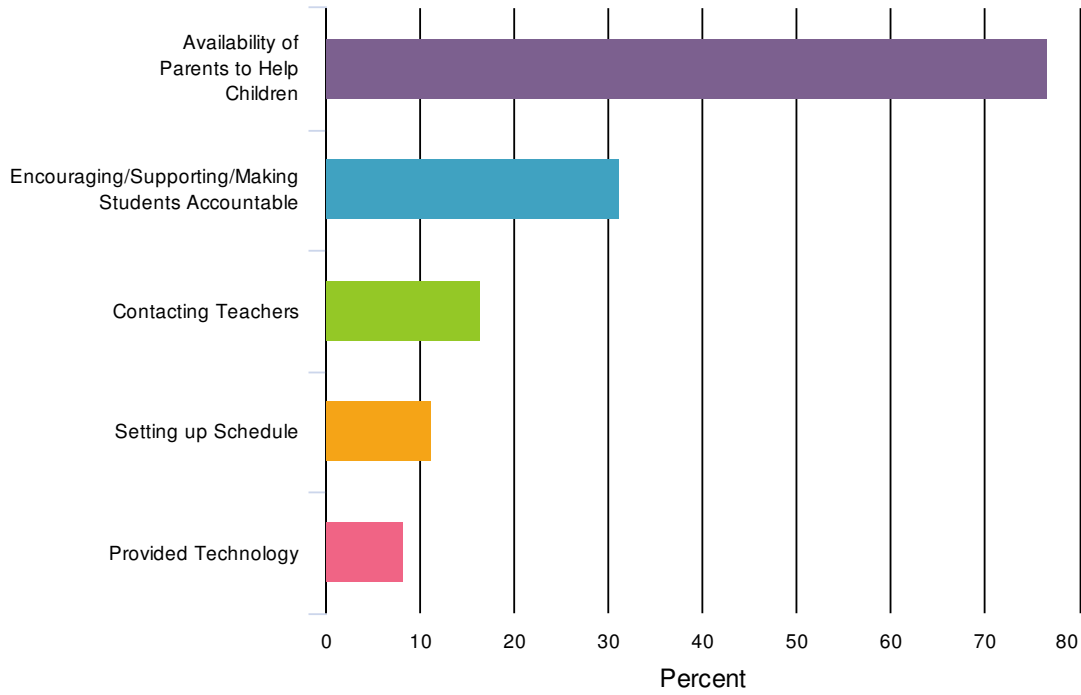
Value		Percent	Responses
Availability of Parents to Help Children		76.7%	158
Encouraging/Supporting/Making Students Accountable		31.1%	64
Contacting Teachers		16.5%	34
Setting up Schedule		11.2%	23
Provided Technology		8.3%	17

REPRESENTATIVE QUOTE(S): In your experience, in what ways did parents/guardians help facilitate their child's learning while classes were cancelled?

" Helping to navigate google classroom, reading instructions, submitting assignments "
04/27/2020   Response id: 298

" Parents have ensured their children meet for virtual classes and do their best to encourage their children to finish work "
04/28/2020   Response id: 1320

" They [parents] help my students maintain focus and complete work. They check over work before it is submitted. "
04/29/2020   Response id: 1711

" Helping with structure in their child's day. "
05/07/2020   Response id: 2320

23. QUALITATIVE ANALYSIS - In what ways did parents/guardians struggle to faciltate their child's learning while classes were cancelled?

Value	Percent	Responses
Not Encouraging Child/Youth	60.2%	50
Home Factors Impacting Availability (Stress/Tech Access/No Time)	43.4%	36
Not Establishing Routines	27.7%	23
Not Prioritizing Learning	14.5%	12
Other (No Contact / Parenting Style)	12.0%	10

REPRESENTATIVE QUOTE(S): In your experience, in what ways did parents/guardians struggle to facilitate their child's learning while classes were cancelled?

" Requiring them (students) to babysit at home. Some parents thought school was finished for the year when they heard classes were 'cancelled' "

04/27/2020   Response id: 313

" Parents are not maintaining regular household sleep/day/night/wakeup. "

04/27/2020   Response id: 411

" In the beginning most parents were diligent and engaged. This engagement had fallen off track significantly in the last few weeks. "

05/01/2020   Response id: 1848

24. QUALITATIVE ANALYSIS - What are you learning about your school community and culture during the COVID-19 pandemic?
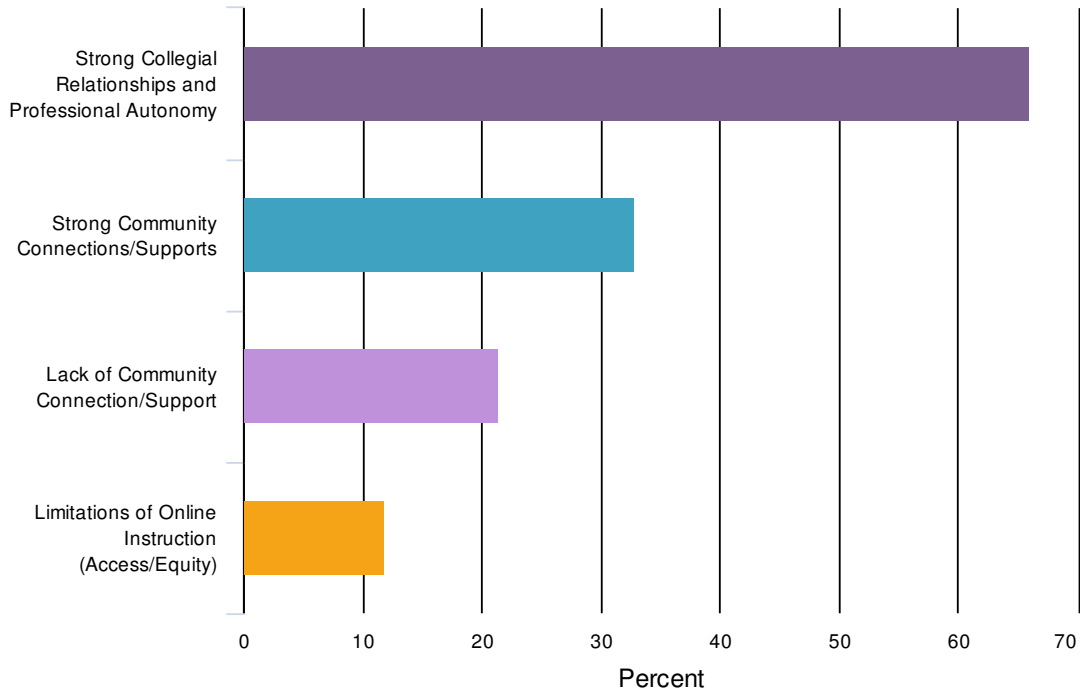
Value		Percent	Responses
Strong Collegial Relationships and Professional Autonomy		66.0%	285
Strong Community Connections/Supports		32.9%	142
Lack of Community Connection/Support		21.3%	92
Limitations of Online Instruction (Access/Equity)		11.8%	51

REPRESENTATIVE QUOTE(S): What are you learning about your school community and culture during the COVID-19 pandemic?

> I was surprised at how many students in my class have access to technology.
>
> 04/27/2020   Response id: 342

> How vital school was to maintaining the mental health, safety, and wellbeing of my students.
>
> 04/27/2020   Response id: 384

> The same students and parents who struggled academically, socially, and emotionally before the Covid are the the ones who are struggling the most with at home learning.
>
> 05/01/2020   Response id: 1848

> Strong and collaborative staff helps keep everyone positive
>
> 05/06/2020   Response id: 1954

> I am learning that our school community is focused on immediate results and doesn't deal well with transitions and struggles.
>
> 05/11/2020   Response id: 3044

> A community works when everyone is involved, student, parent and school together.
>
> 05/16/2020   Response id: 3161

25. QUALITATIVE ANALYSIS - How did your pedagogical practice(s) change to accommodate the move to online instruction during the COVID-19 pandemic?
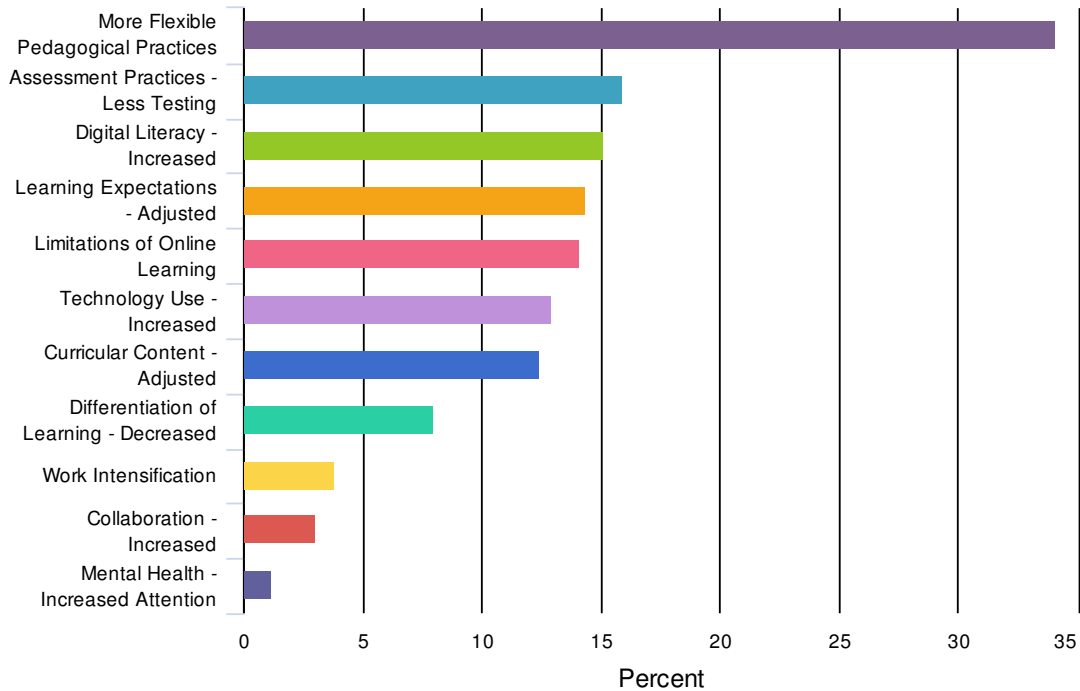
Value		Percent	Responses
More Flexible Pedagogical Practices		34.1%	170
Assessment Practices - Less Testing		15.9%	79
Digital Literacy - Increased		15.1%	75
Learning Expectations - Adjusted		14.3%	71
Limitations of Online Learning		14.1%	70
Technology Use - Increased		12.9%	64
Curricular Content - Adjusted		12.4%	62
Differentiation of Learning - Decreased		8.0%	40
Work Intensification		3.8%	19
Collaboration - Increased		3.0%	15
Mental Health - Increased Attention		1.2%	6

REPRESENTATIVE QUOTE(S): How did your pedagogical practice(s) change to accommodate the move to online instruction during the COVID-19 pandemic?

" Learned more about Google Classroom "
04/27/2020   Response id: 279

" Try to tailor more independent and self directed learning tasks. "
04/27/2020   Response id: 413

" More flexible deadlines, shorter homework assignments, more creative summarize assessments, video lessons rather than live ones as I teach older students who are taking on other familial responsibilities "
04/27/2020   Response id: 422

" I have been required to learn quite a few different platforms to help teach my students in this online environment. I have had to focus on the most important aspects of their learning and tried to break it down into two end tasks each week, with a series of mini lessons that describe and show my students the steps to complete these tasks. It was been a lot more work than having the kids in my classroom. I wish I was able to connect more with my students. I find google meets aren't as interactive as being in the classroom. "
04/28/2020   Response id: 1469

" Steep curve in learning to use: Google Classroom, Zoom and Google Meets, Sheets, Docs, Screencastify "
05/12/2020   Response id: 3046

" I am a project based/visual teacher and I have lost all connection to kids and being a part of the process. I hate that I am not there to guide and watch the process. I just grade the end result. "
05/12/2020   Response id: 3048

26. Do you see any future possibilities or challenges for the teaching profession in Alberta due to the COVID-19 pandemic?

11% No

89% Yes
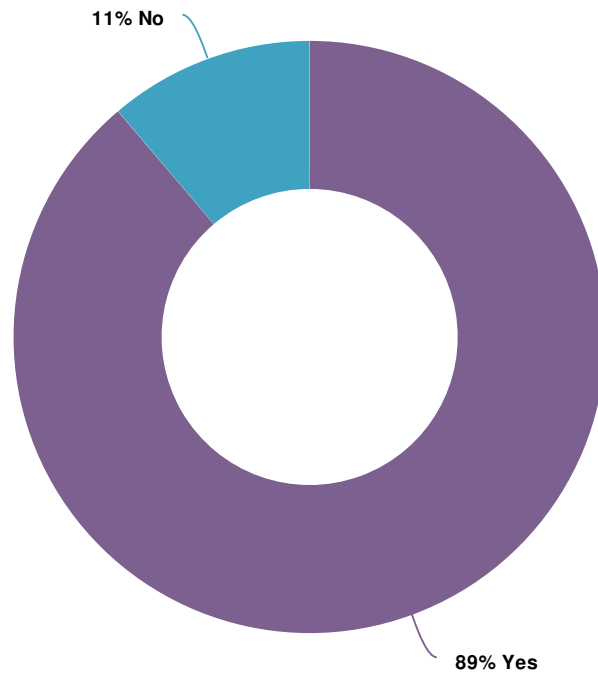
Value		Percent	Responses
Yes		88.8%	2,067
No		11.2%	262

Totals: 2,329

27. QUALITATIVE ANALYSIS - Possibilities or challenges for the teaching profession in Alberta due to the COVID-19 pandemic.
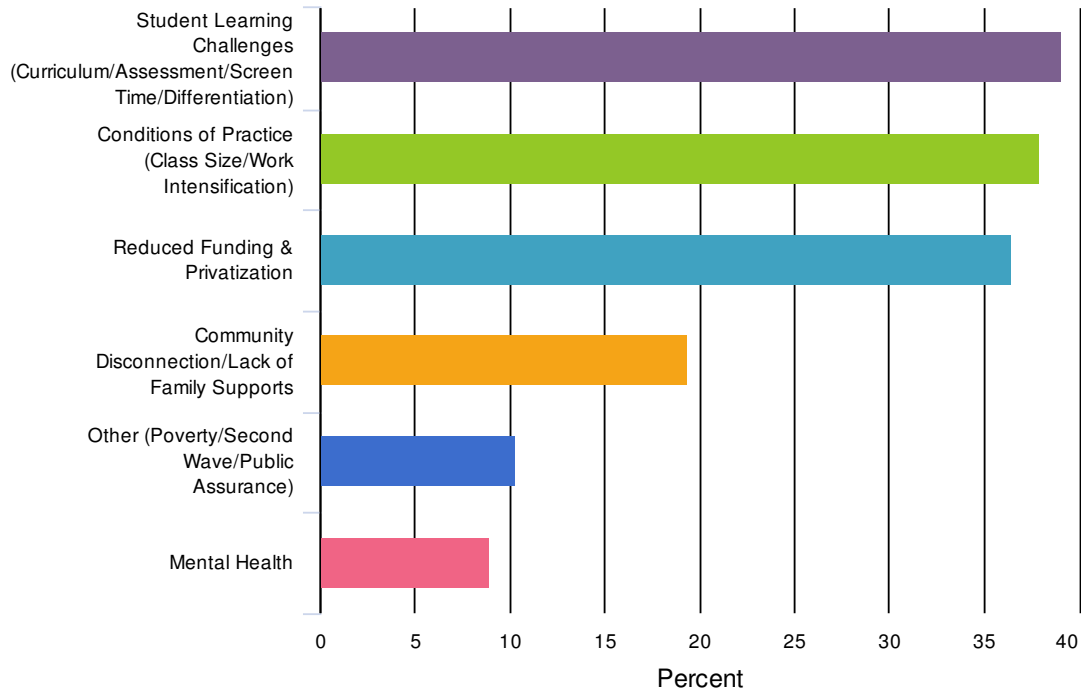
Value		Percent	Responses
Student Learning Challenges (Curriculum/Assessment/Screen Time/Differentiation)		39.1%	183
Conditions of Practice (Class Size/Work Intensification)		38.0%	178
Reduced Funding & Privatization		36.5%	171
Community Disconnection/Lack of Family Supports		19.4%	91
Other (Poverty/Second Wave/Public Assurance)		10.3%	48
Mental Health		9.0%	42

REPRESENTATIVE QUOTES: What are some of the possibilities or challenges that you foresee for the teaching profession in Alberta due to the COVID-19 pandemic?

> Difficulty next year in making up for missed content, especially at the high school level.
> 04/27/2020   Response id: 283

> Because our budget has been severe reduced there will be much larger class sizes and less support for students and teachers.
> 04/27/2020   Response id: 449

> Giving a final grade that isn't valid during this time, which students should not receive and giving a false sense of accomplishment and confidence moving forward (for little to no work). Future teachers will struggle to address this among all the other issues present in a classroom
> 04/27/2020   Response id: 621

> Class sizes are huge and impossible to maintain social distancing.
> 04/29/2020   Response id: 1697

> I am also concerned about governments thinking online learning is cheaper/easier to do than face-to-face - especially with the perceived push to privatize education in Alberta.
> 05/01/2020   Response id: 1801

> Students will struggle with core classes next year.
> 05/07/2020   Response id: 2397

> Students with exceptionalities will have larger gaps and greater challenges engaging online and progressing as learners
> 05/07/2020   Response id: 2630

> Lack of socialization and interaction, exercise, wearing PPE, monitoring student interaction and personal space.
> 05/08/2020   Response id: 2861

> A huge part of teaching success revolves around relationship. It will be very hard to develop positive relationships with students online. It will also be incredibly time consuming.
> 05/12/2020   Response id: 3047

> I think online is a great bridge for parents to see what is happening in the classroom.
> 05/15/2020   Response id: 3146

RETURN TO PUBLIC SCHOOL BUILDING S IN ALBERTA ~ SECTION 5

Top Three (3) Concerns, Questions, Issues of Respondents

1. School Safety *(Student, Teacher, and School Building)*

- Adequate personal protective equipment (PPE) for teachers
- Maintaining physical distancing measures for students and teachers
- Class sizes and COVID-19 safety protocols – a pervasive concern given existing large Alberta class sizes.
- School cleanliness, sanitization and hygiene
- Accommodation for teachers with pre-existing health conditions
- Managing substitute teacher availability with teacher illness

2. Overall Student Readiness for School Re-entry *(Equity, Poverty, Curriculum and Assessment)*

- Student motivation and engagement
- Issues of equity; growing inequities accelerated by the COVID-19 pandemic
- Growing rates of child poverty and food insecurity concerns
- Curricular gaps upon a return to public school buildings
- Assessment challenges/opportunities; concerned with the burden of standardized testing
- Declining skill development (social, emotional, cognitive, physical, behavioural)
- Vulnerable student populations deemed at-risk, including those living in poverty, single parent homes, with exceptionalities (special learning needs/gifted), English Language Learners (ELL), First Nations, Metis and Inuit students, refugee students.

3. Mental Health and Well-Being *(Teacher, Student, and School Community)*

- Appropriate, timely and accessible mental health supports for students, teachers, school leaders, school staff, parents, and school community.
- Mental wellness and well-being supports
- Psycho-social and physiological well-being
- Physical literacy and health (free-play, sports and recess)

REPRESENTATIVE QUOTE(S): What are your top two concerns or questions about returning to public school buildings or the reintegration of students into face-to-face classrooms?

" If a teacher gets sick with Covid, they will not be able to come to school for at least 14 days... how will that work with guest/substitute teachers? What if we start running low on substitute teachers? "
04/27/2020   Response id: 288

" The ability to adjust to filling in the gaps of a semester online for high school students and the large budget cuts that will also add to the complicated issues we face upon return. "
04/27/2020   Response id: 304

" Crowded classrooms becoming a vector for disease. "
04/27/2020   Response id: 313

" Trauma "
04/27/2020   Response id: 320

" Hygiene and cleaness of building "
04/27/2020   Response id: 426

" If we stagger student groups or instructional days, how are we going to be able to meet all curricular requirements in a new style of schedule. "
04/27/2020   Response id: 518

" 1.) How can an environment be created which will limit the spread - especially in younger grades. 2.) If I get ill, and am required to isolate for two weeks, what are my obligations to my district? "
04/27/2020   Response id: 623

" Number one: we will be going back to soon with not the proper measures in place. Number two; as an compromised individual with diabetes and high blood pressure, I will be forced to go back because of contractual issues. "
04/28/2020   Response id: 1425

" How on earth can we maintain 6 ft apart and still have enormous class sizes, lunchtime, recess, and an overall sense of community that doesn't resemble a prison? Besides, we will be putting nearly 1000 people in a building, when gatherings right now aren't to exceed 15. "
05/07/2020   Response id: 2593

" If we are expected to wear personal protective equipment what will that do for the mental health of our young learners who may be frightened at seeing us this way/not be able to read facial expressions. "
05/15/2020   Response id: 3155

28. QUALITATIVE ANALYSIS - Top concerns or questions about returning to public school buildings or the reintegration of students into face-to-face classrooms.
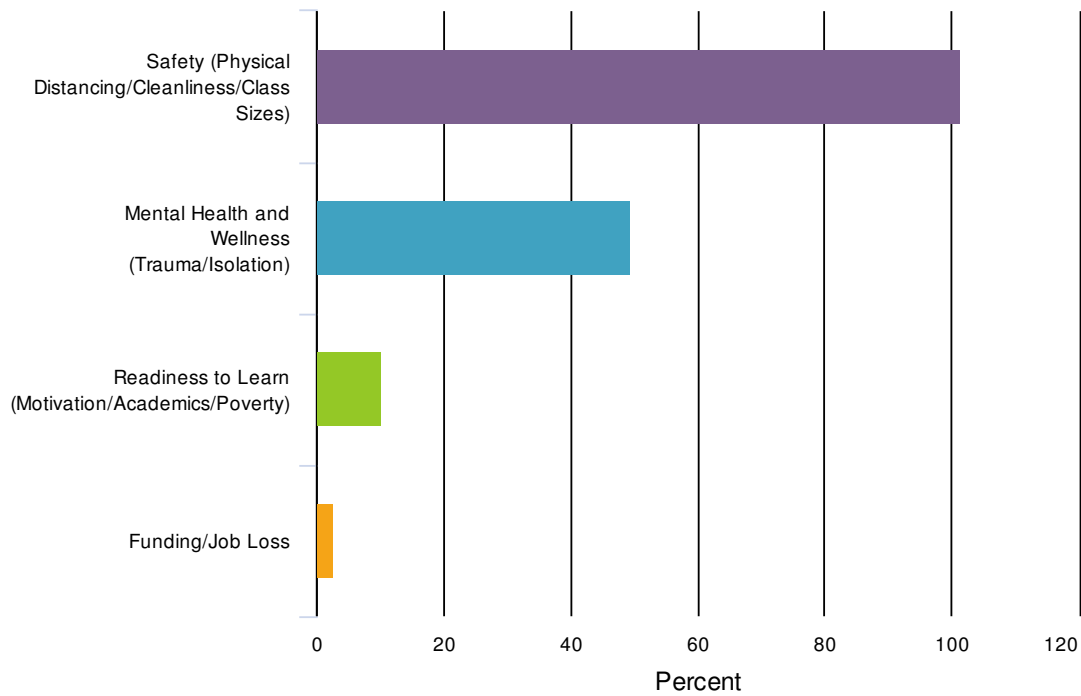
Value		Percent	Responses
Safety (Physical Distancing/Cleanliness/Class Sizes)		101.5%	329
Mental Health and Wellness (Trauma/Isolation)		49.4%	160
Readiness to Learn (Motivation/Academics/Poverty)		10.2%	33
Funding/Job Loss		2.5%	8

29. What do you believe your students and/or their families will need for a successful return to school?

30. QUALITATIVE ANALYSIS - What do you believe your students and/or their families will need for a successful return to school?
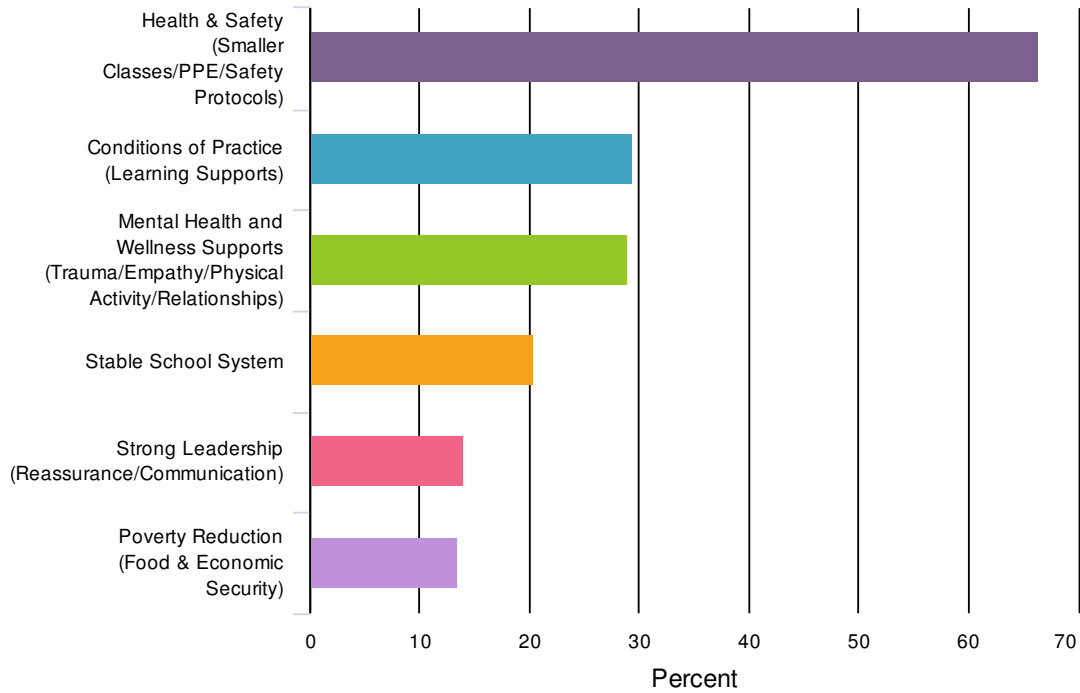
Value		Percent	Responses
Health & Safety (Smaller Classes/PPE/Safety Protocols)		66.5%	307
Conditions of Practice (Learning Supports)		29.4%	136
Mental Health and Wellness Supports (Trauma/Empathy/Physical Activity/Relationships)		29.0%	134
Stable School System		20.3%	94
Strong Leadership (Reassurance/Communication)		13.9%	64
Poverty Reduction (Food & Economic Security)		13.4%	62

REPRESENTATIVE QUOTES: What do you believe your students and/or their families will need for a successful return to school?

> " To listen to health officials and experts' advice. "
> 04/27/2020   Response id: 307

> " They are going to need a lot of reassurance that their children are safe and that we have a plan in place. "
> 04/27/2020   Response id: 457

> " Students will most certainly be working at below grade level and will need even more differentiation than before. "
> 04/27/2020   Response id: 524

> " Mental health supports. A safe environment where everyone can learn including those who are immune compromised. "
> 04/27/2020   Response id: 567

> " 1) Assurance that things are safe and clean 2) Assurance that their child can 'catch up' on what they perceive to be lost academically in this time "
> 04/29/2020   Response id: 721

> " Mental Health: Support for emotional regulation and mental health. A big emphasis on making authentic connections with students and families. Kids being taught how to connect with peers again. Teachers having time to "collect" before we "direct". All about relationships! Facilities: More sinks with soap and warm water too. More time given to students for proper and frequent hand washing. More time for teachers to properly disinfect classrooms throughout the day. Schedule: Routine will be important. Class Configuration: Small class sizes for optimal learning and having the time to connect with students and families "
> 04/28/2020   Response id: 1294

> " Students will need a great deal more up-front assessment and targeted literacy supports. Families will need to be provided with this information immediately so appropriate interventions can be carried out. "
> 04/29/2020   Response id: 1711

> " Patience and empathy. "
> 05/07/2020   Response id: 2204

31. Thinking about the return to public school buildings, identify your level of agreement with the following statements:

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Responses
I feel positive about returning to my classroom/school when public school buildings reopen. Count Row %	276 11.9%	383 16.6%	589 25.5%	672 29.1%	391 16.9%	2,311
I feel control over the circumstances surrounding my return to my classroom when schools re-open. Count Row %	706 30.5%	787 34.0%	436 18.8%	283 12.2%	103 4.4%	2,315
I am concerned about growing poverty of my students (and their families) in a world <u>after</u> COVID-19. Count Row %	46 2.0%	125 5.4%	346 14.9%	1,074 46.3%	728 31.4%	2,319
I am rethinking how curriculum might be taught in the future. Count Row %	42 1.8%	189 8.1%	311 13.4%	1,263 54.4%	518 22.3%	2,323
I am rethinking my approaches to student assessment in the future. Count Row %	52 2.2%	328 14.2%	377 16.3%	1,162 50.2%	396 17.1%	2,315
Totals Total Responses						2323

32. QUALITATIVE ANALYSIS - Top concerns or questions about how the world after COVID-19 will impact your teaching and learning environment.
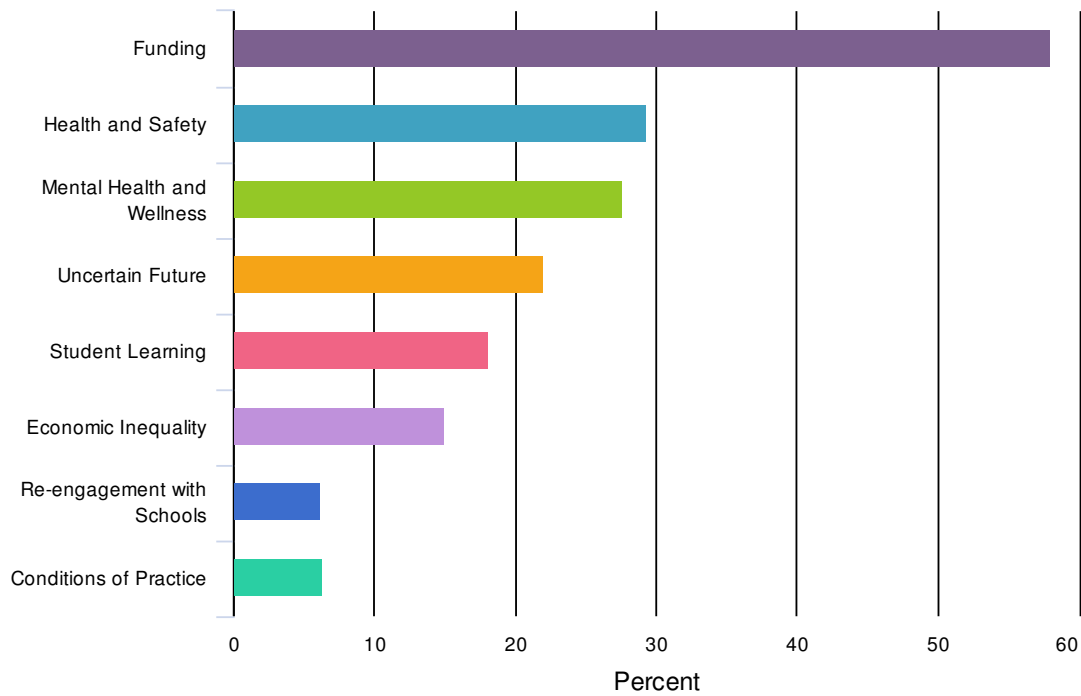
Value		Percent	Responses
Funding		58.1%	293
Health and Safety		29.4%	148
Mental Health and Wellness		27.6%	139
Uncertain Future		22.0%	111
Student Learning		18.1%	91
Economic Inequality		14.9%	75
Re-engagement with Schools		6.2%	31
Conditions of Practice		6.3%	32

REPRESENTATIVE QUOTE(S): What are your two top concerns or questions about how the world after COVID-19 will impact your teaching and learning environment?

> When students do return to school, we will mainly be concerned about their mental health/readiness to learn. Second will be the priority to rebuild school culture/community.
>
> 04/27/2020   Response id: 282

> I don't know how any of us will be able to go back to small enclosed spaces with others, using shared tools, furniture, and equipment.
>
> 04/27/2020   Response id: 384

> I would strongly disagree with any arguments that say crowded schools will be safe (despite the impossibility of physical distancing) with measures such as face masks and hand washing.
>
> Firstly where are the face masks coming from: are medical masks going to be provided or will homemade masks of unknown quality going to need to be made at home? What if masks are not brought, run out, or are otherwise unavailable?
>
> Secondly asking students to effectively and consistently wear masks is unrealistic. We have no experience in our culture of wearing masks consistently. In the past simply asking students to wear lanyards was a constant battle and was ineffective. In any class at any time there will be a student eating or drinking, because of this constant eating and drinking, consistent mask usage is impossible. What will happen at lunch time? Physical distancing when masks are off at lunchtime is impossible. There is not enough floor space in our entire school.
>
> Given that physical distancing is the only effective means of controlling the spread of covid-19 (beyond the use of precious medical-grade PPE with proper training) and given that physical distancing is utterly impossible in a school that's at over 120% capacity it is only logical to conclude that crowded schools will be a place of significant covid-19 infection until covid-19 is effectively eliminated from the general population.
>
> Please do not support any foolish rush to pretend things are normal, or can be managed with unrealistic methods like face masks and hand washing which will not be effective in a large crowded environment with children--our schools. Maslow's hierarchy indicates that education is not effective when the need for safety is not met.
>
> 04/28/2020   Response id: 394

> I am concerned about a protracted recession, leading to more poverty (especially given the socioeconomic realities of my school). I want assurances from the government that they will continue to support ALL students with whatever they need in these uncertain times.
>
> 05/01/2020   Response id: 1801

33. QUALITATIVE ANALYSIS: What other questions/concerns/issues would you like to share with the Association.
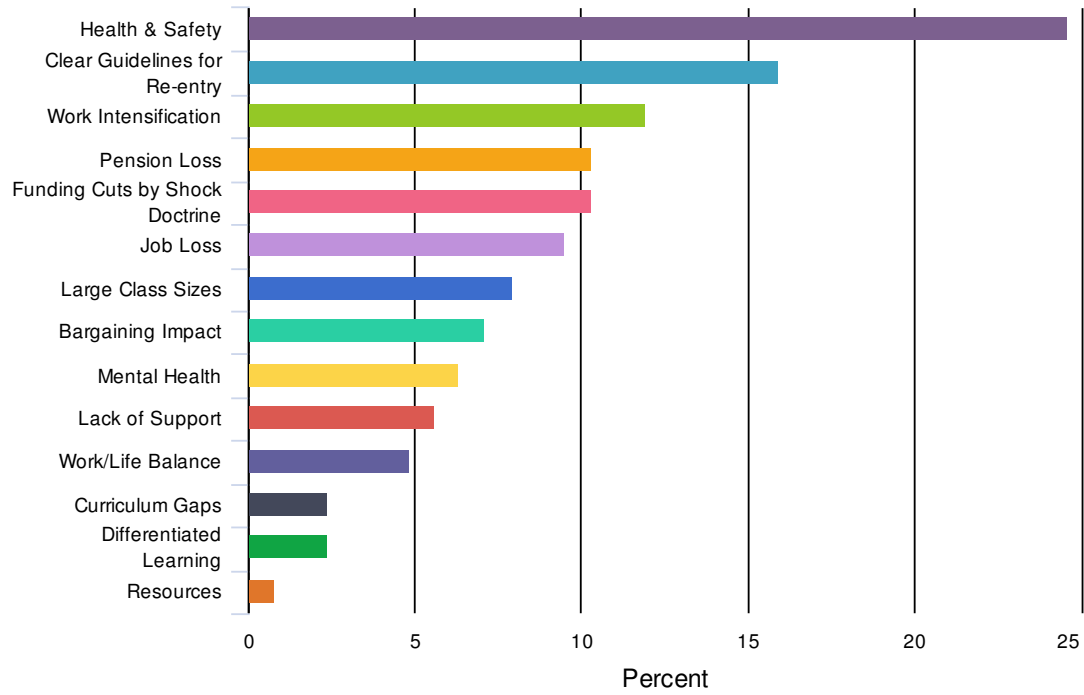
Percent

Value		Percent	Responses
Health & Safety		24.6%	31
Clear Guidelines for Re-entry		15.9%	20
Work Intensification		11.9%	15
Pension Loss		10.3%	13
Funding Cuts by Shock Doctrine		10.3%	13
Job Loss		9.5%	12
Large Class Sizes		7.9%	10
Bargaining Impact		7.1%	9
Mental Health		6.3%	8
Lack of Support		5.6%	7
Work/Life Balance		4.8%	6
Curriculum Gaps		2.4%	3
Differentiated Learning		2.4%	3
Resources		0.8%	1

What other questions/concerns/issues would you like to share with the Association?

" What about teachers well-being? Not all teachers are affluent. Many are teaching their courses and their own children from home. "

04/28/2020   Response id: 1150

" How will the Association deal with governments that want to re-open too quickly? How will the Association deal with the changes in education that we have seen and help to foster more change going forward? How will the Association fight for the safety of teachers in the face of politicians wanting to get back to normal? Will the ATA be vocal that elementary teachers are not glorified babysitters? Will the ATA be willing to strike if these conditions are not met? "

04/28/2020   Response id: 1425

" I believe that the large class sizes and lack of educational assistants due to budget cuts will severely impact my ability to teach all children and have them all be successful. It is incredibly hard to provide one on one time with struggling or gifted students in an early elementary setting. Lots of programs are being cut that should be there to support our kids. I believe that some teachers in our profession will become burnt out from the complications of teaching online then returning to the classroom with decreased resources to help out students. I feel for our students and families who deserve to have more support and have all their children be successful by having the necessary supports in place. I am afraid that this is not going to be an attainable goal given our new reality. "

04/28/2020   Response id: 1469

" How is the association going to help us to have a voice with regards to going back safely. Yes, kids don't seem to get as sick but they can be carriers and asymptomatic and our staff may be at risk. I can't teach elementary singing with a mask. How can we ensure our safety? How will the association help? "

04/28/2020   Response id: 1493

" I would just like to applaud the ATA for the thought that went into creating this survey; especially for asking questions about what teaching and learning will look like after Covid. This survey demonstrates to me that our association embodies entrepreneurial spirit. Bravo. "
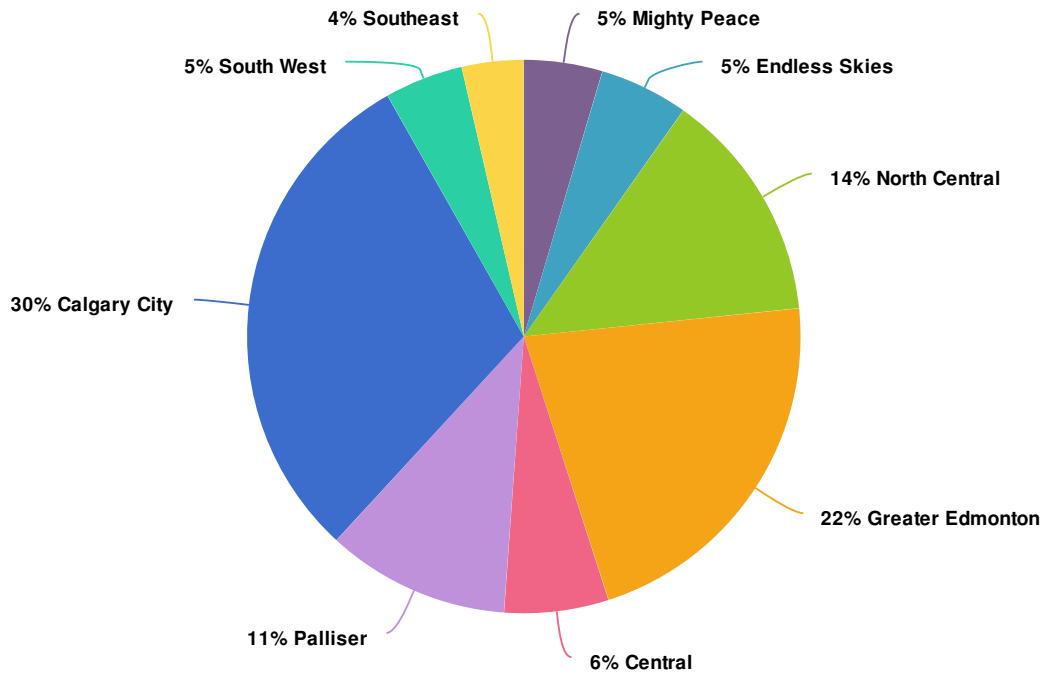
05/01/2020   Response id: 1834

" I am concerned that schools are going to become even more regulated than they already are. I am afraid that they will have a cold institutional feel. No hugging, no touching, was that a sneeze? Where was your holiday? "

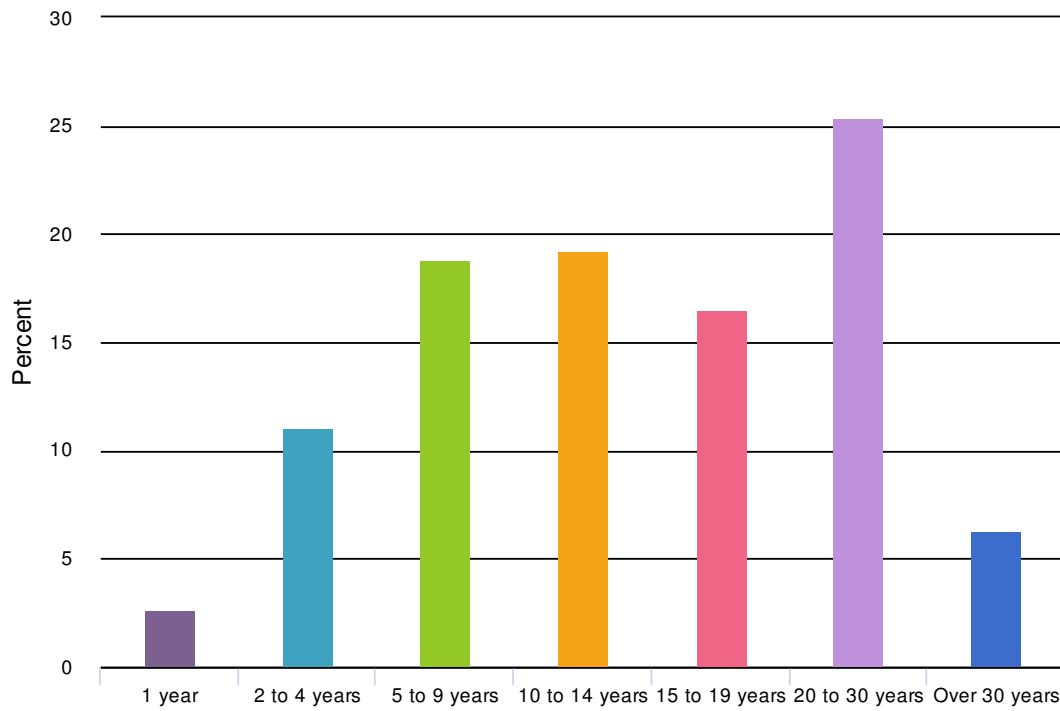05/12/2020   Response id: 3047

DEMOGRAPHICS -- SECTION 6

34. Teachers' convention that you attend

Value	Percent	Responses
Mighty Peace	4.6%	107
Endless Skies	5.2%	119
North Central	13.6%	313
Greater Edmonton	21.7%	500
Central	6.1%	140
Palliser	10.7%	246
Calgary City	30.0%	693
South West	4.6%	107
Southeast	3.6%	83
		Totals: 2,308

35. Your teaching experience, including current year

Value		Percent	Responses
1 year		2.6%	59
2 to 4 years		11.1%	257
5 to 9 years		18.8%	434
10 to 14 years		19.3%	447
15 to 19 years		16.5%	382
20 to 30 years		25.4%	586
Over 30 years		6.3%	146

Totals: 2,311

36. Your current assignment is related exclusively or mainly to students in
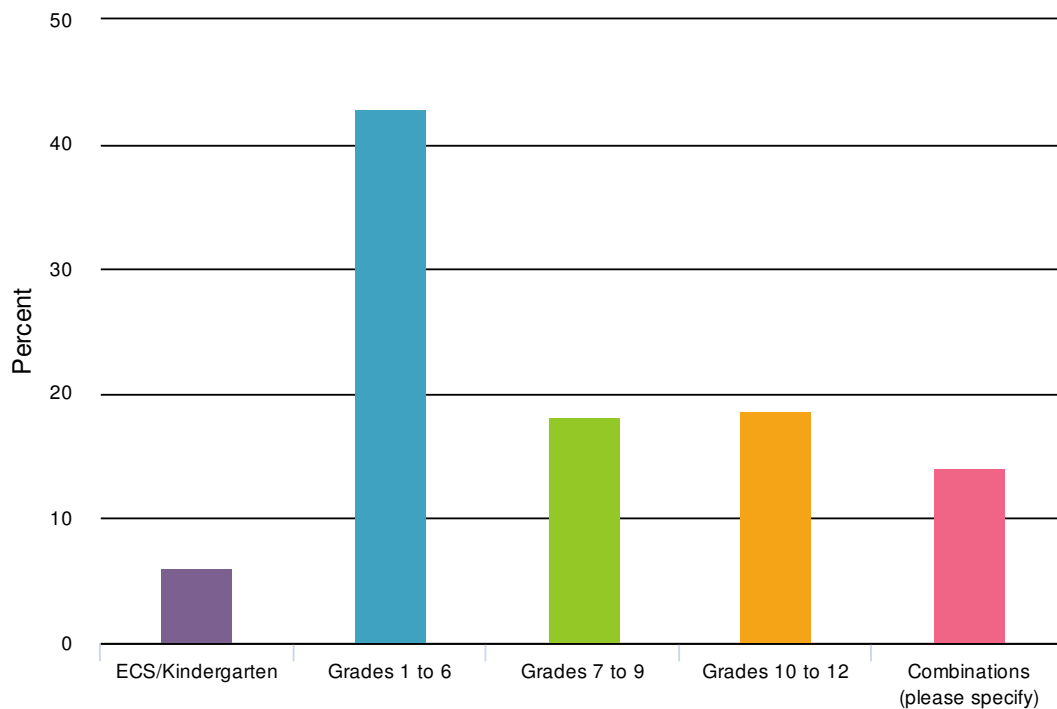
Value		Percent	Responses
ECS/Kindergarten		6.1%	141
Grades 1 to 6		42.9%	992
Grades 7 to 9		18.2%	421
Grades 10 to 12		18.7%	433
Combinations (please specify)		14.1%	326

Totals: 2,313

37. You are employed

8% Part-time
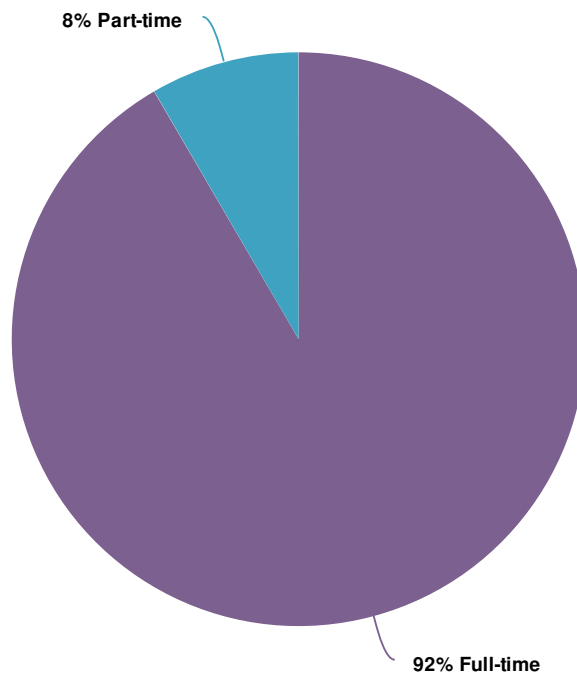
92% Full-time

Value		Percent	Responses
Full-time		91.6%	2,115
Part-time		8.4%	195

Totals: 2,310

38. Type of school authority in which you are employed

19% Separate
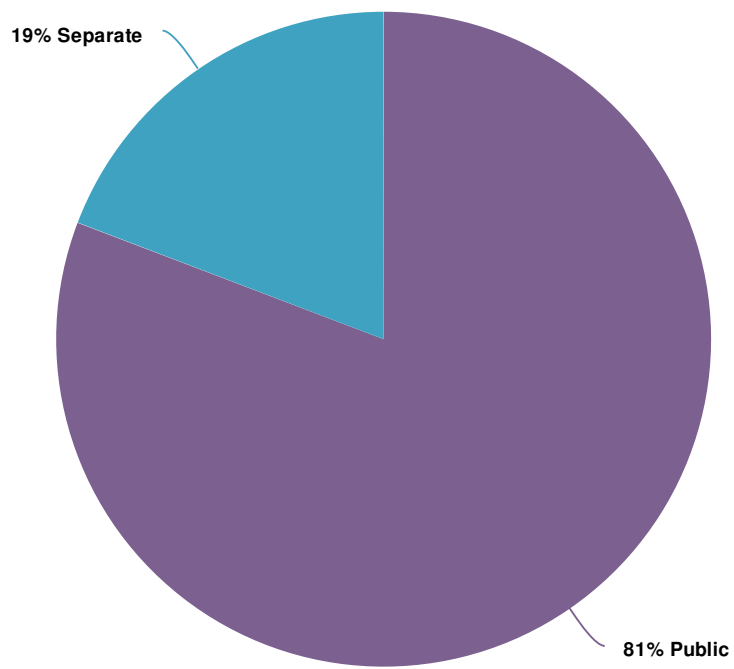
81% Public

Value		Percent	Responses
Public		80.8%	1,868
Separate		19.2%	444
			Totals: 2,312

39. Your current assignment

5% Other (please specify)

1% Central office

4% School leader only

10% Combined classroom and school leadership duties

1% Cyber-school or alternative school teacher

80% Classroom teacher
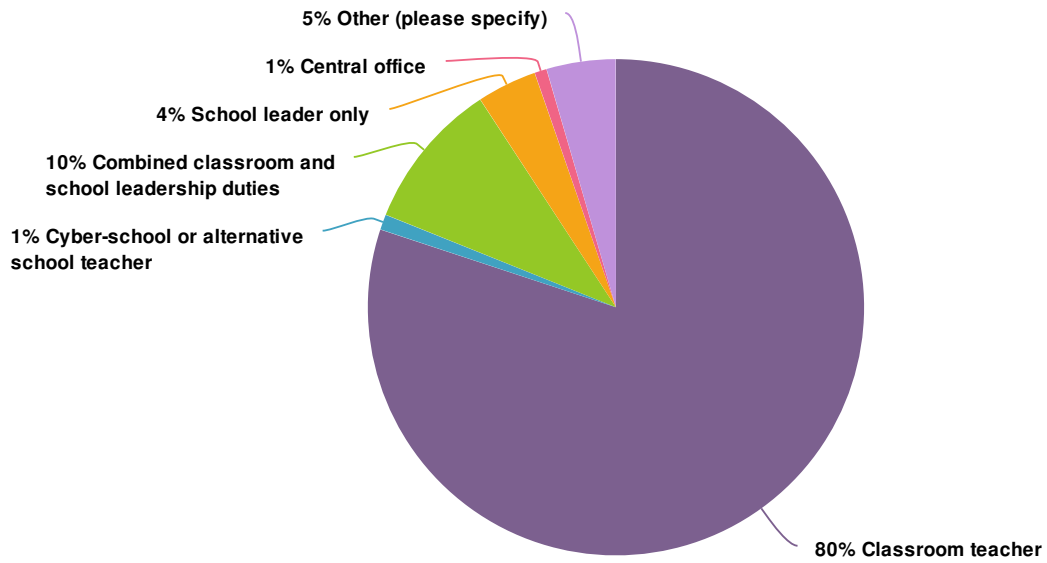
Value		Percent	Responses
Classroom teacher		80.0%	1,847
Cyber-school or alternative school teacher		1.0%	24
Combined classroom and school leadership duties		9.7%	225
School leader only		3.9%	91
Central office		0.8%	18
Other (please specify)		4.5%	104

Totals: 2,309

40. Your age
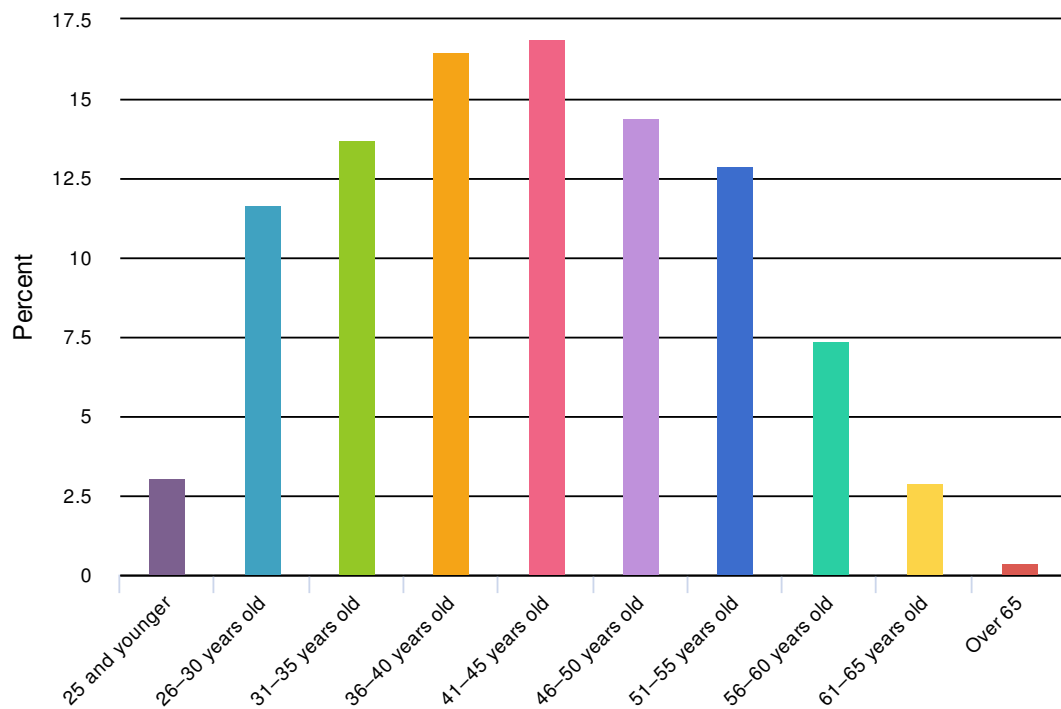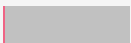
Value		Percent	Responses
25 and younger		3.1%	72
26–30 years old		11.7%	271
31–35 years old		13.7%	316
36–40 years old		16.5%	381
41–45 years old		16.9%	389
46–50 years old		14.4%	333
51–55 years old		12.9%	298
56–60 years old		7.4%	171
61–65 years old		2.9%	67
Over 65		0.4%	9

Totals: 2,307

41. How do you identify?

2% Prefer not to say

0% Not listed

22% Male
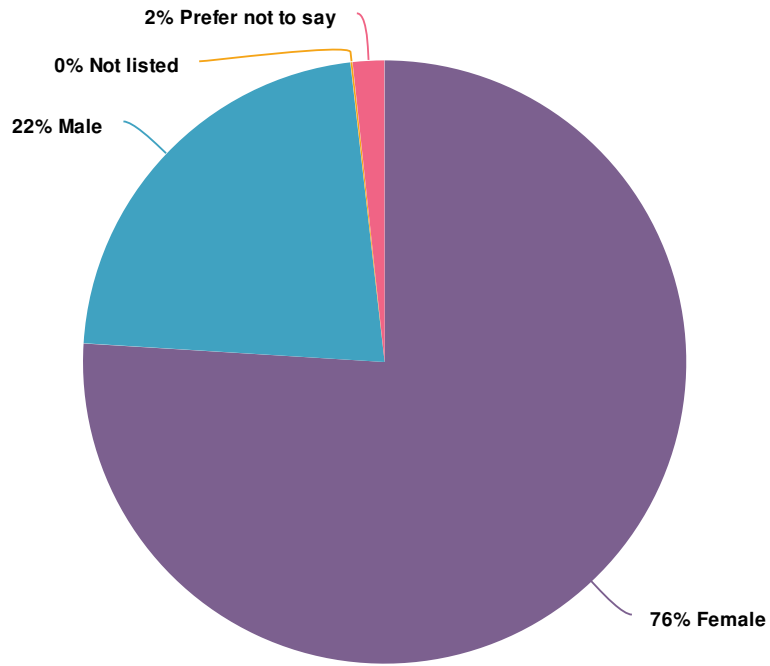
76% Female

Value		Percent	Responses
Female		76.0%	1,753
Male		22.2%	513
Not listed		0.1%	2
Prefer not to say		1.7%	39

Totals: 2,307

Survey Response Counts - Email Invitation and Reminder Email During Pandemic