

# NATIONAL SUMMARY REPORT

## OVERVIEW

### Canadian Teachers Responding to Coronavirus (COVID-19) — Pandemic Research Study



CTF/FCE

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# STUDY OVERVIEW

The impact of the coronavirus (COVID-19) pandemic on public education systems around the world has been both rapid and profound. The global onset of the COVID-19 pandemic, and ensuing cancellation of face-to-face kindergarten to grade 12 (K-12) classes across Canada, has created the need to document and research its immediate impacts by means of a CTF/FCE national teacher survey.

The CTF/FCE acknowledges The Alberta Teachers' Association (ATA) for generously sharing their survey instrument from "Alberta Teachers Responding to Coronavirus - Pandemic Research Study". Any replication of its contents, in part or whole, cannot be used without permission from the ATA.

The results of this survey summarized in this report, will assist the Canadian Teachers' Federation (CTF/FCE) and all provincial and territorial Member Organizations (MOs) in advocating for appropriate supports, policies, and programs as school buildings reopen, and in the event of future crises. Information collected from this survey will assist the CTF/FCE and its MOs in determining how to most effectively meet the needs of members in the transition back into K-12 public school buildings, and in navigating future crises that result in the closure of school buildings.

## About the Survey

The CTF/FCE survey was conducted in both official languages from June 1 to June 18, 2020, and collected a total of 15,119 completed responses. When combined with the 2,324 completed responses from the random stratified sample of the comparable survey conducted by the ATA, results in this analysis are based on a total from 17,443 Canadian teachers from coast to coast to coast. (See Appendix Table 1 for the number of respondents by CTF/FCE MO.)

The CTF/FCE survey was voluntary and applied to educators who were teaching in a school setting in the 2019-2020 school year, prior to the COVID-19 pandemic. Respondents were free to skip questions, in whole or in part, with the exception of the initial Member Organization question which was required. Consequently, the number of completed responses will vary by question.

This survey encompasses four key areas regarding teachers' experiences during this pandemic:

1. Well-Being and Equity
2. Technology Use and Online Instruction
3. Pedagogy and the Profession of Teaching
4. Return to Public School Buildings

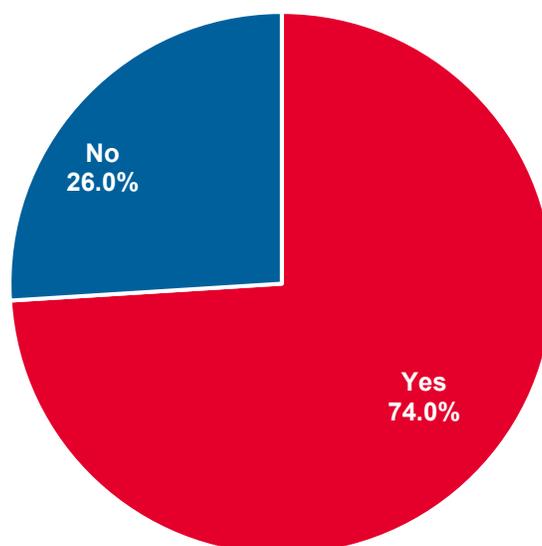
See the Appendix Tables—Demographic Background Data for details on the distribution of respondents at the national level by selected demographic characteristics.

# QUANTITATIVE ANALYSIS

## Three-Quarters of Teachers Are Concerned About Their Students' Mental Health Related to COVID-19 Pandemic

- About three-quarters of respondents (74%) reported that they are concerned or have questions about the mental health and well-being of their students in relation to the current coronavirus (COVID-19) pandemic.

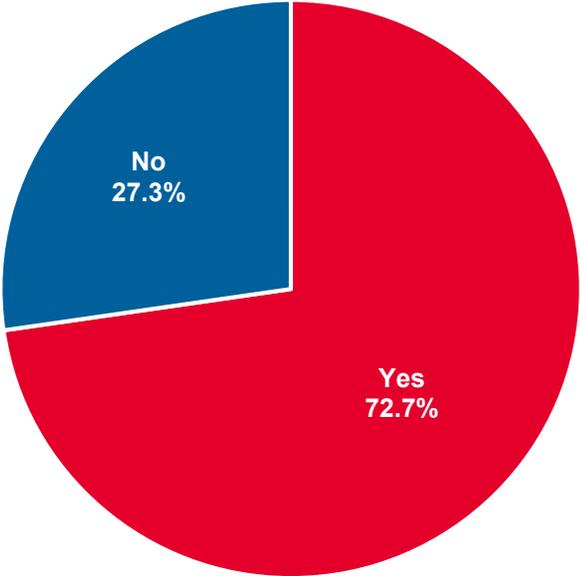
### Share of Respondents Concerned About the Mental Health and Well-Being of Their Students Related to COVID-19



**Question: Do you have any concerns or questions about the mental health and well-being of your students in relation to the current coronavirus (COVID-19) pandemic?**

Response	Number	(%)
Yes	12,842	74.0%
No	4,510	26.0%
Total	17,352	100.0%

**Over 7 in 10 Teachers Are Concerned About Getting Their Students  
What They Need to Be Successful With Online instruction**



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

Response	Number	(%)
Yes	12,501	72.7%
No	4,691	27.3%
Total	17,192	100.0%

## Majority of Teachers Believe Several Student Groups in Their Classes Are Handling Online Instruction Negatively

When asked to rate how they thought examined groups of students in their classes were handling online instruction during the COVID-19 pandemic, a majority of teachers surveyed expressed concern for several student groups. When “not applicable” responses are factored out, the situation is emphasized even further. Note that the share of “Not applicable” responses is reported to be as high as 51% with respect to Refugee Students (see table on next page).

### Majority of Respondents Believe the Following Student Groups in their Classes Are Handling Online Instruction “Very Negatively” or “Negatively”

- 80% of respondents with respect to students in poverty (89% when “Not applicable” responses are excluded).
- 76% of respondents with respect to students with exceptionalities (83% when “Not applicable” responses are excluded).
- 74% of respondents with respect to students in single parent homes (79% when “Not applicable” responses are excluded).
- 60% of respondents with respect to students with English as a Second Language (77% when “Not applicable” responses are excluded).
- When “Not applicable” response are excluded, a majority of respondents also believe the following student groups in their classes are handling online instruction “very negatively” or “negatively”:
  - 74% with respect to First Nations, Métis and Inuit students
  - 52% with respect to visible minority students
  - 52% with respect to LGBTQ2S+ students

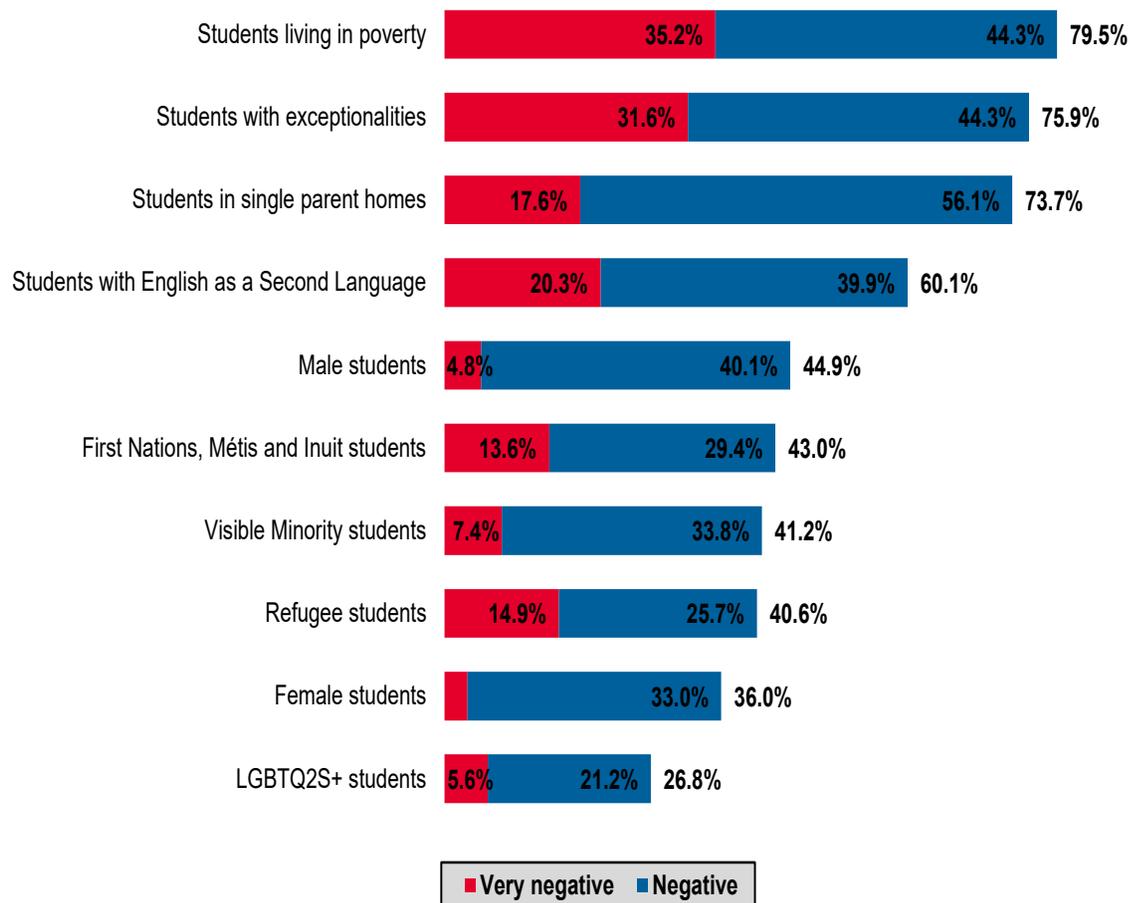
**Question.** *Using the following scale, please rate how you think the following groups of students in your classes are handling online instruction during the COVID-19 pandemic.*

#### Number of Respondents

	Very negative	Negative	No change	Positive	Very positive	Not applicable	Total
Students living in poverty	6,034	7,605	1,175	466	87	1,782	17,149
Students with exceptionalities	5,426	7,598	1,491	1,018	253	1,377	17,163
Students in single parent homes	3,003	9,573	2,710	530	79	1,161	17,056
Students with English as a Second Language	3,487	6,856	2,045	858	206	3,747	17,199
Male students	811	6,834	6,758	1,398	240	982	17,023
First Nations, Métis and Inuit students	2,324	5,021	2,243	281	62	7,157	17,088
Visible Minority students	1,269	5,769	5,305	874	230	3,617	17,064
Refugee students	2,534	4,378	1,225	233	57	8,606	17,033
Female students	510	5,607	7,362	2,174	378	983	17,014
LGBTQ2S+ students	952	3,575	3,638	430	59	8,243	16,897

## Share of Respondents Who Believe that the Handling of Online Instruction by the Following Groups of Students is "Very Negative" or "Negative"

(Including respondents reporting "Not applicable")

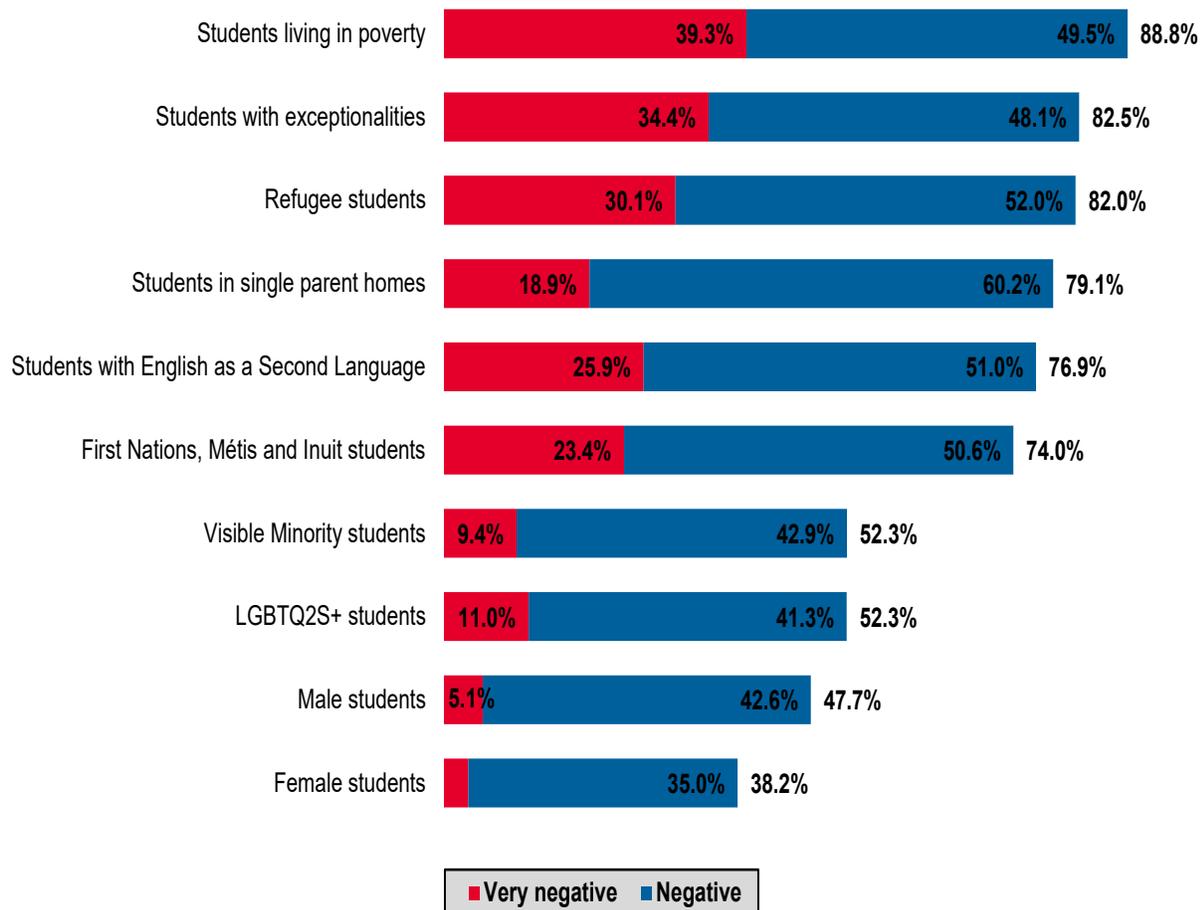


## Percentage of Respondents (Including "Not applicable" responses)

	Very negative	Negative	No change	Positive	Very positive	Not applicable	Total
Students living in poverty	35.2%	44.3%	6.9%	2.7%	0.5%	10.4%	100.0%
Students with exceptionalities	31.6%	44.3%	8.7%	5.9%	1.5%	8.0%	100.0%
Students in single parent homes	17.6%	56.1%	15.9%	3.1%	0.5%	6.8%	100.0%
Students with English as a Second Language	20.3%	39.9%	11.9%	5.0%	1.2%	21.8%	100.0%
Male students	4.8%	40.1%	39.7%	8.2%	1.4%	5.8%	100.0%
First Nations, Métis and Inuit students	13.6%	29.4%	13.1%	1.6%	0.4%	41.9%	100.0%
Visible Minority students	7.4%	33.8%	31.1%	5.1%	1.3%	21.2%	100.0%
Refugee students	14.9%	25.7%	7.2%	1.4%	0.3%	50.5%	100.0%
Female students	3.0%	33.0%	43.3%	12.8%	2.2%	5.8%	100.0%
LGBTQ2S+ students	5.6%	21.2%	21.5%	2.5%	0.3%	48.8%	100.0%

## Share of Respondents Who Believe that the Handling of Online Instruction by the Following Groups of Students is "Very Negative" or "Negative"

(Excluding respondents reporting "Not applicable")



### Percentage of Respondents (Excluding "Not applicable" responses)

	Very negative	Negative	No change	Positive	Very positive	Total
Students living in poverty	39.3%	49.5%	7.6%	3.0%	0.6%	100.0%
Students with exceptionalities	34.4%	48.1%	9.4%	6.4%	1.6%	100.0%
Refugee students	30.1%	52.0%	14.5%	2.8%	0.7%	100.0%
Students in single parent homes	18.9%	60.2%	17.0%	3.3%	0.5%	100.0%
Students with English as a Second Language	25.9%	51.0%	15.2%	6.4%	1.5%	100.0%
First Nations, Métis and Inuit students	23.4%	50.6%	22.6%	2.8%	0.6%	100.0%
Visible Minority students	9.4%	42.9%	39.5%	6.5%	1.7%	100.0%
LGBTQ2S+ students	11.0%	41.3%	42.0%	5.0%	0.7%	100.0%
Male students	5.1%	42.6%	42.1%	8.7%	1.5%	100.0%
Female students	3.2%	35.0%	45.9%	13.6%	2.4%	100.0%

## Teachers Report COVID-19 Concerns Related to Equity

When asked to think about COVID-19 and the extent to which they agree with each of five surveyed statements related to equity, respondents expressed varying concerns. When “Not sure” and “Not applicable” responses are factored out, the levels of concerns are further augmented.

The following share of respondents “**Strongly disagree**” or “**Disagree**” with the following statements:

- 37% of respondents with respect to the statement that their students have a quiet safe space to do their school work. (67% when “Not sure” and “Not applicable” responses are excluded).
- 34% of respondents regarding the statement that a majority of their students have access to a reliable internet connection and a computer/device to complete their assignments. (37% when “Not sure” and “Not applicable” responses are excluded).
- 31% of respondents regarding the statement that if needed, students can access support or advice from others (beyond their teacher) from home or virtually during the day. (46% when “Not sure” and “Not applicable” responses are excluded).

The following share of respondents “**Strongly agree**” or “**agree**” with the following statements:

- 67% of respondents regarding the statement that any loss of support staff and educational assistants has negatively impacted their students' ability to learn at a distance. (87% when “Not sure” and “Not applicable” responses are excluded).
- 55% of respondents regarding being concerned that online learning is creating new cost burdens for their students and/or their families. (75% when “Not sure” and “Not applicable” responses are excluded).

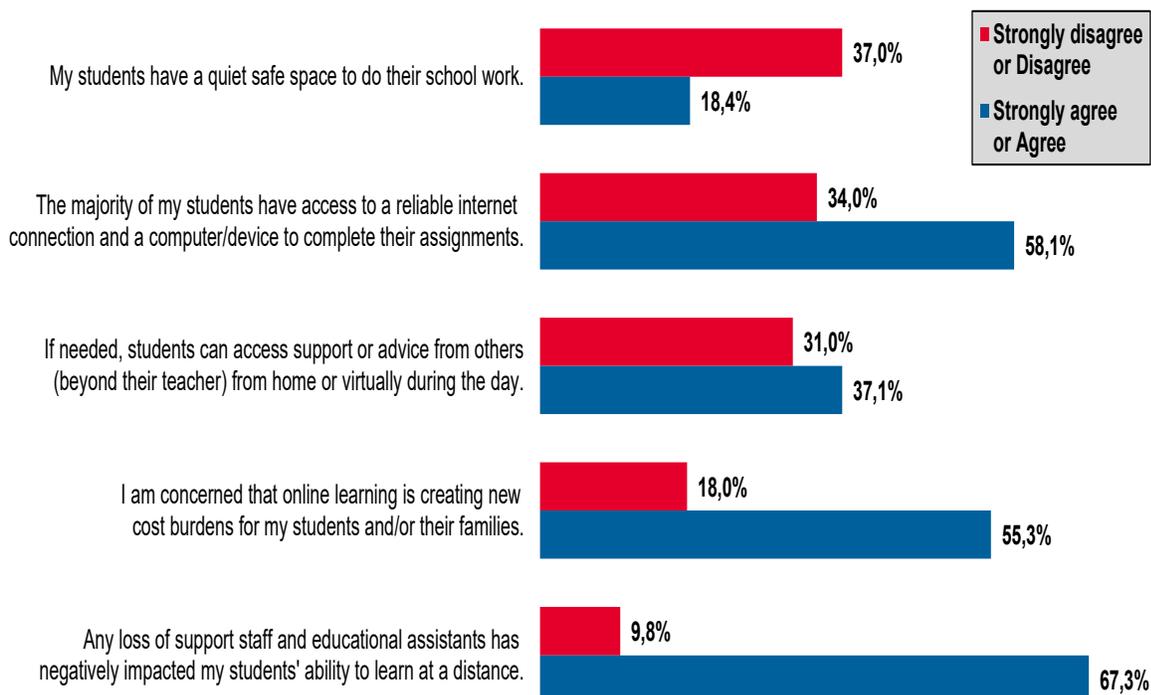
**Question: Thinking about COVID-19, to what extent do you agree with each of the following statements related to equity:**

### Number of Respondents

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Not applicable	Total
My students have a quiet safe space to do their school work.	1,404	5,019	7,524	2,829	359	204	17,339
The majority of my students have access to a reliable internet connection and a computer/device to complete their assignments.	1,757	4,133	1,286	7,224	2,861	87	17,348
If needed, students can access support or advice from others (beyond their teacher) from home or virtually during the day.	1,357	4,016	5,291	5,115	1,309	247	17,335
I am concerned that online learning is creating new cost burdens for my students and/or their families.	699	2,427	4,373	6,256	3,334	256	17,345
Any loss of support staff and educational assistants has negatively impacted my students' ability to learn at a distance.	538	1,164	1,810	5,583	6,069	2,154	17,318

## Share of Respondents Who "Strongly disagree" or "Disagree" with the Following Statements Related to Equity

(Based on total including "Not sure" and "Not Applicable" responses)



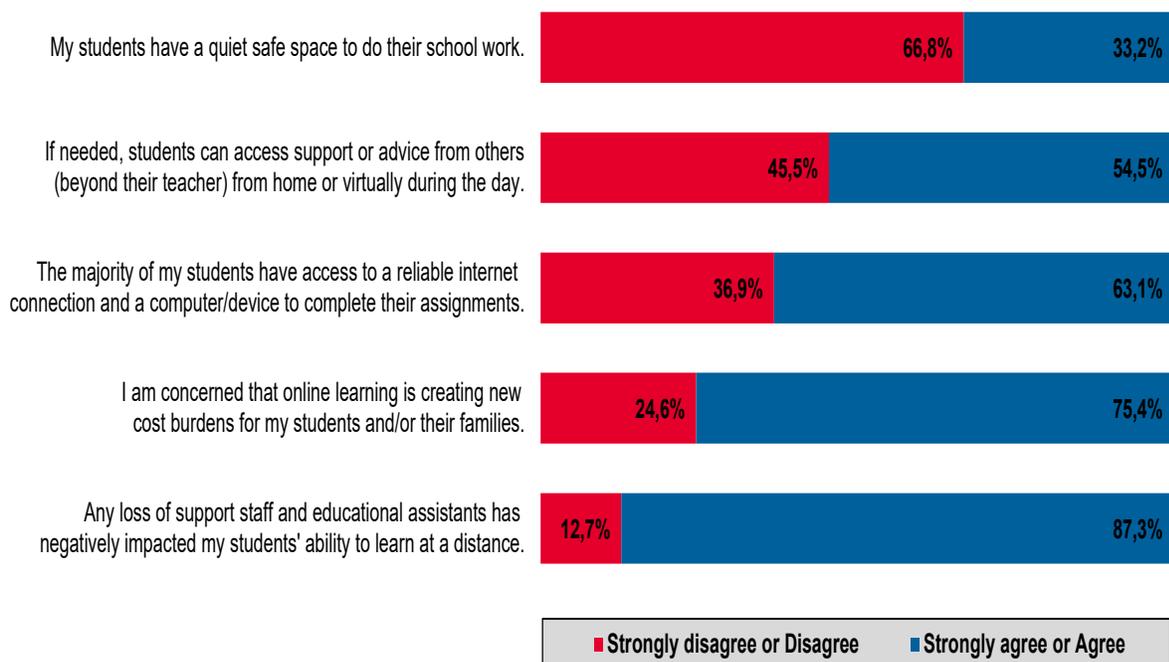
## Percentage of Respondents

(Based on totals including "Not sure" and "Not Applicable" responses)

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree	Not applicable	Total
My students have a quiet safe space to do their school work.	8.1%	28.9%	43.4%	16.3%	2.1%	1.2%	100.0%
The majority of my students have access to a reliable internet connection and a computer/device to complete their assignments.	10.1%	23.8%	7.4%	41.6%	16.5%	0.5%	100.0%
If needed, students can access support or advice from others (beyond their teacher) from home or virtually during the day.	7.8%	23.2%	30.5%	29.5%	7.6%	1.4%	100.0%
I am concerned that online learning is creating new cost burdens for my students and/or their families.	4.0%	14.0%	25.2%	36.1%	19.2%	1.5%	100.0%
Any loss of support staff and educational assistants has negatively impacted my students' ability to learn at a distance.	3.1%	6.7%	10.5%	32.2%	35.0%	12.4%	100.0%

## Share of Respondents Who "Strongly disagree" or "Disagree" with the Following Statements Related to Equity

(Based on total excluding "Not sure" and "Not applicable" responses)



## Percentage of Respondents

(Based on totals excluding "Not sure" and "Not Applicable" responses)

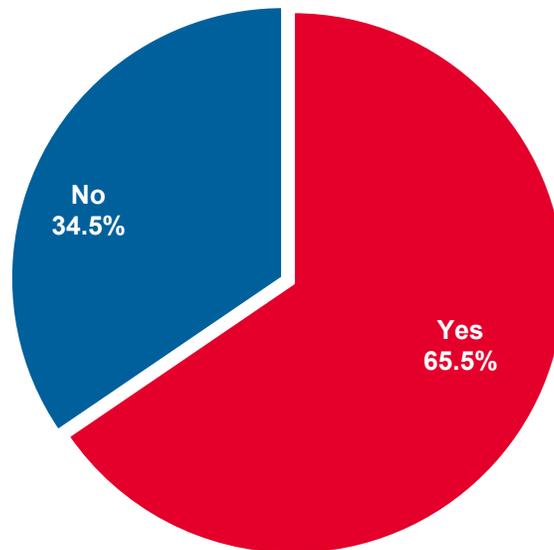
	Strongly disagree	Disagree	Agree	Strongly agree	Total
My students have a quiet safe space to do their school work.	14.6%	52.2%	29.4%	3.7%	100.0%
If needed, students can access support or advice from others (beyond their teacher) from home or virtually during the day.	11.5%	34.0%	43.4%	11.1%	100.0%
The majority of my students have access to a reliable internet connection and a computer/device to complete their assignments.	11.0%	25.9%	45.2%	17.9%	100.0%
I am concerned that online learning is creating new cost burdens for my students and/or their families.	5.5%	19.1%	49.2%	26.2%	100.0%
Any loss of support staff and educational assistants has negatively impacted my students' ability to learn at a distance.	4.0%	8.7%	41.8%	45.4%	100.0%

# TECHNOLOGY USE AND ONLINE INSTRUCTION

## Two-Thirds of Teachers Are Concerned About the Impact of Digital Technologies on Students

- Two-thirds of respondents report having concerns or questions about the impact of digital technologies used during the pandemic on the physical, mental, social and emotional well-being children and youth.

### Share of Teachers Reporting If They Are Concerned About the Impact of Digital Technologies on Students

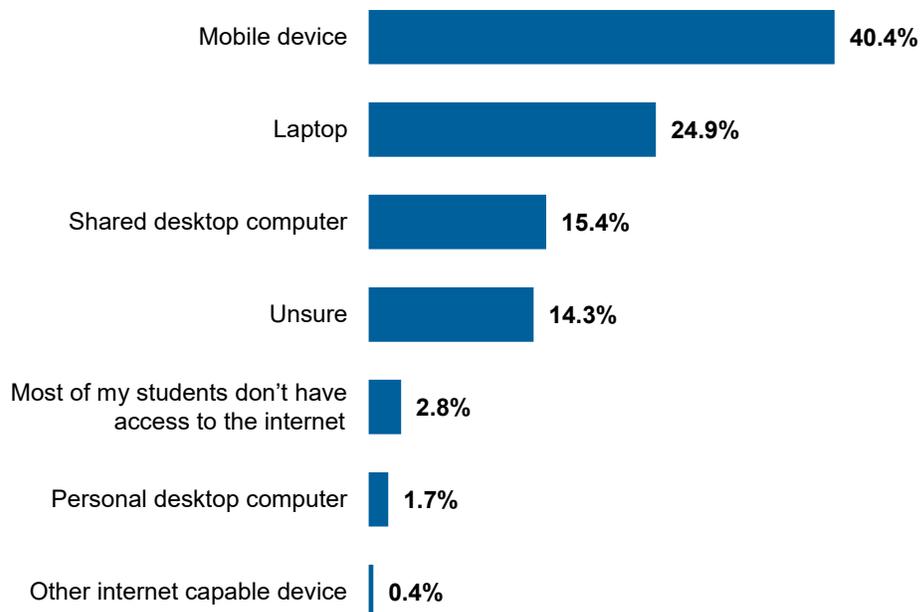


**Question:** *Do you have any concerns or questions about the impact of digital technologies used during the pandemic on the physical, mental, social and emotional well-being of children and youth?*

Response	Number	(%)
Yes	11,351	65.5%
No	5,990	34.5%
Total	17,341	100.0%

## Teachers Report that Two-Thirds of Their Students Are Using Mobile Devices and Laptops to Access the Internet for Learning at Home

- 4 in 10 respondents believe that their students are most likely to access the internet for learning at home using a mobile device, while one-quarter believe that their students are most likely to use laptops.
- 15% of respondents report that students are using desktop computers, while 14% of respondents were unsure how their students were accessing the internet for learning at home.



### Question: When at home, how are your students most likely to access the internet for learning?

Response	Number	(%)
Mobile device (tablet, smart phone, etc.)	7,021	40.4%
Laptop	4,317	24.9%
Shared desktop computer	2,671	15.4%
Unsure	2,491	14.3%
Most of my students don't have access to the internet	491	2.8%
Personal desktop computer	303	1.7%
Other internet capable device (e.g., smart televisions, game consoles, music devices)	70	0.4%
Total	17,364	100.0%

## Teachers Use\* of 6 Forms of Communication Varies by Group With Whom They Connect

When teachers were asked how they have been communicating and/or connecting with specific groups of individuals, the following highlights are notable. (*\*Note that the following figures report the use of various forms of communication and not their frequency of use.*)

### Percentage Distribution by Form of Communication

#### E-Mail

- High: 28% of respondents report communicating via E-Mail with teacher colleagues.
- Low: 22% of respondents report communicating via E-Mail with students.

#### Texting

- High: 58% of respondents report texting with teacher colleagues.
- Low: 7% of respondents report texting with students.

#### Instant Messaging

- High: 49% of respondents report instant messaging with teacher colleagues.
- Low: 13% of respondents report instant messaging with their school/jurisdiction leadership.

#### Social Media

- High: 52% of respondents report using social media to connect with teacher colleagues.
- Low: 13% of respondents report using social media to connect with their school/jurisdiction leadership.

#### Telephone Calls

- High: 35% of respondents report communicating via telephone with parents/guardians.
- Low: 16% of respondents report communicating via telephone with their school/jurisdiction leadership.

#### Video Calls or Virtual Meet-Ups

- High: 35% of respondents report using video calls or virtual meet-ups to connect with teacher colleagues.
- Low: 10% of respondents report using video calls or virtual meet-ups to connect with parents/guardians.

### Percentage Distribution by Group with Whom Teachers Connect

#### Students

- High: 31% of respondents report communicating with students via E-Mail and 31% by video calls or virtual meet-ups, respectively.
- Low: 4% of respondents report communicating with students by social media and 4% by texting, respectively

#### Teacher Colleagues

- High: 24% of respondents report communicating with teacher colleagues via E-Mail.
- Low: 9% of respondents report communicating with teacher colleagues by social media.

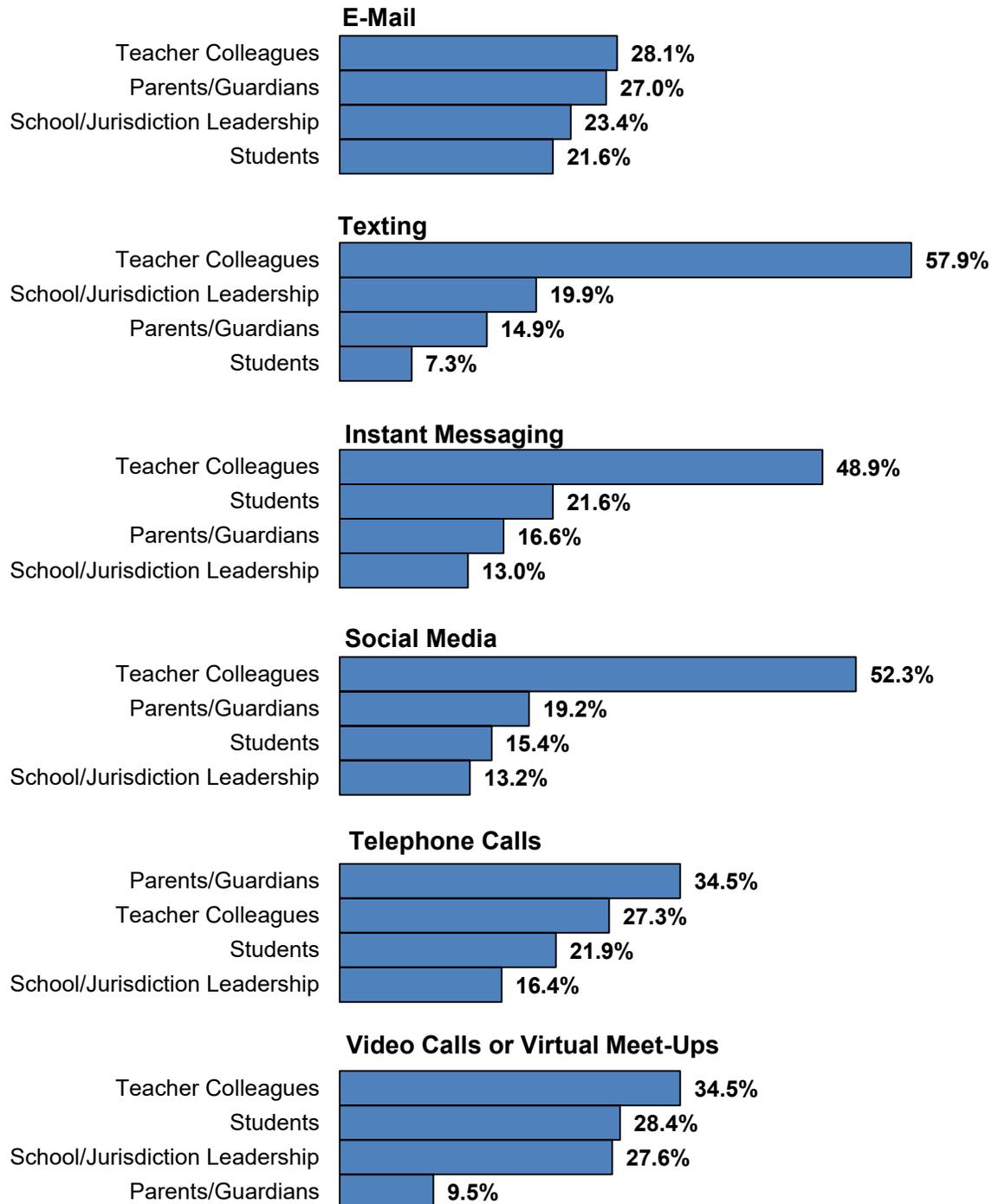
#### School/Jurisdiction

- High: 34% of respondents report communicating with their school/jurisdiction via E-Mail.
- Low: 4% of respondents report communicating with their school/jurisdiction using social media.

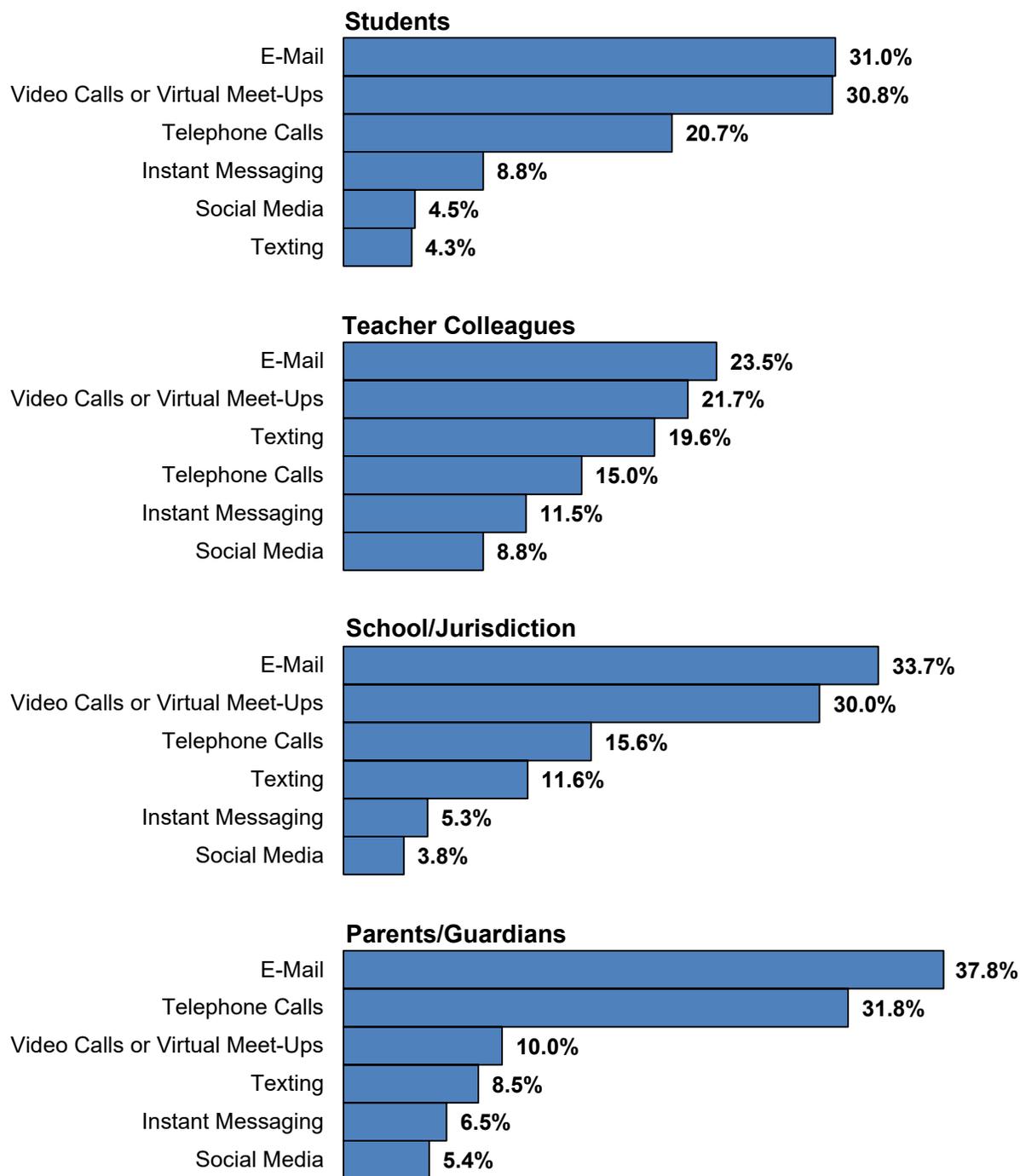
#### Parents/Guardians

- High: 38% of respondents report communicating with parents/guardians via E-Mail.
- Low: 5% of respondents report communicating with parents/guardians by social media.

## Percentage Distribution of Teachers by Group with Whom Teachers Connect, for Each of the 6 Forms of Communication Used



## Percentage Distribution of Teachers by Form of Communication Used, for Each of the 4 Groups with Whom Teachers Connect



**Question: 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)**

**A. By Type of Communication**

**Percentage Distribution of Reported Checks\***

	E-Mail	Texting	Instant Messaging	Social Media	Telephone Calls	Video Calls or Virtual Meet-Ups
Students	21.6%	7.3%	21.6%	15.4%	21.9%	28.4%
Teacher Colleagues	28.1%	57.9%	48.9%	52.3%	27.3%	34.5%
School/Jurisdiction Leadership	23.4%	19.9%	13.0%	13.2%	16.4%	27.6%
Parents/Guardians	27.0%	14.9%	16.6%	19.2%	34.5%	9.5%
Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

**Number of Checks\***

	E-Mail	Texting	Instant Messaging	Social Media	Telephone Calls	Video Calls or Virtual Meet-Ups
Students	12,517	1,718	3,531	1,794	8,350	12,404
Teacher Colleagues	16,297	13,591	7,991	6,108	10,416	15,066
School/Jurisdiction Leadership	13,553	4,665	2,119	1,537	6,269	12,046
Parents/Guardians	15,650	3,502	2,710	2,240	13,177	4,142
Total	58,017	23,476	16,351	11,679	38,212	43,658

**B. By Respective Group with Whom Teachers Are Communicating**

**Percentage Distribution of Reported Checks\***

	Students	Teacher Colleagues	School/Jurisdiction Leadership	Parents/Guardians	Total
E-Mail	31.0%	23.5%	33.7%	37.8%	30.3%
Texting	4.3%	19.6%	11.6%	8.5%	12.3%
Instant Messaging	8.8%	11.5%	5.3%	6.5%	8.5%
Social Media	4.5%	8.8%	3.8%	5.4%	6.1%
Telephone Calls	20.7%	15.0%	15.6%	31.8%	20.0%
Video Calls or Virtual Meet-Ups	30.8%	21.7%	30.0%	10.0%	22.8%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

**Number of Reported Checks\***

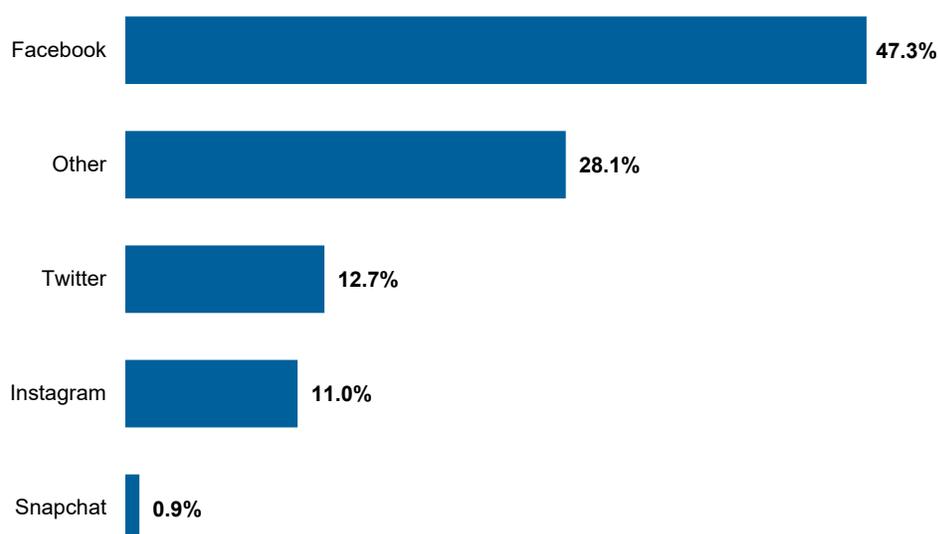
	Students	Teacher Colleagues	School/Jurisdiction Leadership	Parents/Guardians	Total
E-Mail	12,517	16,297	13,553	15,650	58,017
Texting	1,718	13,591	4,665	3,502	23,476
Instant Messaging	3,531	7,991	2,119	2,710	16,351
Social Media	1,794	6,108	1,537	2,240	11,679
Telephone Calls	8,350	10,416	6,269	13,177	38,212
Video Calls or Virtual Meet-Ups	12,404	15,066	12,046	4,142	43,658
Total	40,314	69,469	40,189	41,421	191,393

*\*Note the respondents could check more than one category and consequently the number of checks may exceed the number of respondents.*

## Facebook is the Most Frequently Used Media Platform Used by Teachers

- When asked which social media platform they were using most frequently to communicate/connect, almost half (47%) reported Facebook.
- Almost 3 in 10 respondents (28%) indicated most frequently using “Other” platforms not covered in the survey.
- One-quarter of respondents reported that they most frequently use either Twitter (13%), Instagram (11%) or Snapchat (1%).
- Notably, 6 in 10 teachers surveyed chose to skip this question.

### Share of Respondents by Social Media Platform Used Most Frequently



**Question: Which social media platform are you using most frequently to communicate/connect?**

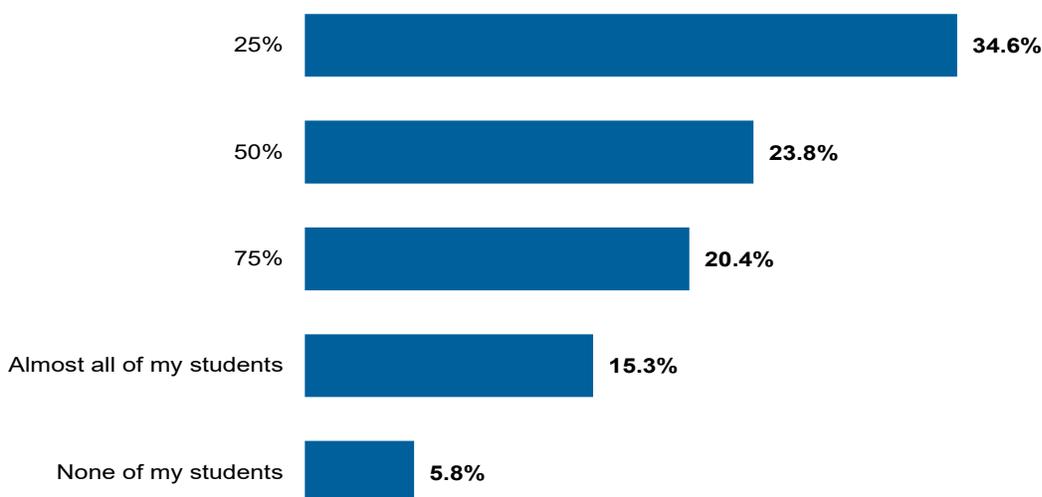
Response	Number	(%)
Facebook	3,384	47.3%
Other	2,008	28.1%
Twitter	907	12.7%
Instagram	789	11.0%
Snapchat	61	0.9%
Total	7,149	100.0%

# PEDAGOGY AND THE PROFESSION OF TEACHING

## Only a Small Minority of Teachers Report that Almost All of Their Students Are Checking in with Them on a Weekly Basis

- When asked what percentage of their students are checking in with them on a weekly basis, only 15% said that almost all of their students were doing so.
- 1 in 5 respondents indicated that 75% of their students were checking in with them each week.
- Almost two-thirds of respondents (64%) reported that no more than half of their students were checking in with them on a weekly basis, including those who said 25% of their students (35%), 50% of their students (24%), or none of their students (6%).

### Share of Respondents by Percentage of Students Checking in with Them on a Weekly Basis



**Question: What percentage of your students are checking in with you on a weekly basis?**

Response	Number	(%)
25%	5,954	34.6%
50%	4,082	23.8%
75%	3,514	20.4%
Almost all of my students	2,630	15.3%
None of my students	1,004	5.8%
Total	17,184	100.0%

## Overwhelming Majority of Teachers Believe Student Readiness Has Worsened During the COVID-19 Pandemic

When surveyed regarding 4 areas of student readiness, an overwhelming majority of teachers report that they have all respectively worsened during the COVID-19 pandemic. When “unsure” responses are factored out, this negative impact is even further amplified.

### Students’ overall readiness to learn

- 83% of respondents reported a worsening in students’ overall readiness to learn during the COVID-19 pandemic, including 38% who indicate it has “significantly worsened”. These shares increase to 86% and 40% respectively, when “unsure” responses are excluded.

### Students’ ability to focus on educational tasks

- 80% of respondents reported a worsening in students’ ability to focus on educational tasks during the COVID-19 pandemic, including 38% who indicate it has “significantly worsened”. These shares increase to 88% and 42% respectively, when “unsure” responses are excluded.

### Students checking in online each day

- 76% of respondents reported that there has been a worsening with respect to students checking in online each day during the COVID-19 pandemic, including 41% who indicate it has “significantly worsened”. These shares increase to 82% and 44% respectively, when “unsure” responses are excluded.

### Students coming to the online environment tired

- 49% of respondents reported a worsening with respect to students coming to the online environment tired during the COVID-19 pandemic, including 19% who indicate it has “significantly worsened”. These shares increase to 70% and 27% respectively, when “unsure” responses are excluded.

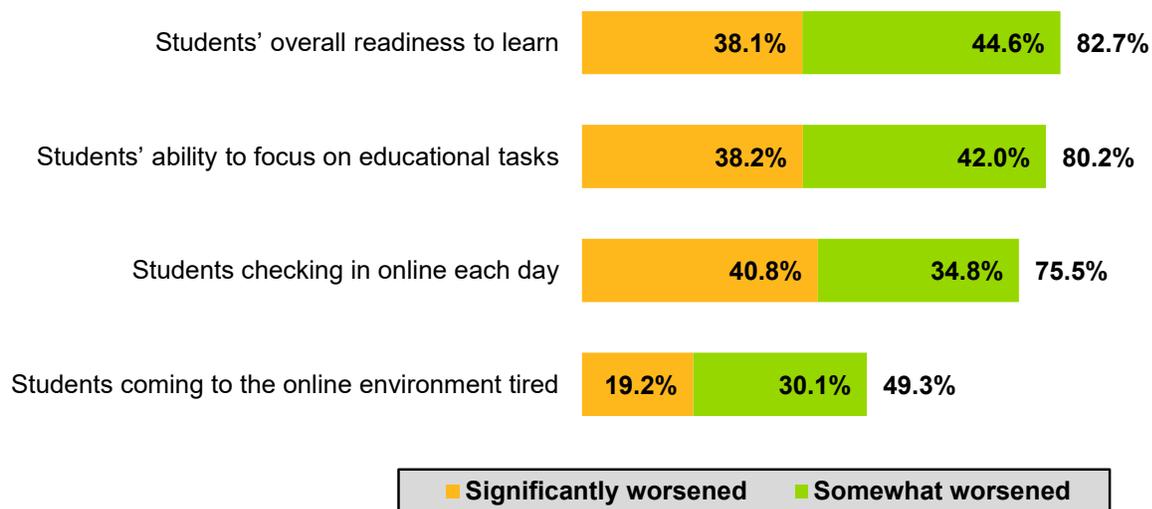
**Question: STUDENT READINESS: Based on your observations of students in your classes during the pandemic, to what extent have the following changed?**

#### Number of Respondents

	Significantly worsened	Somewhat worsened	No change	Somewhat improved	Significantly improved	Unsure	Total
Students’ overall readiness to learn	6,561	7,695	1,551	616	80	738	17,241
Students’ ability to focus on educational tasks	6,587	7,241	1,162	605	87	1,560	17,242
Students checking in online each day	7,003	5,970	1,615	912	256	1,420	17,176
Students coming to the online environment tired	3,293	5,158	3,104	380	103	5,116	17,154

## Share of Respondents Who Believe 4 Examined Student Readiness Related Issues Have Worsened

(Based on totals that include "unsure" responses)

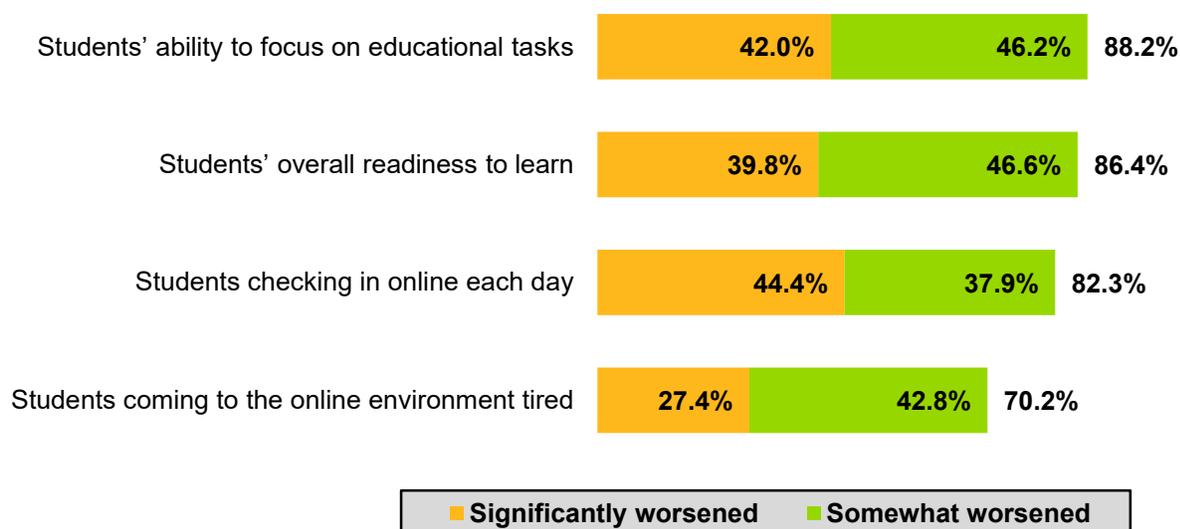


## Percentage of Respondents (Including "unsure" responses)

	Significantly worsened	Somewhat worsened	No change	Somewhat improved	Significantly improved	Unsure	Total
Students' overall readiness to learn	38.1%	44.6%	9.0%	3.6%	0.5%	4.3%	100.0%
Students' ability to focus on educational tasks	38.2%	42.0%	6.7%	3.5%	0.5%	9.0%	100.0%
Students checking in online each day	40.8%	34.8%	9.4%	5.3%	1.5%	8.3%	100.0%
Students coming to the online environment tired	19.2%	30.1%	18.1%	2.2%	0.6%	29.8%	100.0%

## Share of Respondents Who Believe 4 Examined Student Readiness Related Issues Have Worsened

(Based on totals that exclude "unsure" responses)



### Percentage of Respondents (Excluding "unsure" responses)

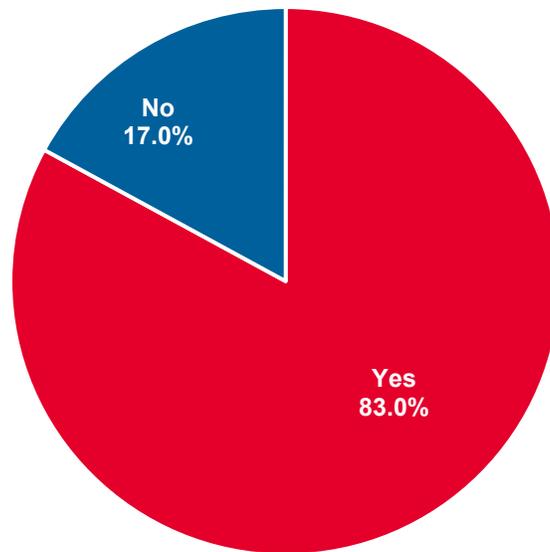
	Significantly worsened	Somewhat worsened	No change	Somewhat improved	Significantly improved	Total
Students' ability to focus on educational tasks	42.0%	46.2%	7.4%	3.9%	0.6%	100.0%
Students' overall readiness to learn	39.8%	46.6%	9.4%	3.7%	0.5%	100.0%
Students checking in online each day	44.4%	37.9%	10.3%	5.8%	1.6%	100.0%
Students coming to the online environment tired	27.4%	42.8%	25.8%	3.2%	0.9%	100.0%

# RETURN TO PUBLIC SCHOOL BUILDINGS

## Overwhelming Majority of Teachers Are Concerned About Returning to School After the First Phases of the COVID-19 Pandemic

- 83% of respondents are concerned or have questions about returning to public school buildings or the reintegration of students into face-to-face classrooms, after the first phases of the COVID-19 pandemic

### Share of Respondents Indicating If They Are Concerned About Returning to School After the First Phases of the COVID-19 Pandemic

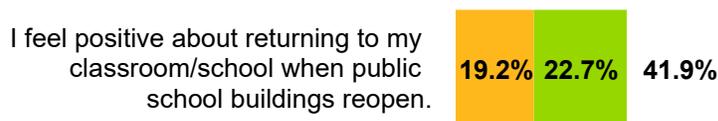


**Question: Do you have any concerns or questions about returning to public school buildings or the reintegration of students into face-to-face classrooms after the first phases of the COVID-19 pandemic?**

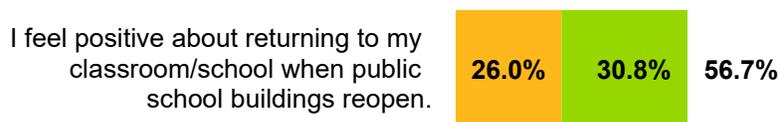
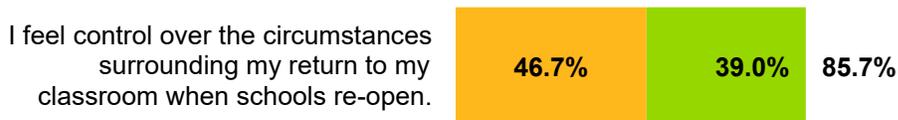
Response	Number	(%)
Yes	14,368	83.0%
No	<u>2,952</u>	<u>17.0%</u>
Total	17,320	100.0%

## Percentage of Educators Who *Disagree* with the Following Statements Regarding the Return to Public School Buildings

### A. Based on totals including "unsure" responses

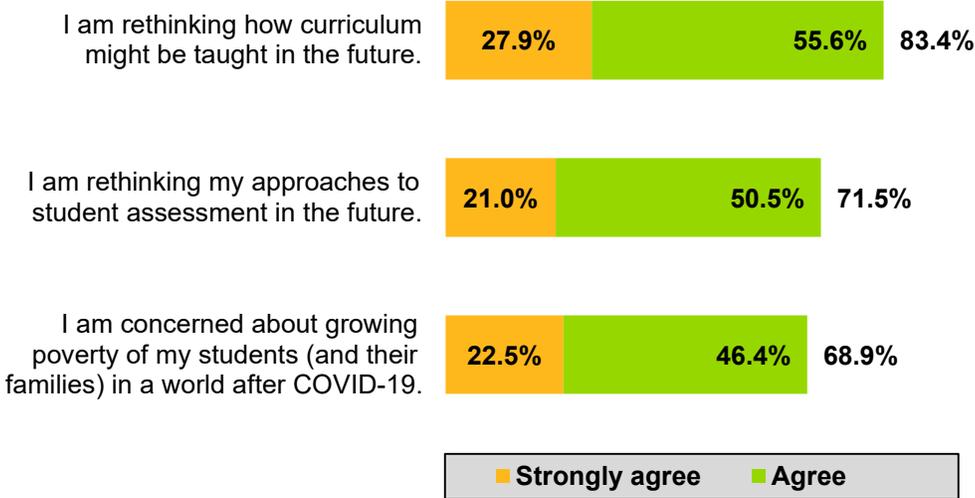


### B. Based on totals excluding "unsure" responses

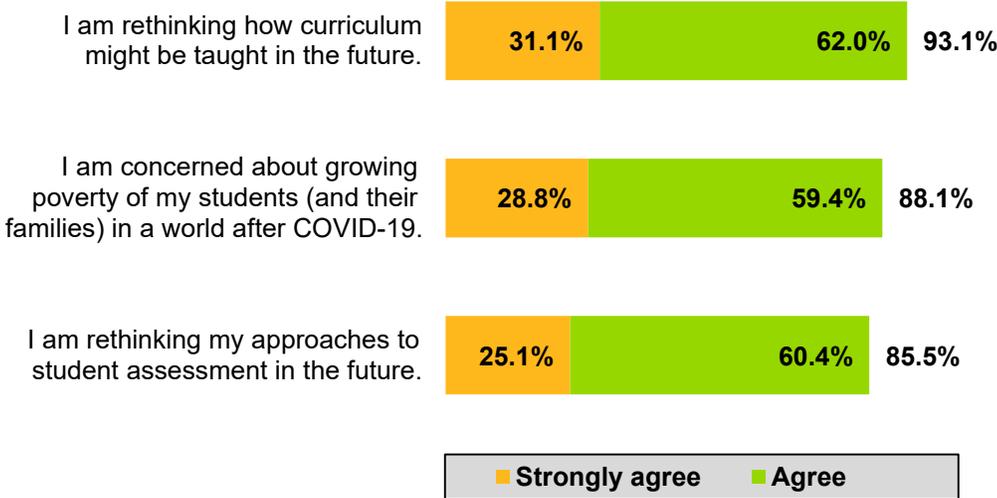


# Percentage of Educators Who Agree with the Following Statements Regarding the Return to Public School Buildings

## A. Based on totals including "unsure" responses



## B. Based on totals excluding "unsure" responses



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

**Number of Respondents**

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Total
I feel control over the circumstances surrounding my return to my classroom when schools re-open.	6,872	5,728	2,637	1,575	530	17,342
I feel positive about returning to my classroom/school when public school buildings reopen.	3,330	3,946	4,539	3,945	1,601	17,361
I am rethinking how curriculum might be taught in the future.	226	848	1,802	9,649	4,840	17,365
I am rethinking my approaches to student assessment in the future.	313	1,783	2,836	8,740	3,632	17,304
I am concerned about growing poverty of my students (and their families) in a world after COVID-19.	434	1,174	3,789	8,051	3,898	17,346

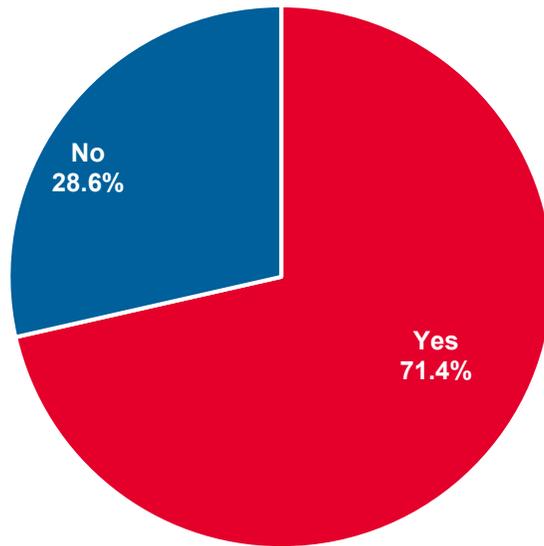
**Percentage of Respondents (including "unsure" responses)**

	Strongly disagree	Disagree	Unsure	Agree	Strongly agree	Total
I feel control over the circumstances surrounding my return to my classroom when schools re-open.	39.6%	33.0%	15.2%	9.1%	3.1%	100.0%
I feel positive about returning to my classroom/school when public school buildings reopen.	19.2%	22.7%	26.1%	22.7%	9.2%	100.0%
I am rethinking how curriculum might be taught in the future.	1.3%	4.9%	10.4%	55.6%	27.9%	100.0%
I am rethinking my approaches to student assessment in the future.	1.8%	10.3%	16.4%	50.5%	21.0%	100.0%
I am concerned about growing poverty of my students (and their families) in a world after COVID-19.	2.5%	6.8%	21.8%	46.4%	22.5%	100.0%

**Percentage of Respondents (excluding "unsure" responses)**

	Strongly disagree	Disagree	Agree	Strongly agree	Total
I feel control over the circumstances surrounding my return to my classroom when schools re-open.	46.7%	39.0%	10.7%	3.6%	100.0%
I feel positive about returning to my classroom/school when public school buildings reopen..	26.0%	30.8%	30.8%	12.5%	100.0%
I am rethinking how curriculum might be taught in the future.	1.5%	5.4%	62.0%	31.1%	100.0%
I am rethinking my approaches to student assessment in the future.	2.2%	12.3%	60.4%	25.1%	100.0%
I am concerned about growing poverty of my students (and their families) in a world after COVID-19.	3.2%	8.7%	59.4%	28.8%	100.0%

## 7 in 10 Respondents Have Concerns or Questions Regarding How the World After COVID-19 Will Impact their Teaching and Learning Environment



**Question: Do you have any concerns or questions about how the world after COVID-19 will impact your teaching and learning environment?**

Response	Number	(%)
Yes	12,239	71.4%
No	4,894	28.6%
Total	17,133	100.0%

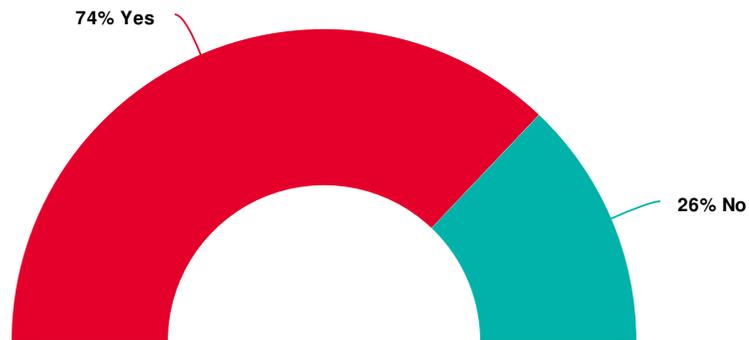
# QUALITATIVE ANALYSIS

This section highlights initial results from open-ended questions in the CTF/FCE Pandemic survey, from all members except The Alberta Teachers' Association (ATA). Since there was a significant amount of qualitative data garnered from the study, the preliminary analysis includes sampled coded data from 10% of the responses for each participating Member Organization, per open-ended question. The thematically coded data is represented in the form of a graph, followed by representative responses from survey participants where appropriate. Since ATA qualitative data is not included in the CTF/FCE qualitative survey analysis, the response rates reflect this difference, with a total of 15,119 pan-Canadian participants for open-ended questions in this section.

Although 10% of the data from each Member Organization is included for each question in the initial analysis, patterns across Canada are clear, and teachers' responses consistent across all regions and official languages. When triangulated with data from the pan-Canadian quantitative results, the results demonstrate strong relationships between teachers' concerns in all provinces and territories with continuing quality publicly funded public education in Canada during the COVID-19 global pandemic.

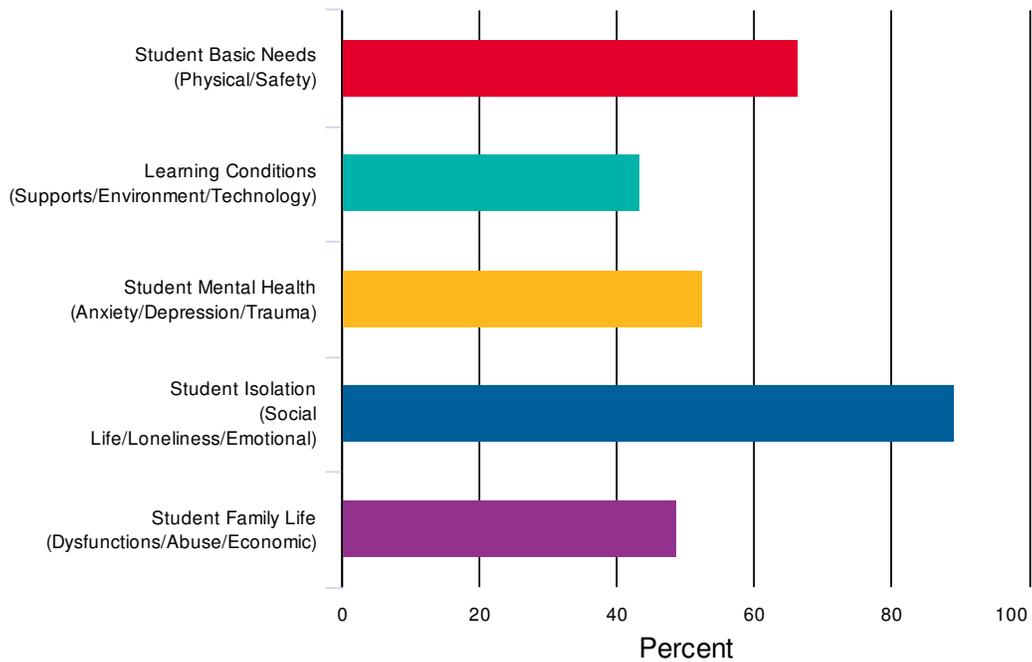
## WELL-BEING AND EQUITY

Do you have any 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
Yes		74.2%	11,161
No		25.8%	3,879
			<b>Totals: 15,040</b>

## 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? - Text Analysis



Value	Percent	Responses
Student Basic Needs (Physical/Safety)	66.4%	626
Learning Conditions (Supports/Environment/Technology)	43.4%	409
Student Mental Health (Anxiety/Depression/Trauma)	52.5%	495
Student Isolation (Social Life/Loneliness/Emotional)	89.3%	842
Student Family Life (Dysfunctions/Abuse/Economic)	48.6%	458

## Representative Responses: 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?

“ Isolation and physical abuse especially with our LGBTQ2S+ students in unwelcoming homes ”

05/29/2020 Response id: 122

“ We have vulnerable students who have challenging home lives. School provides a measure as to how those students are functioning on a daily basis. Often their behaviors (negative) imply negative situations at home front as well. This is then relayed to Social Development and a plan is put in place. Guidance is also involved at the school level. For some of our students, school is their safe place and where their connections are to feel safe and secure. ”

05/29/2020 Response id: 129

“ Isolation, especially as newcomers. They don't always have the language skills to understand all the directives from the government, board or teacher. ”

05/29/2020 Response id: 229

“ Some have no internet or technology. When I call them each week, they say they are lonely, isolated as they are not chatting with any classmates and many of them did not go outside for the first 4 weeks of lockdown. The students I was able to skype with, I saw a huge difference. With each week, they were looking forward to the skype sessions. Many would get upset if they missed a session. Many of my students have expressed how much they miss school. This week, I had some students expressing how much they are looking forward to Sept and being back at school. ”

05/29/2020 Response id: 247

“ I worry constantly about the mental health of my students and coworkers when they return to school. The unknown is a very scary thing and I am very concerned about the safety procedures that I believe will be "loosely followed" if we return to full capacity in Sept. ”

05/30/2020 Response id: 306

“ Firstly, I am concerned that students are stressed and anxious about not being able to see me in person to address any difficulties that arise in a more immediate manner. I try really hard to maintain an online presence but I do not think that replaces the more immediate in-person presence. Secondly, I am very concerned about the quality or lack thereof of the learning environment in which my students are expected to work. I know there are students who do not have a safe and supportive environment that a school offers. Also, I am concerned about the extracurriculars that students are missing which are also valuable outlets for them. ”

06/01/2020 Response id: 516

“ For most of the students, the school is their safe place. Their house or place of dwelling gives them stress. I worry much for them. Our school provides food for hungry kids before the pandemic. We have a very well-organized breakfast program and the admin works hard to provide snacks before home time. Kids get hungry at home. ”

06/01/2020 Response id: 1350

“ They're dealing with a pandemic, insane isolation measures and loss of freedoms and rights, mass shooting in our country, horrific anti-black racism ... This is beyond anxiety inducing. It's traumatic! I worry about their health- are they sleeping, actively moving, drinking water, are they ok? ”

06/02/2020 Response id: 3063

“ In Nunavut, I feel most students fall behind and that our internet connection is not equipped like our southern provinces. Most students in Nunavut rely on the breakfast program and the high cost of food in the north is effecting students and parents. This pandemic is very stressful to Nunavummiut. ”

06/03/2020 Response id: 6177

“ Les impacts à long terme de l'isolement chez les jeunes enfants, et l'augmentation de la peur et du racisme dans la communauté. ”

06/04/2020 Response id: 7616

“ Parents stressés = enfants stressés Beaucoup de nos familles ont des pressions économiques et sociales énormes. Impact sur leurs enfants. Difficile de savoir comment mes élèves vont réellement ”

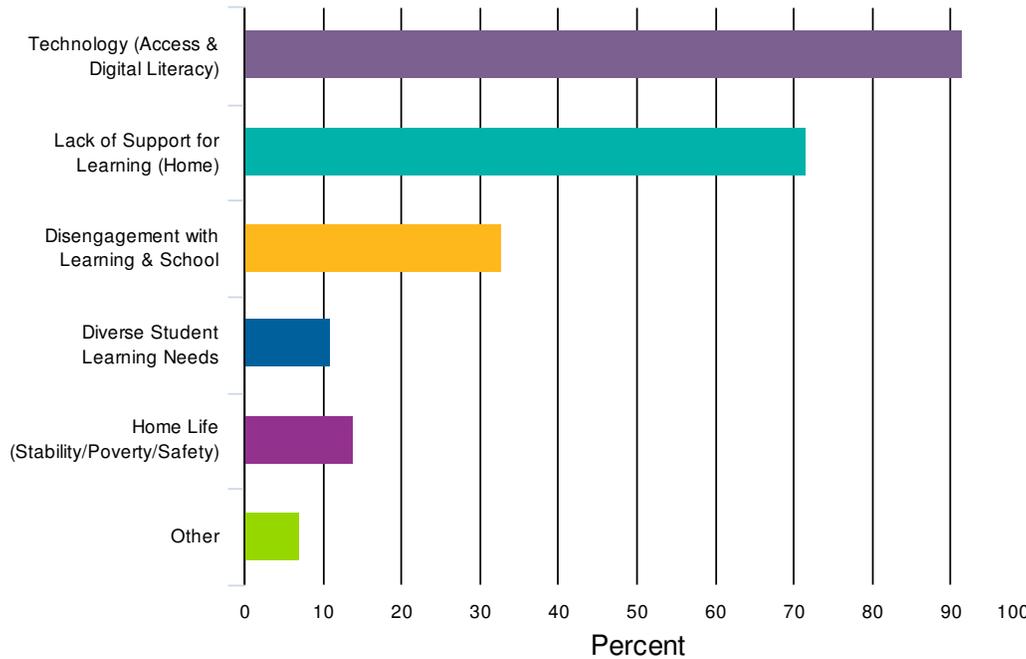
06/07/2020 Response id: 12733

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



Value		Percent	Responses
Yes		74.4%	11,085
No		25.6%	3,818
			<b>Totals: 14,903</b>

## What are your top two concerns or questions about getting your students what they need to be successful (equity)? - Text Analysis



Value	Percent	Responses
Technology (Access & Digital Literacy)	91.5%	2,200
Lack of Support for Learning (Home)	71.5%	1,720
Disengagement with Learning & School	32.8%	790
Diverse Student Learning Needs	10.9%	262
Home Life (Stability/Poverty/Safety)	14.0%	336
Other	6.9%	165

## Representative Responses: What are your top two concerns or questions about getting your students what they need to be successful (equity)?

“ Especially with French Immersion, students need the oral communication aspect to succeed, and that is nearly impossible to give online. ”

06/01/2020 Response id: 895

“ Certains de mes élèves n'ont pas de connexion Internet, nous habitons en milieu rural. J'angoisse d'ailleurs à chaque jour face à ma propre connexion. Mes jeunes élèves ne comprennent pas toujours pourquoi je disparaîs subitement de l'écran lorsque ma connexion lâche. ”

06/01/2020 Response id: 2296

“ My kids with low cognitive abilities need the support of the EA's we lost. ”

06/02/2020 Response id: 2852

“ My students have NO internet and little access to phone calls, which means I do not have contact with them other than the paper packages I prepare and send. "Online Instruction" keeps being referenced all around me with little to no acknowledgement that many of our students do not have internet! ”

06/02/2020 Response id: 3568

“ I teach grade 1 and 2. They need parent support with online learning. Some parents don't have the time/skills/patience to offer this. Other parents who have done a good job until now have admitted that they are running out of energy and patience. I don't think they can continue to offer support in September. ”

06/07/2020 Response id: 11593

“ Inégalité de la situation de chaque famille face à l'accès aux technologies nécessaires; face à la disponibilité des parents à soutenir leur enfant dans leurs apprentissages (stress additionnel pour les parents). ”

06/07/2020 Response id: 12733

“ The current model only widens the gap between the haves and have nots. ”

06/09/2020 Response id: 14627

“ Where are the resources going to come from to supply materials to the increasing number of those who need it? Will accessibility to internet ever be equal across all provinces or territories? ”

06/15/2020 Response id: 17693

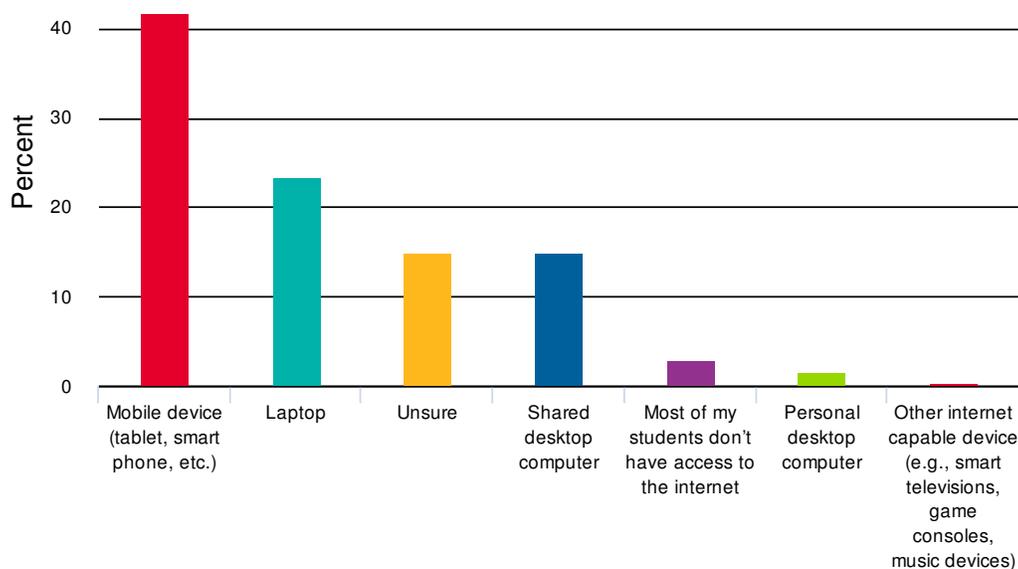
“ Les enfants apprennent dans un milieu où il y a des interactions physiques. Ce qu'on leur donne virtuellement est insuffisant. ”

06/15/2020 Response id: 17710

“ 1. Why are some not participating even after we have given them the technology and reached out to their parents. 2. How can we go back in September when COVID-19 is still a concern. I am in a classroom with no running water. How will hand washing and wiping tables and surfaces be kept clean. ”

06/19/2020 Response id: 20658

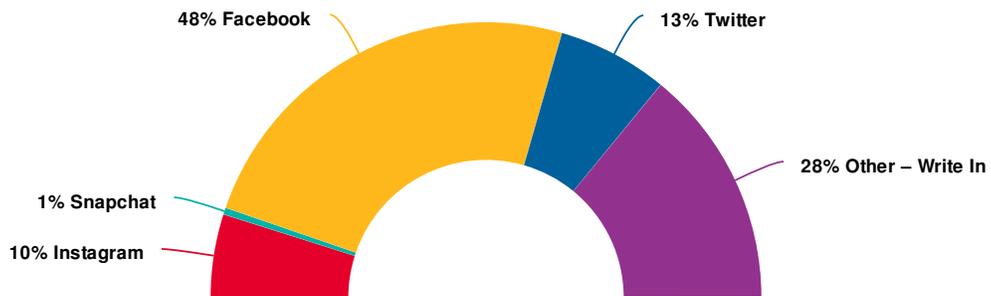
# TECHNOLOGY USE AND ONLINE INSTRUCTION



Value	Percent	Responses
Mobile device (tablet, smart phone, etc.)	41.8%	6,289
Laptop	23.4%	3,521
Unsure	15.0%	2,263
Shared desktop computer	14.9%	2,238
Most of my students don't have access to the internet	2.9%	444
Personal desktop computer	1.5%	233
Other internet capable device (e.g., smart televisions, game consoles, music devices)	0.4%	63

**Totals: 15,051**

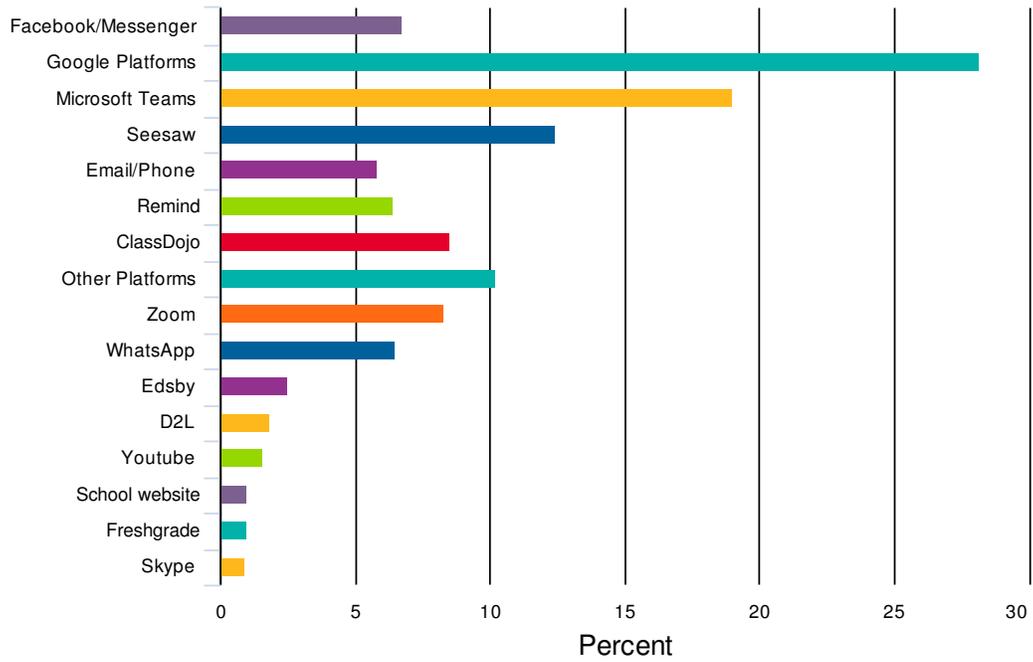
## Which social media platform are you using most frequently to communicate/connect?



Value	Percent	Responses
Instagram	9.8%	621
Snapchat	0.8%	51
Facebook	48.3%	3,059
Twitter	13.0%	820
Other - Write In	28.1%	1,779

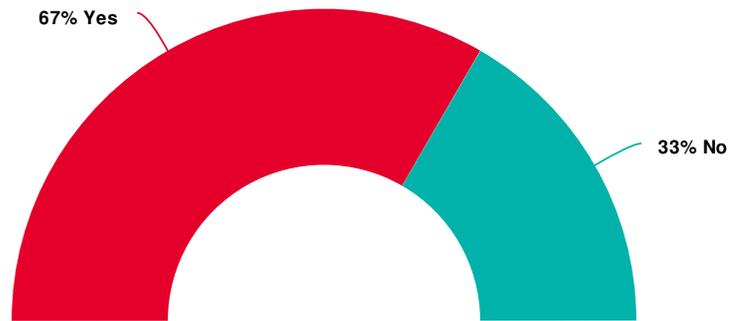
**Totals: 6,330**

## Which social media platform are you using most frequently to communicate/connect? (Optional Fill In)



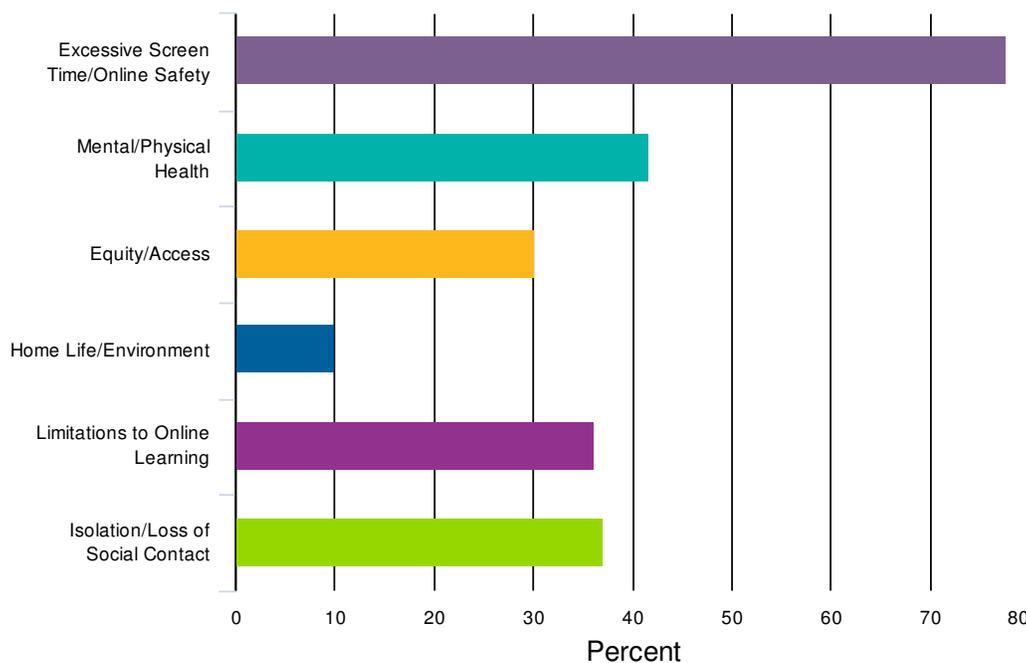
Value		Percent	Responses
Facebook/Messenger		6.7%	109
Google Platforms		28.2%	459
Microsoft Teams		19.0%	309
Seesaw		12.4%	201
Email/Phone		5.8%	94
Remind		6.4%	104
ClassDojo		8.5%	138
Other Platforms		10.2%	166
Zoom		8.3%	135
WhatsApp		6.5%	105
Edsby		2.5%	40
D2L		1.8%	30
Youtube		1.6%	26
School website		1.0%	17
Freshgrade		1.0%	16
Skype		0.9%	14

Do you have any concerns or questions about the impact of digital technologies used during the pandemic on the physical, mental, social and emotional well-being of children and youth?



Value		Percent	Responses
Yes		66.7%	10,030
No		33.3%	5,004
			<b>Totals: 15,034</b>

## What concerns or questions do you have about the impact of digital technologies used during the pandemic? - Text Analysis



Value		Percent	Responses
Excessive Screen Time/Online Safety		77.7%	483
Mental/Physical Health		41.6%	259
Equity/Access		30.2%	188
Home Life/Environment		10.0%	62
Limitations to Online Learning		36.2%	225
Isolation/Loss of Social Contact		37.0%	230

## Representative Responses: What concerns or questions do you have about the impact of digital technologies used during the pandemic?

“ High needs students are affected by technology as it does not offer the support required to completed their school work. Many students are staying up all night gaming, and too tired to complete their school work. Many students feel isolated in homes that suffer from violence, poverty and mental health concerns. ”

05/29/2020 Response id: 50

“ I've had students complain about the number of notifications/emails they get, which leads them to feel overwhelmed and sometimes they just "turn off". I personally do not use synchronous learning tools because I have too many concerns about the impact on me and my students. Many of my students are working during the day, so it is unrealistic for me to expect them to log on at a specific time. Many of them also have data limits on their internet, and live video eats up their data. ”

05/29/2020 Response id: 262

“ At first students were excited to see each other on google meets with all video on and smiling. Now there are few to none. Students are keeping very irregular hours for sleep. Avoidance behaviors are prevalent. ”

06/01/2020 Response id: 788

“ I know what sitting in front of a computer all day long has done to my mental and physical health therefore I am concerned about the effect of this style of learning has on some of my students. Couple this style of learning with self isolation and there are bound to be mental and physical health issues arise. ”

06/01/2020 Response id: 1242

“ Online platforms suck out alot of bandwidth from a household. Then, if multiple siblings are online at the same time connections fail or students can't talk without cutting in and out. It stops the flow of the learning. ”

06/02/2020 Response id: 2871

“ Les élèves disent qu'ils s'ennuient de leurs amis. Certains sont pris dans des appartements au centre-ville et ne sortent jamais dehors. ”

06/04/2020 Response id: 7069

“ I worry about students wellbeing when they never/seldom connect online. I have a concern about my students with cognitive disabilities who cannot participate in online classes. ”

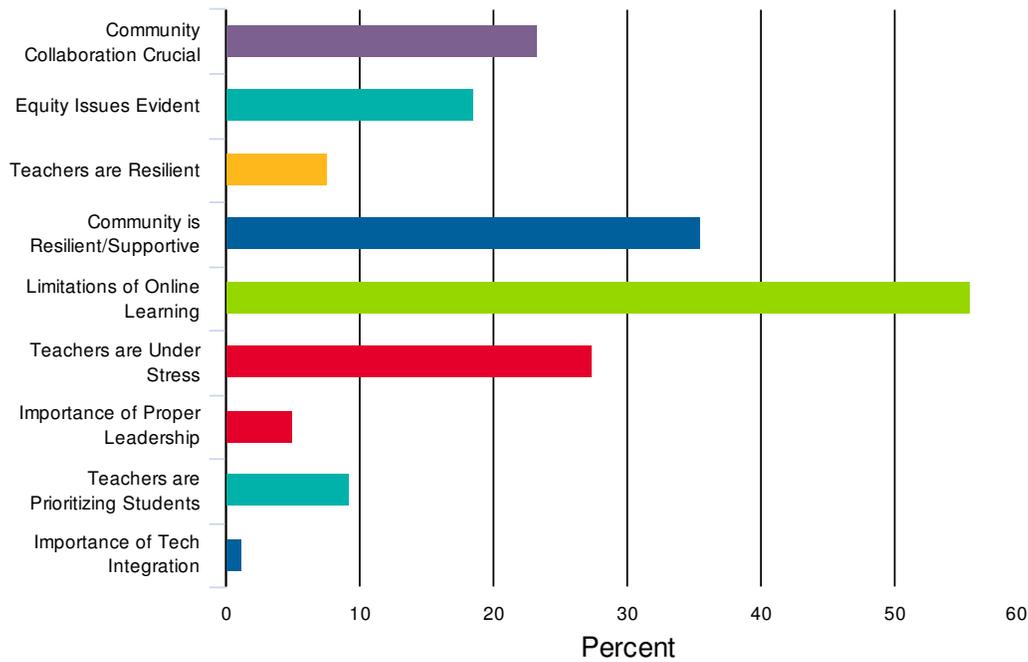
06/19/2020 Response id: 20694

“ TROP de temps d'exposition aux écrans. Diminution de l'activité physique et de d'interaction sociale. ”

06/19/2020 Response id: 20721

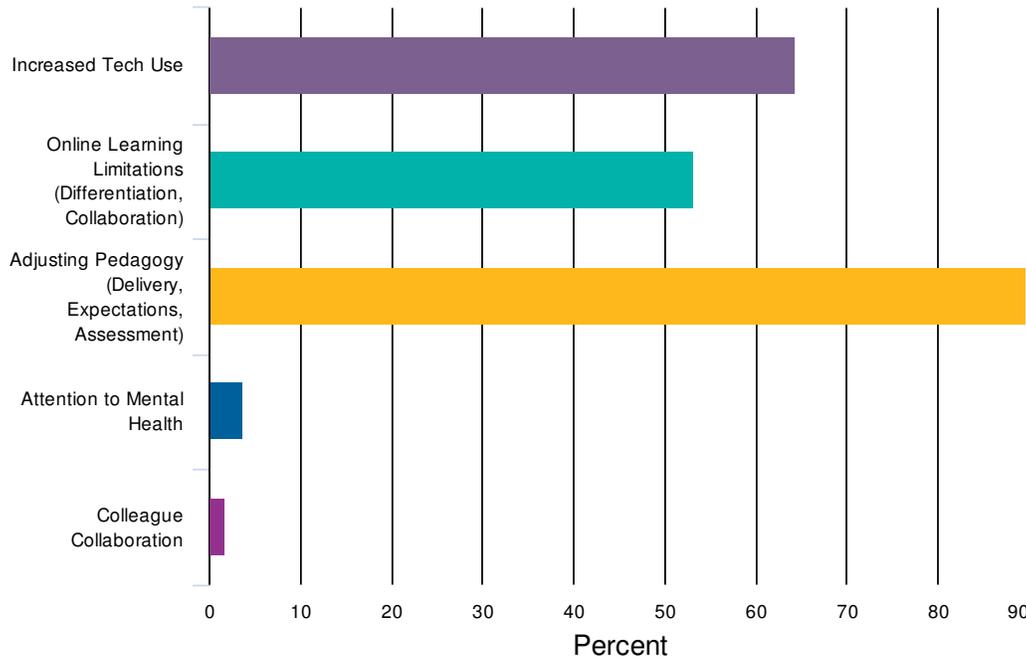
# PEDAGOGY AND THE PROFESSION OF TEACHING

What are you learning about your school community and culture during the COVID-19 pandemic? - Text Analysis



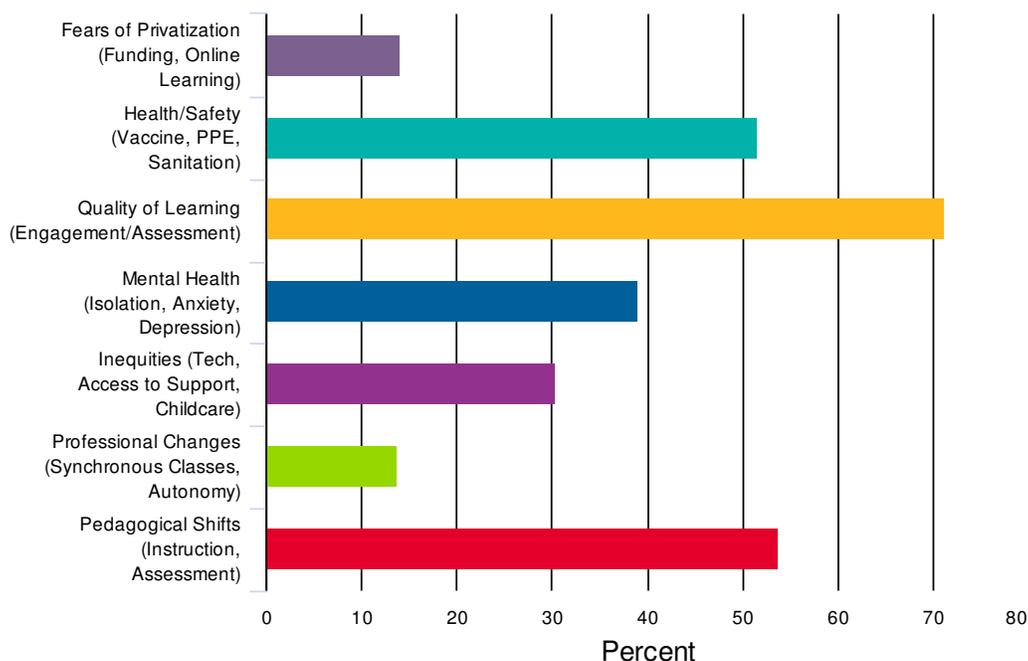
Value	Percent	Responses
Community Collaboration Crucial	23.3%	251
Equity Issues Evident	18.6%	201
Teachers are Resilient	7.6%	82
Community is Resilient/Supportive	35.5%	383
Limitations of Online Learning	55.7%	601
Teachers are Under Stress	27.4%	296
Importance of Proper Leadership	5.0%	54
Teachers are Prioritizing Students	9.2%	99

## How did your pedagogical practice(s) change to accommodate the move to online instruction during the COVID-19 pandemic? - Text Analysis



Value	Percent	Responses
Increased Tech Use	64.4%	637
Online Learning Limitations (Differentiation, Collaboration)	53.2%	526
Adjusting Pedagogy (Delivery, Expectations, Assessment)	89.7%	887
Attention to Mental Health	3.7%	37
Colleague Collaboration	1.7%	17

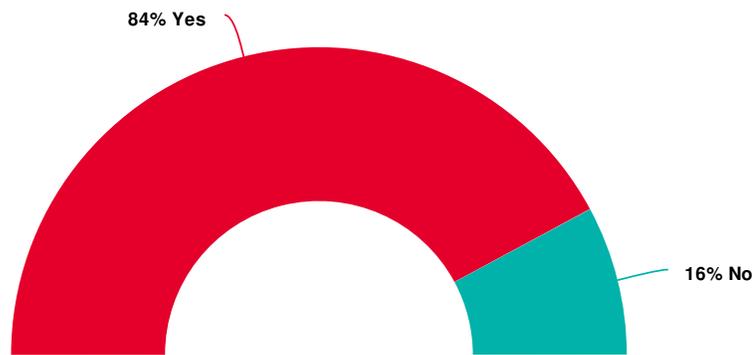
## What are some of the possibilities or challenges that you foresee for the teaching profession due to the COVID-19 pandemic? - Text Analysis



Value	Percent	Responses
Fears of Privatization (Funding, Online Learning)	14.1%	164
Health/Safety (Vaccine, PPE, Sanitation)	51.5%	600
Quality of Learning (Engagement/Assessment)	71.1%	828
Mental Health (Isolation, Anxiety, Depression)	39.0%	454
Inequities (Tech, Access to Support, Childcare)	30.3%	353
Professional Changes (Synchronous Classes, Autonomy)	13.7%	160
Pedagogical Shifts (Instruction, Assessment)	53.8%	626

## RETURN TO PUBLIC SCHOOL BUILDINGS

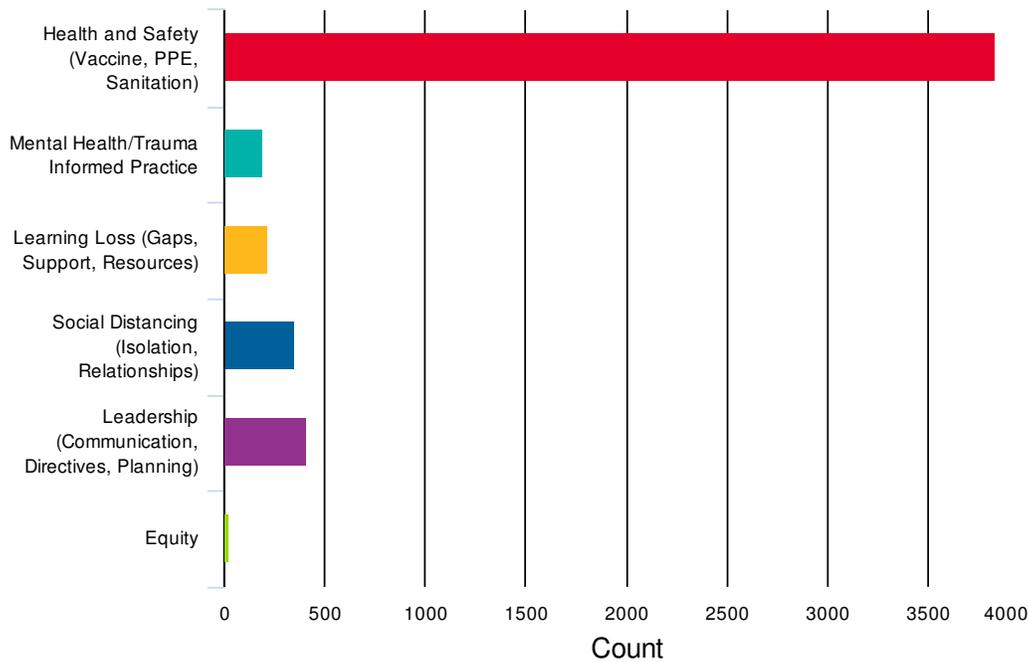
Do you have any concerns or questions about returning to public school buildings or the reintegration of students into face-to-face classrooms after the first phases of the COVID-19 pandemic?



Value		Percent	Responses
Yes		84.3%	12,671
No		15.7%	2,353

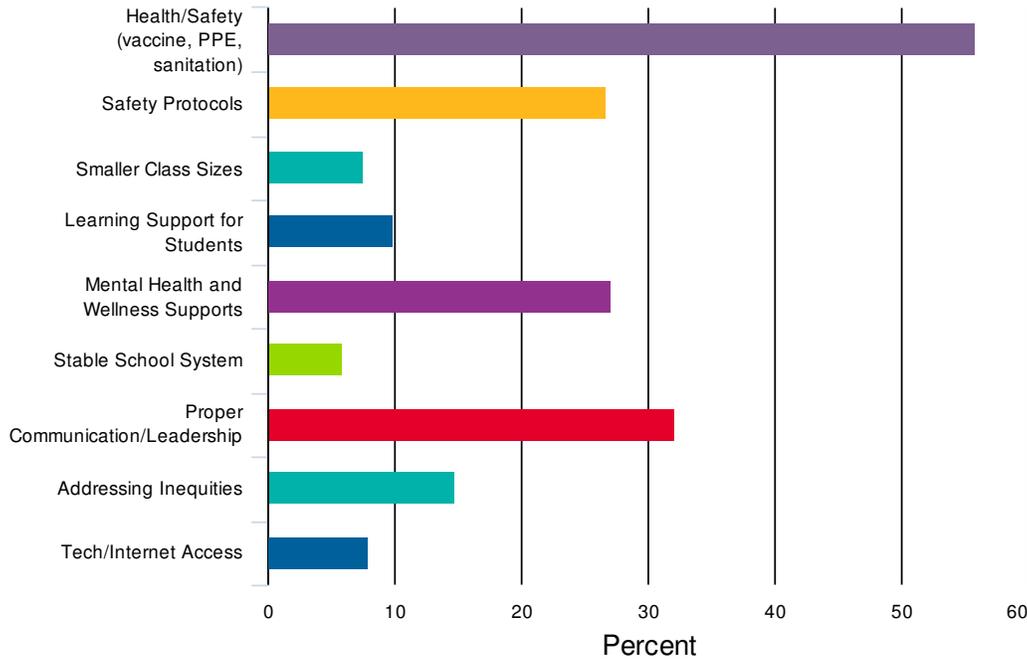
Totals: 15,024

## What are your top two concerns or questions about returning to public school buildings or the reintegration of students into face-to-face classrooms? - Text Analysis



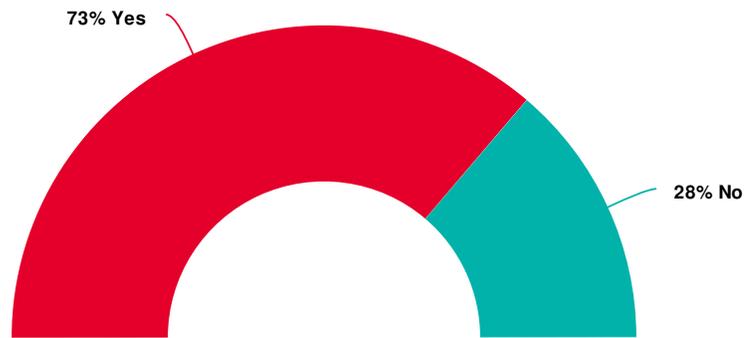
Value	Percent	Responses
Health and Safety (Vaccine, PPE, Sanitation)	317.4%	3,834
Mental Health/Trauma Informed Practice	16.1%	195
Learning Loss (Gaps, Support, Resources)	18.5%	223
Social Distancing (Isolation, Relationships)	28.7%	347
Leadership (Communication, Directives, Planning)	33.9%	410
Equity	2.0%	24

## What do you believe your students and/or their families will need for a successful return to school? - Text Analysis



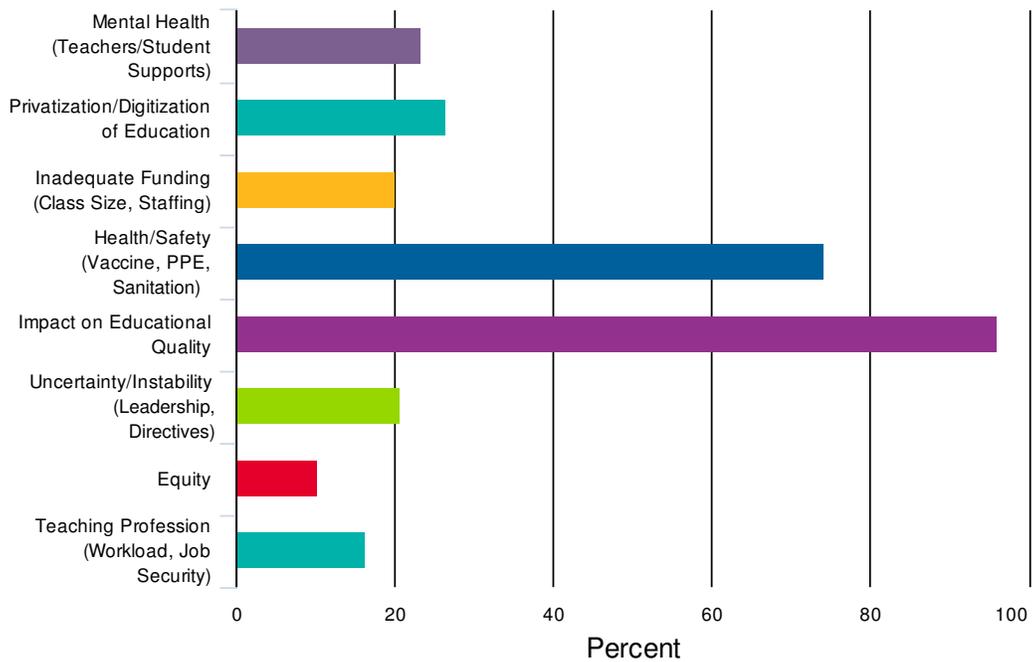
Value	Percent	Responses
Health/Safety (vaccine, PPE, sanitation)	55.9%	597
Safety Protocols	26.6%	284
Smaller Class Sizes	7.5%	80
Learning Support for Students	9.9%	106
Mental Health and Wellness Supports	27.1%	289
Stable School System	5.8%	62
Proper Communication/Leadership	32.1%	343
Addressing Inequities	14.7%	157
Tech/Internet Access	7.9%	84

Do you have any concerns or questions about how the world after COVID-19 will impact your teaching and learning environment?



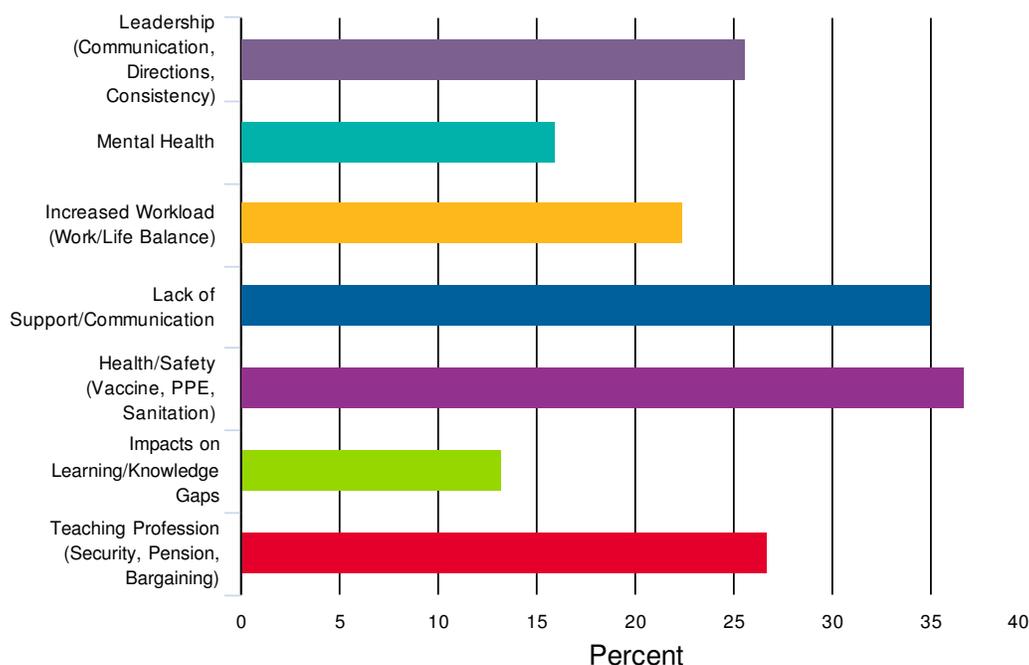
Value		Percent	Responses
Yes		72.5%	10,772
No		27.5%	4,083
			<b>Totals: 14,855</b>

## What are your two top concerns or questions about how the world after COVID-19 will impact your teaching and learning environment? - Text Analysis



Value	Percent	Responses
Mental Health (Teachers/Student Supports)	23.3%	204
Privatization/Digitization of Education	26.5%	232
Inadequate Funding (Class Size, Staffing)	20.0%	175
Health/Safety (Vaccine, PPE, Sanitation)	74.3%	652
Impact on Educational Quality	96.0%	842
Uncertainty/Instability (Leadership, Directives)	20.6%	181
Equity	10.3%	90
Teaching Profession (Workload, Job Security)	16.3%	143

## What other questions/concerns/issues would you like to share? (Optional Fill In)



Value	Percent	Responses
Leadership (Communication, Directions, Consistency)	25.6%	151
Mental Health	16.0%	94
Increased Workload (Work/Life Balance)	22.4%	132
Lack of Support/Communication	35.0%	206
Health/Safety (Vaccine, PPE, Sanitation)	36.7%	216
Impacts on Learning/Knowledge Gaps	13.2%	78
Teaching Profession (Security, Pension, Bargaining)	26.7%	157

# DEMOGRAPHIC BACKGROUND DATA

# DEMOGRAPHIC BACKGROUND DATA

## Appendix 1. Number of Respondents by CTF/FCE Member Organization

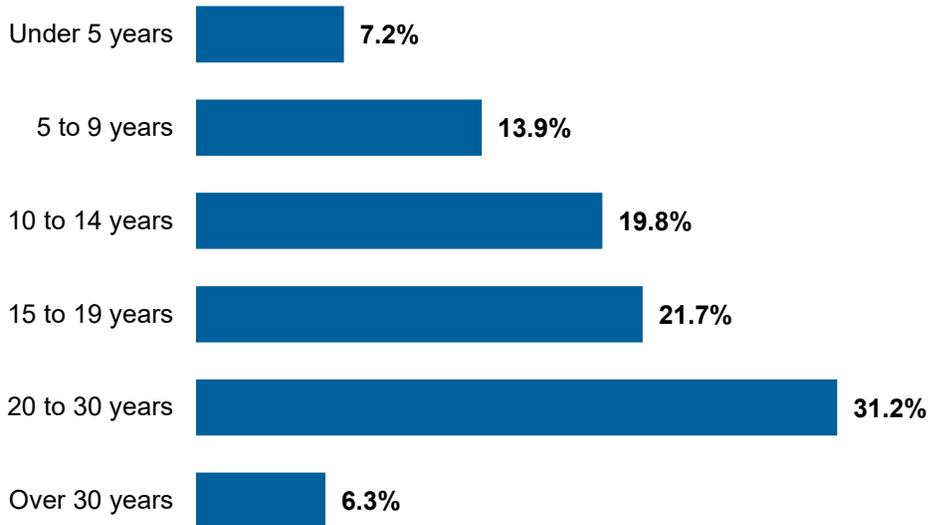
Member Organization	Number
NLTA	355
PEITF	347
NSTU	642
NBTA	719
QPAT	854
AEFO	837
ETFO	3,414
OECTA	1,585
OSSTF/FEESO	1,401
MTS	2,039
STF	1,538
ATA*	2,384
BCTF	1,013
SEPF	58
YTA	42
NWTTA	173
NTA	42
Total	17,443

*\*Note: The 2,384 responses reported for the ATA in the table above includes 2,324 completed responses to the ATA survey from their random stratified sample, as well as 60 completed responses from ATA members to the CTF/FCE survey.*

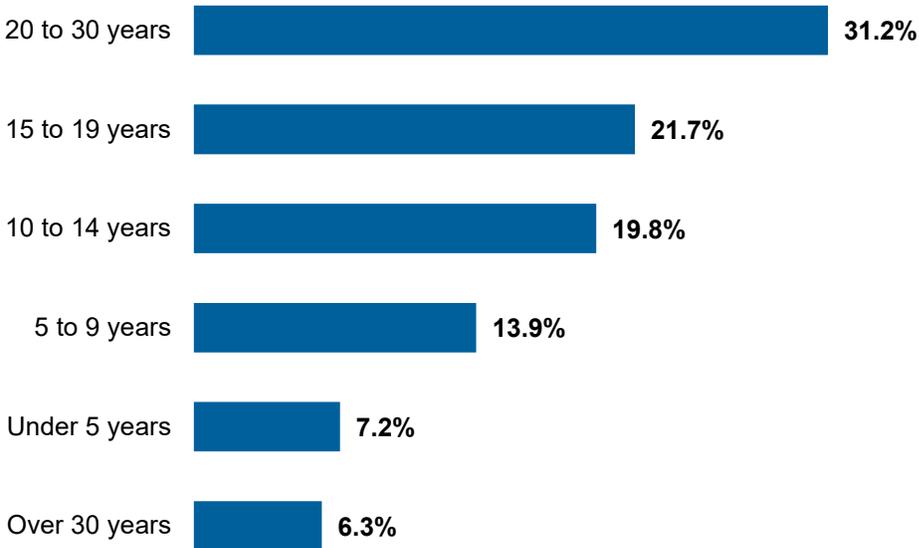
## Appendix 2. Teaching Experience, Including Current Year

### Percentage Distribution of Respondents by Years of Teaching Experience

#### A. Unsorted

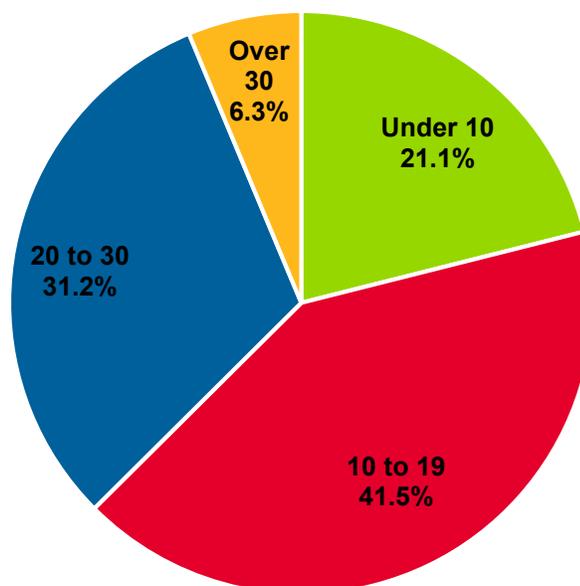


#### B. Sorted



## Appendix 2. Teaching Experience, Including Current Year (Cont'd)

### Share of Respondents by Years of Teaching Experience

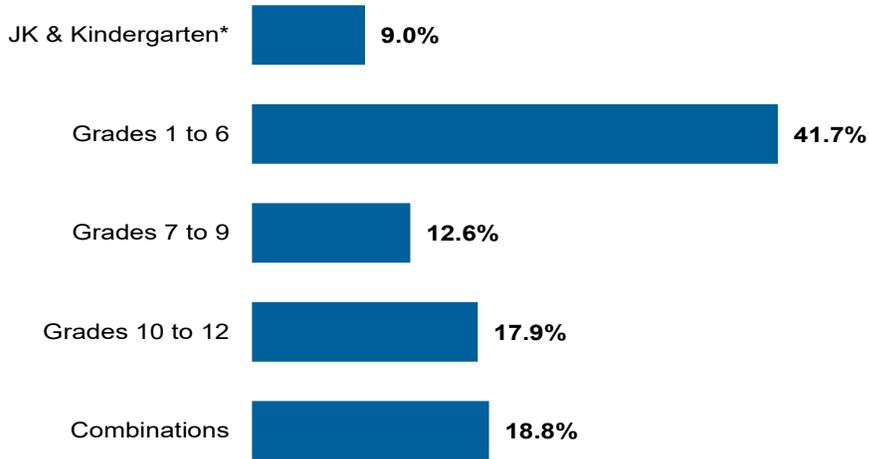


Years of Teaching Experience	Number	(%)
1 year	220	1.3%
2 to 4 years	1,028	5.9%
5 to 9 years	2,411	13.9%
10 to 14 years	3,431	19.8%
15 to 19 years	3,771	21.7%
20 to 30 years	5,413	31.2%
Over 30 years	1,092	6.3%
Total	17,366	100.0%

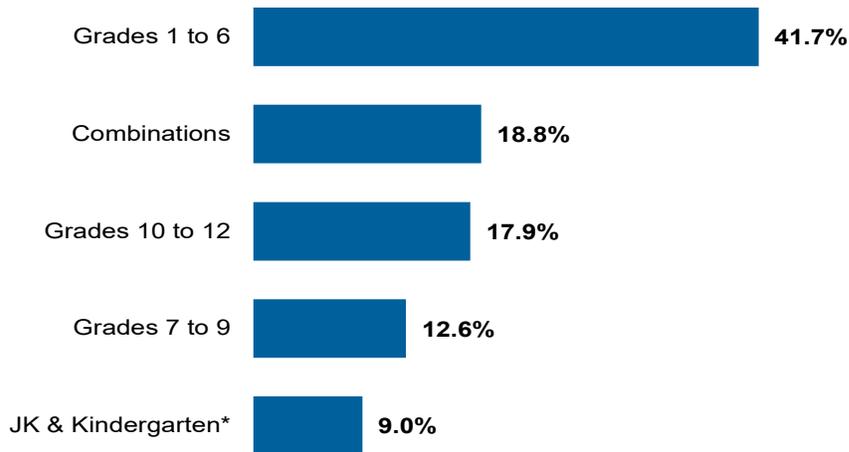
## Appendix 3. Current Assignment

### Current Assignment Related Exclusively or Mainly to Students in:

#### A. Unsorted



#### B. Sorted

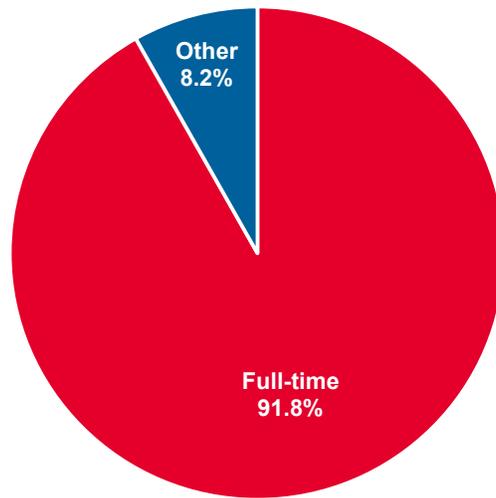


\*Includes ECS, Pre-Primary and Grade Primary

Grade Level	Number	(%)
ECS/Junior Kindergarten, Kindergarten/Pre-Primary, Grade Primary	1,555	9.0%
Grades 1 to 6	7,240	41.7%
Grades 7 to 9	2,179	12.6%
Grades 10 to 12	3,108	17.9%
Combinations	3,262	18.8%
<b>Total</b>	<b>17,344</b>	<b>100.0%</b>

## Appendix 4. Employment Status

### Share of Respondents by Employment Status

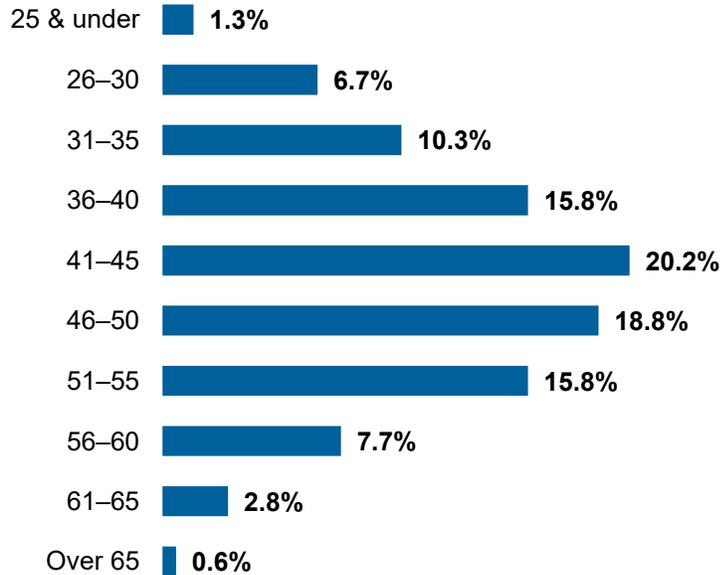


Employment Status	Number	(%)
Full-time	15,922	91.8%
Other	1,418	8.2%
Total	17,340	100.0%

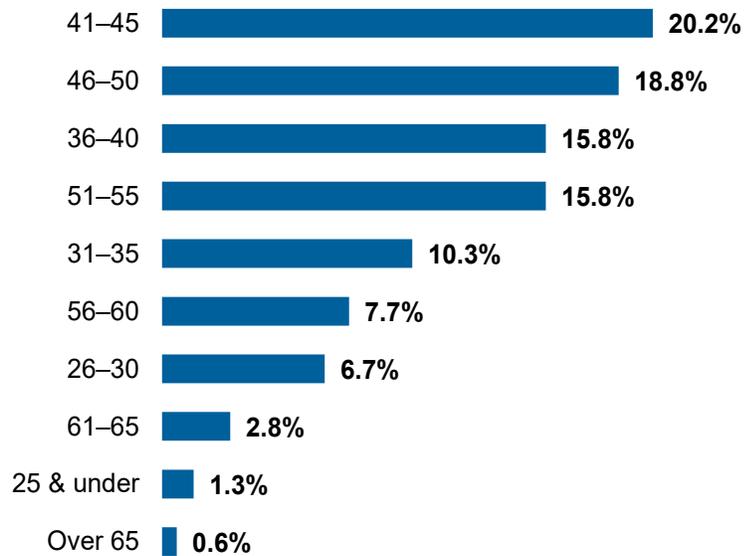
## Appendix 5. Age

### Age of Teachers by 5-Year Age Groups:

#### A. Unsorted



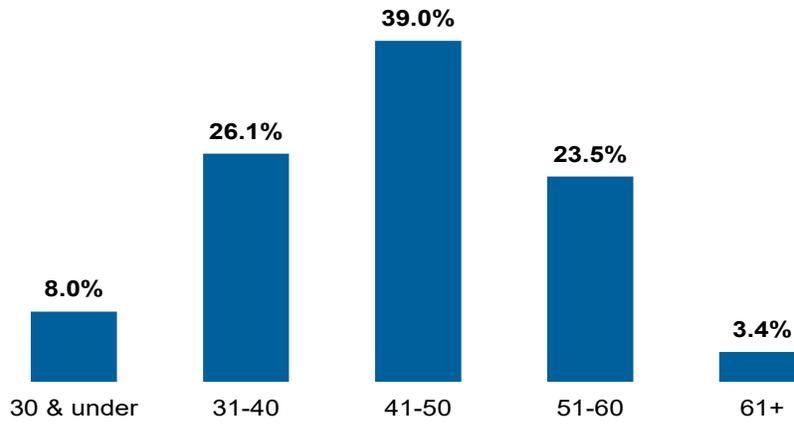
#### B. Sorted



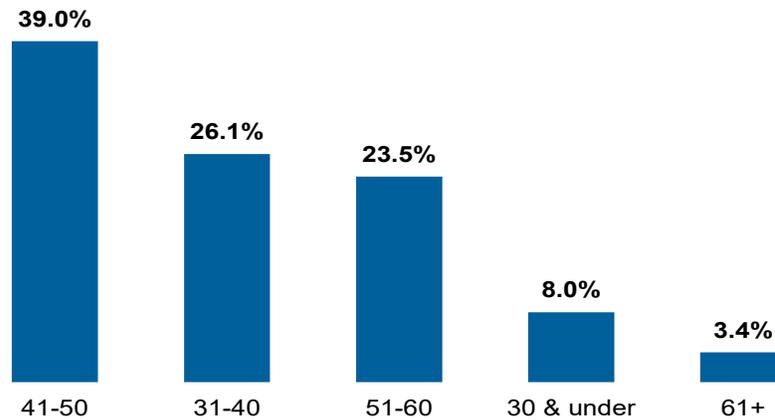
## Appendix 5. Age (Cont'd)

### Age of Teachers by 10-Year Age Groups:

#### A. Unsorted

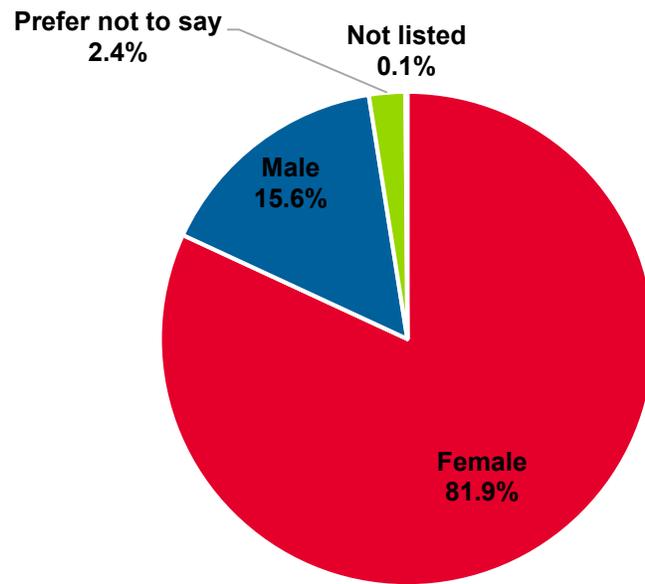


#### B. Sorted



Response	Number	(%)
25 and younger	231	1.3%
26–30 years old	1,157	6.7%
31–35 years old	1,783	10.3%
36–40 years old	2,728	15.8%
41–45 years old	3,486	20.2%
46–50 years old	3,253	18.8%
51–55 years old	2,726	15.8%
56–60 years old	1,331	7.7%
61–65 years old	489	2.8%
Over 65	100	0.6%
<b>Total</b>	<b>17,284</b>	<b>100.0%</b>

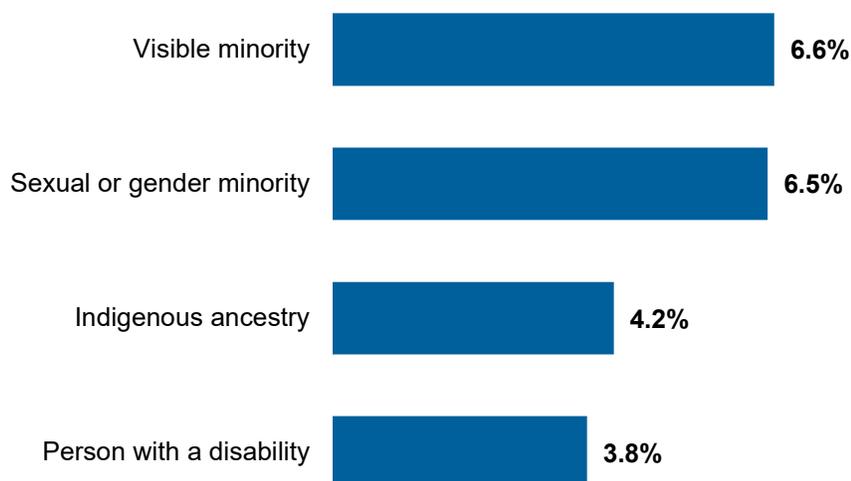
## Appendix 6. Self-Identification



Response	Number	(%)
Female	14,191	81.9%
Male	2,702	15.6%
Prefer not to say	412	2.4%
Not listed	21	0.1%
Total	17,326	100.0%

## Appendix 7. Under-Represented Groups

### Percentage of Educators Who Identified Themselves as a Member of the Following Under-Represented Groups



### Percentage of Respondents

	Yes	No	Prefer not to say	Total
Do you consider yourself a member of a visible minority?	6.6%	89.6%	3.8%	100.0%
Do you identify yourself as a member of a sexual or gender minority?	6.5%	88.1%	5.4%	100.0%
Are you of First Nations, Métis or Inuit ancestry?	4.2%	92.5%	3.3%	100.0%
Do you consider yourself a person with a disability?	3.8%	92.8%	3.4%	100.0%

### Number of Respondents

	Yes	No	Prefer not to say	Total
Do you consider yourself a member of a visible minority?	1,131	15,472	664	17,267
Do you identify yourself as a member of a sexual or gender minority?	1,127	15,199	928	17,254
Are you of First Nations, Métis or Inuit ancestry?	726	15,957	574	17,257
Do you consider yourself a person with a disability?	648	16,011	585	17,244

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