

School Teachers in Canada: context, profil and work

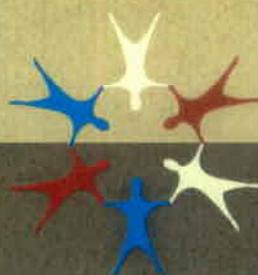
HIGHLIGHTS OF A PANCANADIAN SURVEY

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Évolution actuelle du personnel
de l'enseignement primaire
et secondaire au Canada



Current Trends in the Evolution
of School Personnel in Canadian
Elementary and Secondary Schools

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This survey was carried out in conjunction with The Canadian Teachers' Federation, the Fédération des syndicats de l'enseignement du Québec and La direction de la recherche, des statistiques et des indicateurs du Ministère de l'éducation, du Loisir et du Sport du Québec
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*Évolution actuelle du personnel de l'enseignement
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Introduction

The present document is drawn from the report of a survey entitled “ Les enseignants et les enseignantes du Canada : contexte, profil et travail ”¹. This investigative report considers the results of a survey of elementary and high school teachers by a cross-Canada team of education researchers, and was done in close collaboration with the Canadian Teachers’ Federation, the Fédération des syndicats de l’enseignement du Québec and La direction de la recherche, des statistiques et des indicateurs du Ministère de l’éducation, du Loisir et du Sport du Québec.

This survey was part of a wider pan-Canadian research project on the Evolution of School Personnel in Canada² that took place between 2002 and 2006. The goal of this research was to analyse the principal changes characterizing the situation, and the evolution of teaching personnel in elementary and secondary schools, with respect to the renewal of teaching personnel and new working conditions; reforms, new policies and their impacts on teachers and principals; and the professionalization of teaching and pedagogical conceptions and practices. This research, bringing together researchers, graduate students and research professionals from eight Canadian universities, enjoyed financial support from the Social Sciences Research Council of Canada, through its program of Major Collaborative Research Initiatives.³

The principal objective of the survey was to study teachers in Canada, their socioprofessional profile, their work and the institutional and policy context in which it takes place. To that end, the questionnaire asked them to describe their perceptions of the impacts of major social and political changes on their work. We also inquired about their experience of induction and professional development, the quality of their socio-professional relations, their satisfaction with their working conditions, and finally, their perception of their roles and missions. The present document discusses the survey’s most significant findings.

¹ Kamanzi, P.C., Lessard, C., Riopel, M.-C., Blais, J.-G., Larose, F., Tardif, M., Wright, A., Bourque, A. (à paraître en 2007). *Les enseignants et les enseignantes au Canada : contexte, profil et travail. Enquêtes pancanadiennes auprès des directions et des enseignants d’écoles primaires et secondaires au Canada (Projet 3)*. Évolution actuelle du personnel de l’enseignement primaire et secondaire au Canada. Montréal : Chaire de recherche du Canada sur les métiers de l’éducation.

² For information on this research program, consult www.teachcan.ca

³ SSHRC-MCRI 2002-2006; #412-2001-1002.

Methodology

Analysis of the results is based on data collected from questionnaires⁴ sent by mail in May 2006 to a representative sample of Canadian teachers, with due attention to the numerical composition and characteristics of the target population. Comprised of 4,569 respondents, a reply rate of slightly more than 25%, the sample constitutes approximately 13% of the total number of elementary and secondary teachers in Canada.

Indeed, during the school years 2000-2001 and 2001-2002, this workforce was respectively 344,397 and 342,946.⁵ Our sample covers all the provinces and territories of Canada, although it is not perfectly weighted due to the disparity in response rates. Certain regions are slightly over-represented (Quebec and New Brunswick) while others (Ontario, Alberta and British Columbia) are under-represented. Respondents' socio-demographic characteristics are presented in the table below.

	N (4569)	%
Province of residence		
Quebec	1 260	27.6
Ontario	1 385	30.3
New Brunswick	345	7.6
Nova Scotia	125	2.7
Newfoundland and Labrador	125	2.7
Prince-Edward Island	159	3.5
Manitoba	141	3.1
Saskatchewan	162	3.5
Alberta	372	8.1
British Columbia	413	9.0
Northwest Territories, Nunavut, Yukon	61	1.3
No response	21	.5
Gender		
Male	1167	25.5
Female	3379	74.0
No response	23	.5
Age		
Less than 40 years	1367	29.9
40 - 49	1167	25.5
50 - 59	1775	38.8
60 years or more	199	4.4
No response	61	1.3
Teaching experience		
Less than 10	1024	22.4
10 - 19	1436	31.4
20 - 29	1237	27.1
30 years or more	804	17.6
Not declare	68	1.5
Language of work		
English	3037	66.5
French	1505	32.9
No response	27	0.6

⁴ The questionnaire can be found in this document's annex.

⁵ Source: Statistics Canada (2003). Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program. Ottawa: Statistics Canada.

Highest level of education		
Bachelor's degree	2470	54.1
University certificate of diploma above bachelor level	1211	26.5
Master's degree	737	16.1
Doctorate	17	.4
Other	105	2.3
No response	29	.6
Main field of study		
Preschool and elementary education (k-6)	1792	39.2
Secondary education (grades 7-12)	592	13.0
Special education	389	8.5
Arts (e.g., music, dance, visual arts)	190	4.2
Physical education	273	6.0
Second language teaching	261	5.7
Academic and vocational counseling	26	0.6
Humanities (e.g., languages, literature)	172	3.8
Mathematics or computer science	127	2.8
Sciences (e.g., physics, chemistry, biology)	224	4.9
Social sciences (e.g., history, geography)	267	5.8
Vocational education	62	1.4
Theology, study of religions, philosophy	36	0.8
Other	65	1.5
No response	93	2.0
School level		
Elementary	2850	62.4
Secondary	1626	35.6
No response	93	2.0
Role		
Teacher	3402	74.5
Specialist teacher	478	10.5
Special education teacher	408	8.9
Non-teaching professional	93	2.0
Other	121	2.6
No response	67	1.5
Socio-economic environment served by the school		
Disadvantaged	1151	25.2
Middle	2811	61.5
Privileged	455	10.0
No response	152	3.3
Size of community served by the school		
A community of fewer than 5 000 people	1115	24.4
A community of 5 000 to 25 000 people	1164	25.5
A community of 25 000 to 100 000 people	948	20.7
A community of 100 000 to 500 000 people	635	13.9
A community of over 500 000 people	566	12.4
No response	141	3.1

For each question posed, we provide the simple frequencies. Then the correlations between the responses and different socio-demographic variables are presented to determine whether the latter

influence respondents' perceptions of the diverse aspects examined. Nonetheless, in the presentation of results, we have only retained those variables where the association is statistically significant ($p < .05$). Moreover, taking into account our study's sample size, we consider associations where Cramer's V is equal to or greater than 0.10, relatively strong.

1. Professional Induction and Development

Initial training

- At the start of their career, teachers questioned felt well-prepared with respect to *communicating with students* (63.6%), *planning courses* (61.2%), and *mastering the content of subjects taught* (50.1%). This feeling of being well-prepared was not very high with regard to *working in teaching teams* (46.3%), *assessment of learning* (41.7%), *collaborating with parents* (41.4%), *maintaining student discipline* (40.5%), *mastering the clerical aspects of the work* (38.1%) and *using information and communication technologies⁶ in the classroom* (38.1%).
- Compared to other respondents, those with less experience (less than 10 years) are more likely to feel that their initial training prepared them well for different aspects of their profession: *using ICT in the classroom*, *working in teaching teams*, *maintaining student discipline* and *communicating with students*.
- Respondents teaching in high school are more inclined to say that they received training that allowed them, upon their entry into the profession, to *use ICT in the classroom*, *plan courses*, *master the content of subjects taught*, and *assess student learning*.
- The sense of having received adequate training to practice their profession varies significantly by region. Respondents from Quebec (71.2%), the Atlantic Provinces (66.1%), and the Territories (64.4%) are more likely to declare that they received initial training that prepared them well with respect to *planning courses*. In contrast, those from Ontario (49.7%) are less satisfied with this aspect of training.
- Teachers from the Territories express the greatest appreciation for their training in *using ICT in the classroom* (54.2%), while only 23.5% of Quebec respondents state that they felt well-prepared in that area.
- Almost half of Quebec respondents (49.4%) say that they received training which prepared them well for the *assessment of student learning* while only 32.4% of respondents in Ontario share this perspective on initial training.

Professional induction (table 1)

- 41.4% of respondents state that a *welcome and orientation activity* was offered them when they first assumed their teaching responsibilities and that they participated in this, while 56.3% say that this kind of activity was not offered them.

⁶ In this document, information and communication technology has been replaced by ICT.

- Slightly more than one quarter of respondents (26.7%) have participated in a *mentoring activity*. But, generally, this type of activity was not offered, according to 71.3% of respondents.
- The *support group* is a measure offered to 14.4% of respondents, with 85.6% unable to benefit from this measure.
- According to 96.3% of respondents, the possibility of enjoying a *reduced workload* was not available at the time of their professional induction.

Continuing education

- Many respondents claim that professional development activities in which they have participated constitute an occasion to *deepen their knowledge of the subject matter they teach* (60.6%), *help students understand the material they teach* (58.4%) and *assess student ability and knowledge* (56.2%). For some, continuing education is also useful to develop skills to *collaborate with their colleagues to prepare activities and teaching projects* (49.7%) and *use ICT to support their teaching* (47.4%). In contrast, few respondents feel that continuing education activities in which they participated contributed to the development of competencies to better *manage student behaviour in class* (28.7%), *facilitate student use of ICT* (40.9%) or *adapt their teaching to diversity in the classroom* (42.6%).
- Elementary school teachers are more likely to claim that continuing education allowed them to acquire professional skills in the following areas: *deepening their knowledge of the subject matter they teach* (66.1% in primary school as opposed to 49.6% in high school), *assessing student ability and knowledge* (61.7% in primary versus 45.8% in secondary), *helping students understand the material they teach* (63.2% in elementary versus 48.9% in secondary).
- Appreciation for the support offered by continuing education varies significantly from one region to another. The proportion of respondents who say that continuing education allows them to *adapt their teaching to diversity in the classroom* is 60% in the Territories and 51.9% in the Prairies, while it is 29.0% in Quebec.
- The proportion of those believing that continuing education activities allowed them to *deepen their knowledge of the subject matter they teach* is 67.9% in the Territories, 65.3% in Ontario, 65.0% in the Prairies and 48.5% in Quebec.
- The proportion of respondents feeling that their continuing education activities *facilitated student use of ICT to enhance learning* is 48.5% for respondents in the Atlantic Provinces and 31.3% in Quebec.

Table 1

Opinions of respondents on welcoming, support, or mentoring activities⁷

	The activity was offered and I participated	The activity was offered but I did not participate	The activity was not offered	N
	%	%	%	
Welcome and orientation activity organized by the school district or the school	41.1	2.7	56.3	4 484
Mentoring	26.7	2.0	71.3	4 488
A support group	12.4	2.0	85.6	4 473
Reduced workload	2.7	1.0	96.3	4 480

⁷ Question asked (#35): « When you took on your first teaching job, to what extent did you benefit from any welcoming, support, or mentoring activities? »

2. Social Relations in School

Relations with students (table 2)

- Most respondents (93.6%) declare that *their rapport with students is fundamentally affective* and that *they love teaching these young people*. A number of them perceive that *students respect their authority* (92.3%) that they are, having an *important impact on the future of their students* (92.1%). They have the *feeling that they are playing a fulfilling role* (87.4%). A third of respondents recognize that there are difficulties in *motivating students* (34.1%), while three-quarters (75.5%) admit that *some students have problems that are so serious that they cannot help them*.
- Elementary school teachers are more likely to claim that *at the end of a work day, they usually feel like their students have learned something*. Yet high school teachers are more inclined to assert that it is *easy to motivate the students*, but that *some students have problems that are so serious that they cannot help them*.
- The proportion of those who say that *some students have problems that are so serious that they cannot help them* is greater amongst respondents from schools in disadvantaged areas. On the other hand, the proportion of respondents declaring that it is *easy to motivate the students* or *every day, the students learn something* is higher amongst respondents from schools in privileged or middle-class areas.
- The proportion of respondents believing that they have good relationships with their students tends to be higher in British Columbia, Ontario and the Prairies, and weaker in Quebec and the Territories. For example:
 - The proportion of those who say that it is *easy to motivate the students* is 65.9% for respondents across Canada, but higher in the regions of Ontario (74.9%), the Prairies (73.3%) and British Columbia (71.4%) than in Quebec (51.7%) and the Territories (54.6%).
 - The proportion of those who *feel overwhelmed when their students are rowdy* is 40.2% across Canada, but higher in Quebec (50.9%) and the Atlantic Provinces (39.3%) than in the Prairies (32.7%) and British Columbia (33.8%).
 - The proportion of those who believe they *play a fulfilling role for their students* is 87.4% across Canada, but higher in the regions of the Prairies (91.2%), Ontario (90.9%), British Columbia (90.5%) and the Atlantic Provinces (88.1%) than in the Territories (82.5%) and Quebec (80.5%).

Adaptation to diversity

- Slightly more than a third of respondents believe they are able to adequately meet *the needs of students with diverse religious backgrounds* (37.3%). In contrast, this proportion increases to some degree concerning *the needs of students with diverse linguistic backgrounds* (42.4%), *the needs of students with diverse ethno-cultural backgrounds* (47.3%) or *the needs of students with behaviour disorders* (52.9%). In addition, more respondents (59.1%) claim that they are able to meet *the needs of students with learning disabilities*.
- The proportion of respondents believing they are able to meet the needs of *students with learning disabilities* is 92.5% amongst teachers in special education versus 53.4% amongst the general teaching population. Similarly, the proportion of those claiming that they are able to meet *the needs of students with behaviour disorders* is 76.4% amongst special education teachers but 49.2% for teachers as a whole.
- Teachers' perception of their capacity to meet the diversified needs of students varies greatly by region. In terms of *students with learning disabilities*, the proportion of teachers who report being able to meet these needs is higher in Ontario (65.5%) and in the Prairies (63.0%), while it is rather low in British Columbia (50.9%) and in Quebec (53.8%).
- Where *students with diverse ethno-cultural backgrounds* are concerned, teachers from the Territories are most confident, with 61.9% of respondents feeling at ease, compared to 41.8% in Quebec and 30.4% in the Atlantic Provinces.
- The proportion of teachers saying that they are able to meet *the needs of students with diverse religious backgrounds* is 45.3% in Ontario, and 38.3% in Quebec but 19.8% in the Atlantic Provinces and 20.7% in the Territories.
- 48.9% of Ontario respondents feel they can meet *the needs of students with diverse linguistic backgrounds*, compared to 29.7% in the Atlantic Provinces.

Students' behavioural problems and their effects on the work

- Teachers claim that student behavioural problems in class and at school, as well as family difficulties, have negative effects on the accomplishment of their work. On the topic of student conduct in the classroom, the problems most often cited are: *student apathy* (65.3%), *absenteeism* (62.7%), *the disruption of classes by students* (60.4%), *certain students' weak command of the language of instruction* (52.4%) and *student disrespect of teachers* (51.1%). Outside of class, respondents evoked the following problems: *the administration's lack of leadership toward students* (52.5%), *intimidation or bullying among students* (51.1%), *infraction against property by students* (32.6%), *students' use of alcohol or drugs* (32.5%). On the topic of family problems, respondents stressed *deterioration of the socio-economic situation of students' families* (55.3%), *family mobility* (49.8%), *conflicts between parents and teachers* (42.0%).

- In accomplishing their roles, high school teachers are more affected by problems of student conduct and conflicts in the family and community than their primary school counterparts.
- In disadvantaged areas, respondents are more likely to declare that the fulfilling of their duties is affected by problems linked to student conduct and conflictual family situations, including: *family mobility, racist conduct by students toward other students or teachers, the presence of organized gangs in the school, students' use of alcohol or drugs and conflicts among students.*
- Amongst problems arising in class, *student apathy* is the issue that seems to have the greatest impact on teachers' work (65.3%). The prevalence of *verbal abuse or physical assault of a staff member by students* is closely associated to individual regions; on the high end, 49.6% for Quebec and on the low end, 19.8% for British Columbia.
- Amongst problems arising at school, *the administration's lack of leadership toward students* seems to have the most impact on teachers' work (52.4%). The prevalence of *drug trafficking on school grounds* is closely associated to individual regions; on the high end, 43.7% for Quebec and on the low end, 14.3% for Ontario.
- Amongst problems arising in families, the *deterioration of the socio-economic situation of students' family* seems to have the most impact on teachers' work (55.2%). The prevalence of *complaints or harassment by parents or students* is closely associated to individual regions; on the high end, 45.4% for Quebec and on the low end, 28.2% for the Prairies.
- Teachers use a panoply of methods to assess student learning. The *in-class exam* (75.1%) is the most common technique; followed by the *observation report after an in-class student activity* (73.7%), *in-class research* (66.6%), the *individual interview* (53.9%), *homework* (49.4%) and *diagnostic tests* (41.2%).
- Women use a greater variety of assessment tools than men.
- Elementary school teachers use a wider range of assessment instruments than secondary teachers.

Relations with members of the school personnel

- Many respondents claim that they are largely satisfied with the quality of *relations with students* (96.6%), the *other teachers at the school* (92.2%), the *auxiliary staff* (87.1%), *non-teaching professionals* (80.2%), *parents* (79.4%), *school principals* (75.7%), *social agents working within the school* (72.3%) and *community representatives* (66.1%).
- Elementary school teachers are more likely to claim that they have good relations *with the parents and community representatives.*
- Numerous respondents report that discussions with colleagues often concern: *the students* (86.4%), *pedagogical material* (79.3%), *the content taught in their classes* (71.4%), *teaching approaches* (69.0%), *the school code of conduct* (65.2%), *mentoring activities* (54.0%), and

professional development activities (64.6%). Yet they are sometimes simply *friendly gatherings* (54.4%).

- Satisfaction with collaboration amongst teachers varies across regions. It is moderately higher than the Canadian average in Ontario, the Prairies and the Atlantic Provinces.

Parents' participation in school life

- Teachers tend to rate parents' participation as strong in *meetings organized to evaluate their child's academic progress* (56.6%) and *fundraising* (54.1%). Parental involvement is considered moderately strong in *supervising their child's educational activities at home* (41.8%) and *participating in parent committees and school council* (40.1%).
- Elementary school teachers are more likely to assert that parents are strongly involved in all aspects of school life mentioned in the questionnaire.
- The higher the socioeconomic level of the school environment, the more teachers are inclined to report strong parental participation in school life.

Table 2
Teacher student relationship⁸

	Disagree	Agree	N
	Total (1, 2, 3)	Total (4, 5, 6)	
	%	%	
My relationship with my students is fundamentally affective : I love teaching these young people	6.4	93.6	4 497
My students respect my authority	7.7	92.3	4 493
I perceive myself as an individual who has an important impact on the future of my students	7.9	92.1	4 500
When I'm with my students, I feel that I am playing a fulfilling role	12.6	87.4	4 500
Some students have problems that are so serious that I cannot help them	24.5	75.5	4 500
My students' needs are so different from one another that I have a hard time meeting all their needs	26.6	73.4	4 492
At the end of a work day, I usually feel like my students have learned something	34.1	65.9	4 498
Motivating my students is easy	34.1	65.9	4 493
Maintaining order among my students demands too much energy	58.2	41.8	4 488
When my students are rowdy, I feel overwhelmed	59.7	40.3	4 484
I am occasionally afraid of my students	91.0	9.0	4 491

⁸ Question asked (#29) : « Concerning your rapport with students, indicate the degree to which you are in agreement ».

3. Satisfaction at Work

Satisfaction and professional experience

- Most respondents feel that teaching brings them *great satisfaction* (82.3%). Approximately two-thirds of respondents (67.1%) believe that this *profession allows them to utilize their capacity to the full* (67.1%) and that they would *choose to go into teaching once again if they had to start their life over again* (66.8%). We note that 38% of respondents *feel frustrated by the teaching profession*, that 28.6% *think that in another profession (not teaching) they would be better able to utilize their intellectual abilities*, that 23.5% *think about quitting teaching* and that 22.4% feel that “*they have had it*” with teaching and working with students.
- Women are more likely to claim that they would *choose to go into teaching once again if they had to start their life over again*, and that this *profession allows them to utilize their capacity to the full and brings them great satisfaction*.

Satisfaction and workload

- A great proportion of respondents is satisfied with *support from colleagues on a pedagogical level* (70.3%). Respondents express satisfaction with the length of *time spent teaching in a week* (62.7%), with *parent-teacher meetings* (62.1%) and with *formal and informal pedagogical meetings with colleagues* (61.1%). Slightly more than 50% of respondents express dissatisfaction with regard to *students’ supervision outside of the class* (59.5%), *the number of students in class* (58.7%), *the number of course preparation* (55.4%), *planning and preparing for teaching* (55.0%), *assessing students’ work* (54.2%), *administrative tasks* (53.5%) and *diversity in the classroom* (52.0%).
- Teachers in the Territories, the Atlantic Provinces and the Prairies display a higher satisfaction level in general with regard to their work. In contrast, teachers in Quebec and British Columbia are least satisfied. Significant regional differences were observed on the subject of *the number of students in class* (the Canadian average is 41.1%; the Territories: 64.2% and Quebec: 32.5%), *diversity in the classroom* (the Canadian average is 48.1%; the Territories: 66.7% and Quebec: 27.4%), and *participation in professional development activities* (the Canadian average is 58.3%; the Territories: 47% and Quebec: 75.9%).

Satisfaction and working conditions

- Many respondents express great satisfaction with regard to *job security* (86%). They say that they are satisfied with their *level of responsibility* (73.7%) and the *professional autonomy they enjoy within their school* (67.5%). More than half of respondents claim satisfaction with *the work climate* (62.6%), with *salary and fringe benefits* (61.3%), *the way their school functions* (61.3%), *the opportunity for promotion* (55.8%) and *technical support within the school* (56.9%). Nevertheless, few respondents are satisfied with their *workload* (39.7%), the *availability of material and other resources for class purposes* (43.7%), *the number of students in their classes* (45.2%) and the *physical condition of their classrooms* (50.4%).

- Respondents who display a higher degree of satisfaction (or dissatisfaction) with respect to a certain aspect of working conditions also tend to express a degree of satisfaction (or dissatisfaction) with other aspects.
- Respondents who have less experience in the teaching profession (less than 10 years) are relatively less content than other respondents with respect to *job security*.
- Elementary school teachers are relatively more pleased with regard to *salary and fringe benefits, the opportunity for promotion, the way their school functions* and the *number of students in their classes*.
- The proportion of respondents who express satisfaction with the *way their school functions* is not as high in schools in disadvantaged areas.
- Satisfaction with all aspects of working conditions varies greatly by region. The level of satisfaction amongst respondents in Ontario, the Prairies, the Atlantic Provinces and the Territories is, for most statements, higher than the Canadian average. On the other hand, teachers in British Columbia and Quebec are less content.

Evaluation of teachers' work (tables 3 and 3.1)

- For the majority of respondents (72.8%), evaluation of teachers' work should have the objective of *improving instruction*. Nonetheless, most are opposed to the evaluation of teachers' work being *used as a means to re-certify teachers* (82.7%) or *as a reward or for sanctions (i.e. positive or negative consequences)* (74.2%).
- Most respondents feel that teacher evaluation should be limited to *teachers themselves*, (85.8%), *school principals* (82.4%), or *teacher colleagues* (56.2%). Respondents tend to oppose any another school actor (*the school council, the ministry of education, students' parents, students, school board representatives* or *inspectors named by the ministry of education*) intervening in evaluating their work.
- Respondents with less than 10 years of experience seem more disposed than all other respondents to have other school actors (*educational consultants, school board representatives, school council, school principal* and *students*) involved in evaluating their work.
- Respondents' opinion on the responsibility for evaluating teachers' work varies greatly by region. The results reveal:
 - The idea according to which the responsibility for evaluating teachers' work belongs to *teacher colleagues* or to *themselves* is more widely held amongst teachers in British Columbia (78.1%), the Atlantic Provinces (70.8%) and the Prairies (66.6%), and less common amongst teachers in Quebec (46.3%) and Ontario (46%).

- The idea that this responsibility lies rather with *school board representatives* is more widespread amongst teachers in the Atlantic Provinces (29.5%), the Prairies (28.5%) and the Territories (31.6%), and less common in Quebec (11.1%) and Ontario (22.0%).
- The idea that *school principals* should contribute to teacher evaluations is more widespread in the Atlantic Provinces (93.1%) and in the Prairies (90.8%), and less common in Quebec (64.6%).

Table 3

Distribution of respondents who believe that the following people should contribute to the evaluation of teachers' work, by major Canadian regions⁹

	Quebec	Ontario	Atlantic	Prairies	British Columbia	Territories	All of Canada	Cramer's V
	%	%	%	%	%	%	%	
Educational consultants	28.8	26.7	40.3	38.3	35.7	30.4	32.1	0.118***
School council (or Governing Board)	4.9	5.1	21.0	7.5	6.4	15.8	8.3	0.213***
School board representatives (administrators)	11.1	22.0	29.5	28.5	20.4	31.6	21.1	0.175***
School principal	64.6	89.8	93.1	90.8	79.3	93.1	82.5	0.309***
Teacher colleagues	46.3	46.0	70.8	66.6	78.1	56.9	56.3	0.249***
Students' parents	7.4	9.5	15.7	13.9	9.6	19.3	10.7	0.104***
Students	25.4	21.4	42.3	35.5	29.9	45.6	29.3	0.172***
Yourself	79.0	88.2	88.8	88.2	88.9	93.1	85.8	0.125***
Inspectors named by the ministry of education	18.5	17.2	16.5	18.9	14.4	30.4	17.6	0.052

*** : p < 0.001

⁹ Question asked (#27) : « In your view, (in the case that you answered one of the 'Yes' options above), who should be involved in the process of assessing a teacher's work? »

Table 3.1

Distribution of respondents who believe that the following people should contribute to the evaluation of teachers' work, by Canadian provinces¹⁰

	QC	ON	NB	NS	NL	PEI	MB	SK	AB	BC	NT - YT - NU	All of Canada	Cramer's V
	%	%	%	%	%	%	%	%	%	%	%	%	
Educational consultants	28.8	26.7	40.7	43.6	44.3	34.0	36.6	35.5	40.2	35.7	30.4	32.2	0.123***
School council (or Governing Board)	4.9	5.1	30.2	13.1	15.1	11.4	10.0	9.2	5.8	6.4	15.8	8.3	0.251***
School board representatives (administrators)	11.1	22.0	25.2	21.9	53.3	26.7	22.3	34.3	28.5	20.4	31.6	21.1	0.207***
School principal	64.6	89.7	91.2	93.0	93.9	96.7	89.4	89.7	91.8	79.3	93.1	82.4	0.310***
Teacher colleagues	46.3	46.1	67.3	73.8	77.2	71.6	60.3	69.2	67.9	78.1	56.9	56.3	0.252***
Students' parents	7.4	9.5	12.9	17.9	21.5	16.0	16.2	16.1	12.1	9.6	19.3	10.7	0.115***
Students	25.4	21.4	42.2	33.6	40.0	50.7	41.2	35.2	33.4	29.9	45.6	29.3	0.180***
Yourself	79.0	88.2	87.3	90.3	90.4	90.0	91.7	85.3	88.1	88.9	93.1	85.8	0.128***
Inspectors named by the ministry of education	18.5	17.2	14.6	16.3	31.1	10.2	13.8	21.8	19.6	14.4	30.4	17.7	0.092***

*** : p < 0.001

¹⁰ Question asked (#27) : « In your view, (in the case that you answered one of the 'Yes' options above), who should be involved in the process of assessing a teacher's work? »

4. Perceptions and Repercussions of Changes on Work

Extent of the change

In recent years, Canadian schools have experienced tremendous changes in various aspects of education: instructional programs (curriculum); evaluation systems of students, teachers and schools; structures of governance; available educational resources; and students' social characteristics. We asked teachers to what degree different changes have had an impact on their work.

- Respondents believe that the following changes have had a major impact on their work as teachers: *inclusion of special needs students in all classrooms* (85.9%), the *reduction in human resources* (84.5%), the *adoption of new instructional approaches* (81.4%), and *new approaches in learning assessment* (77.0%), as well as *ICT in teaching* (71.8%).
- With respect to the following changes, respondents report moderate impact on their work: *new distribution of decision-making power between the ministry of education, school commissions or districts and schools* (66.6%); *school staff changes* (62.2%); a *fluctuation in the student population* (59.7%); and the *use of standardized tests* (56.4%) have had a strong impact on their work.
- Respondents believe that the following changes have had minimal impact on their teaching: *increased competition between schools* (36.9%), *formal evaluation of teachers* (42.8%), *cultural and linguistic diversity* (45.3%) and *socio-economic changes in the community* (46.4%).
- Elementary school teachers are proportionately more likely to claim that the following changes have had a strong impact on their work: *new educational approaches* (85.6% in elementary school and 74.1% in high school), *new approaches in learning assessment* (82.2% in primary school versus 67.6% in high school), *formal evaluation of teachers* (47.9% in elementary and 33.8% in high school), and the *use of standardized tests* (60.1% in elementary and 49.7% in high school).
- The impact of *socioeconomic changes in the community* and *increased cultural or linguistic diversity* were felt more amongst teachers working in schools in disadvantaged areas than amongst their colleagues in relatively advantaged areas.
- The proportion of respondents believing that *cultural and linguistic diversity* has had a strong impact on their work is higher amongst teachers in municipalities of more than 500,000 people (69%) than amongst teachers working in small municipalities of less than 5,000 inhabitants (33.7%).
- Teachers' perception of the impact of changes on their work varies considerably from one region to another. Quebec teachers are proportionately more likely to say that their work was affected by the *inclusion of special needs students in all classrooms* (92.3%), the *fluctuation of student population* (70.9%), *socio-economic changes in the community* (53.2%), and *increased competition between schools* (44.2%).

- Ontario teachers are proportionately more likely to claim that their work has been affected by the *adoption of new instructional approaches* (curriculum) (88.5%), *new approaches in learning assessment* (84.5%), *ICT in teaching* (76.4%), *the use of standardized tests* (67.9%), the increase of *cultural or linguistic diversity* (49.0%), and the *formal evaluation of teachers* (58.1%).
- Teachers in the Atlantic Provinces are proportionately more likely to declare that their work has been affected by the *inclusion of special needs students in all classrooms* (85.4%), by *ICT in teaching* (77.5%) and by *the use of standardized tests* (67.9%).
- British Columbian teachers are proportionately more likely to mention that their work was strongly affected by the *reduction in human resources* (91.1%), the *new distribution of responsibilities and powers* (79%), *cultural or linguistic diversity* (75.6%), *the use of standardized tests* (63.8%) and *socio-economic changes in the community* (50.0%).

Effects of changes (tables 4 and 4.1)

- Amongst the consequences of these changes for their work, teachers especially mentioned *the increased workload* (92.7%), and *the modification in their teaching approach* (88.8%). They have also had to *focus their teaching on the essential parts of the program* (67.6%) and *have adapted the way they teach because of the provincial exams* (53.3%). A number of them have *had to take additional training* (81.4%), but 63.6% claim that they *do not have enough time for professional development*. Some of the respondents say that they *have become more demanding of their students* (58.5%), a greater proportion *have become more worried about students with difficulties* (82.5%). A number of respondents have *become more involved in the school's decision-making process* (56.3%), and *have more interaction with colleagues* (54.8%), and *their students' parents* (69.2%).
- Women are more likely than men to state that their work has been strongly affected by the changes in their schools.
- Elementary school teachers are more inclined to declare that their work has been strongly affected by changes adopted by their schools.
- Few respondents believe that the changes will have positive effects on *the effectiveness of the school system in general* (26.6%), *the social recognition of the school's mission* (27.8%), *the nature of teacher's work* (32.1%) and *relationships with parents* (32.5%).
- Compared to all of Canada, Quebec respondents and those in British Columbia are relatively pessimistic regarding the positive impacts of changes whereas those in Ontario, the Atlantic Provinces and the Prairie region seems more optimistic.
- The proportion of Quebec respondents and those of British Columbia who feel that the changes observed will contribute to *improving the effectiveness of the school system* is 12.6% while it is 37.9% amongst Atlantic Province respondents, 36.2% amongst Prairie respondents, 32.9% amongst those of Ontario and 31% in the Territories.

- The proportion of respondents expecting the changes to have positive effects on *the professionalization of teachers* is higher amongst respondents in the Atlantic Provinces (49.4%) and the Prairies (48.3%) than amongst Quebec respondents (25.7%) and those of British Columbia (19.9%).
- While approximately 39.4% of respondents in the Atlantic Provinces and 36.9% of those in the Prairies think that the changes adopted will have a number of positive effects on the *social recognition of the school's mission*, 16.9% of respondents in Quebec and British Columbia express the same opinion.

Impacts of changes on the workload

- 88.6% of respondents state that their workload has *increased* in recent years; 10.6 % consider that the workload *has stayed relatively the same*, while only 0.8 % believe that it has *diminished*.
- Women are more likely than men to claim they have experienced an increase in workload related to *assessing students' work, planning and preparing for teaching and pedagogical meetings with colleagues*.
- The proportion of those who say that *diversity in the classroom* has increased rises with the size of the municipality.

Table 4

Distribution of respondents believing that changes in their schools will have positive effects on various aspects of the educational system, by Canadian region¹¹

	Quebec	Ontario	Atlantic	Prairies	British-Columbia	Territories	All of Canada	Cramer's V
	%	%	%	%	%	%	%	
Student learning	25.5	50.7	55.1	56.3	25.8	43.1	42.9	0.272***
Student socialization	43.8	32.6	42.9	40.7	21.6	32.8	37.6	0.143***
The professionalization of teachers	25.7	44.9	49.4	48.3	19.9	39.7	38.5	0.228***
The nature of teachers' work	25.6	35.3	41.2	37.3	15.1	36.8	32.1	0.165***
The effectiveness of the school system	12.6	32.9	37.9	36.2	12.6	31.0	26.7	0.247***
Relationships with parents	25.8	33.5	41.5	39.4	21.7	29.8	32.5	0.141***
Social recognition of the school's mission	16.9	29.9	39.4	36.9	16.9	35.1	27.8	0.200***

*** : p < 0.001

¹¹ Question asked (#19) : « As a general rule, to what extent do you believe that the changes listed in question 17 will have a positive effect on the following aspects of teaching? »

Table 4.1

Distribution of respondents believing that changes in their schools will have positive effects on various aspects of the educational system, by Canadian provinces¹²

	QC	ON	NB	NS	NL	PEI	MB	SK	AB	BC	NT - YT - NU	All of Canada	Cramer's V
	%	%	%	%	%	%	%	%	%	%	%	%	
Student learning	25.5	50.6	56.9	54.2	47.2	58.3	57.7	56.3	55.8	25.8	43.1	42.9	0.274***
Student socialization	43.8	32.4	45.5	40.8	36.6	44.1	44.1	41.3	39.2	21.6	32.8	37.6	0.147***
The professionalization of teachers	25.7	45.0	52.6	51.3	33.6	53.2	50.4	49.4	47.0	19.9	39.7	38.5	0.236***
The nature of teachers' work	25.6	35.2	46.3	39.5	23.8	44.9	48.2	36.5	33.6	15.1	36.8	32.1	0.185***
The effectiveness of the school system	12.6	33.0	40.1	34.5	25.4	45.5	41.9	35.2	34.4	12.6	31.0	26.7	0.256***
Relationships with parents	25.8	33.5	49.0	31.9	28.7	42.3	43.8	45.0	35.3	21.7	29.8	32.5	0.163***
Social recognition of the school's mission	16.9	29.9	43.3	31.9	31.1	43.2	34.3	39.4	36.9	16.9	35.1	27.8	0.207***

*** : p < 0.001

¹² Question asked (#19) : « As a general rule, to what extent do you believe that the changes listed in question 17 will have a positive effect on the following aspects of teaching? »

5. Perceptions of the Profession of Educator

Teachers' roles

- The vast majority of respondents consider themselves *educators* (98.1%) and *pedagogues* (88.2%). More than 70% of respondents see themselves as *specialists in a subject matter* (79.4%), *mentors* (75.9%), *moral guides* (74.1%) and *parents* (73.8%). On the other hand, teachers have less of a tendency to identify with the roles of *police officer* (31.3%), *socio-cultural activity leader* (33.4%) or *coach* (50.5%).
- Elementary school teachers see themselves more in the role of *parent* or *social worker* than do high school teachers. High school teachers are more likely to see themselves as *specialists in a subject matter*.

Priorities in teaching practices

- Teachers do not attribute the same importance to different educational goals. A number of respondents claim that they consider it very important to *ensure a good atmosphere in the classroom* (97.8%), *decrease discipline problems among students* (82.3%) and *make students happier* (77.5%). As for teaching and students' instruction and qualifications, most respondents are very concerned about the need to *ensure that the majority of their students succeed* (96.9%), *develop both general and subject specific competencies in their students* (94.9%), *develop a critical mind in students* (91.2%), *cover the essential elements of the curriculum* (79.0%), and *promote a scientific approach among students* (55.2%). On the other hand, respondents seem less worried about *preparing students for standardized exams (provincial exams)* (42.0%). Teachers say that they are also concerned about their students' future; they are interested in *promoting good life habits among students* (95.7%), *preparing students to become responsible citizens* (95.0%), *preparing students for life as adults* (84.9%), and *integrating students from different socio-economic and ethnic backgrounds* (60.2%).
- The importance teachers accord certain teaching and learning objectives varies greatly across regions. Quebec teachers are relatively less concerned about *covering the essential elements of the curriculum* and *integrating students from different socio-economic and ethnic backgrounds*. The concern about *integrating students from different socio-economic and ethnic backgrounds* is higher in British Columbia (70.2%) than elsewhere in Canada, where the average is 60.2%.

Goals of education

- Respondents are firmly committed to different educational goals. Indeed, more than 95% of respondents claim that, in their teaching duties, they attribute more importance to *transmitting knowledge to students* (96.1%), *preparing their students to become responsible citizens* (98.3%), *promoting student's personal development* (98.3%) and student's *acquisition of basic skills* (95.3%). Respondents also accord considerable

importance to *the cultural development of students* (78.6%) and their *preparation for the job market* (71.8%). However, the *transmission of the social norms of the students' culture of origin* seems to constitute a relatively less important goal for respondents: only 54.9% claim to attribute a great deal of importance to this objective.

- The oldest respondents tend to give much importance to the objective of *preparing students for the job market*.

Equality in education

- In terms of equality of opportunity, 95.3 % of the respondents believe that *teaching should above all aim for equal academic opportunity for all by allowing individuals to obtain an education in keeping with their abilities*. In the same way, 84.9% of respondents agree strongly with the idea that *teaching should above all educate people to be comfortable with themselves and to be fulfilled*.
- In contrast, 42.7 % of the respondents believe that *teaching should above all aim for equal results and basic academic learning until the end of secondary school*. A few of the respondents (19.0%) believe that *since disparities between individuals are inevitable, teaching should above all encourage the best students*.
- The proportion of the respondents who believe that *teaching should above all educate people to be comfortable with themselves and to be fulfilled* is lower in Quebec (78.3%) than in Canada overall (84.9 %).

Table 5

Distribution of respondents agreeing with the different conceptions of academic equality of opportunity, by major Canadian region¹³

	Quebec	Ontario	Atlantic	Prairies	British-Columbia	Territories	All of Canada	Cramer's V
	%	%	%	%	%	%	%	
Since disparities between individuals are inevitable, teaching should above all encourage the best students	13.8	20.7	18.9	25.5	17.6	27.6	19.0	0.102***
Teaching should above all aim for equal academic opportunity for all by allowing individuals to obtain an education in keeping with their abilities	94.4	97.0	94.8	94.8	95.4	93.2	95.4	0.053*
Teaching should above all aim for equal results and basic academic learning until the end of secondary school	48.6	41.2	41.3	39.8	35.7	46.4	42.7	0.082***
Teaching should above all educate people to be comfortable with themselves and to be fulfilled	78.3	88.4	88.7	84.8	86.3	91.4	84.9	0.122***

* : p < 0.05; *** : p < 0.001

¹³ Question asked (#40) : « What do you think about the goals a school can reasonably pursue in terms of equal opportunity and academic results? »

Table 5.1

Distribution of respondents agreeing with the different conceptions of academic equality of opportunity, by Canadian provinces¹⁴

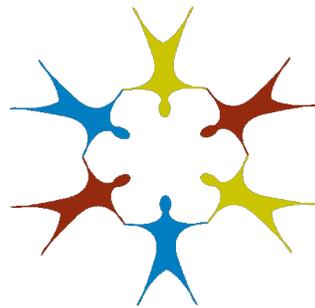
	QC	ON	NB	NS	NL	PEI	MB	SK	AB	BC	NT - YT - NU	All of Canada	Cramer's V
	%	%	%	%	%	%	%	%	%	%	%	%	
Since disparities between individuals are inevitable, teaching should above all encourage the best students	13.8%	20.8%	17.4%	18.0%	22.5%	20.3%	26.6%	28.1%	24.0%	17.6%	27.6%	70.4	0.105***
Teaching should above all aim for equal academic opportunity for all by allowing individuals to obtain an education in keeping with their abilities	94.4%	97.0%	95.9%	91.2%	97.5%	93.0%	89.3%	93.8%	97.3%	95.4%	27.6	44.2	0.053*
Teaching should above all aim for equal results and basic academic learning until the end of secondary school	48.6	41.1	47.0	32.0	38.8	38.6	40.6	42.1	38.5	35.7	46.4	42.6	0.096***
Teaching should above all educate people to be comfortable with themselves and to be fulfilled	78.3	88.4	86.1	89.5	90.9	91.7	81.4	81.1	87.7	86.3	91.4	84.9	0.130***

*: p < 0.05; *** : p < 0.001

¹⁴ Question asked (#40) : « What do you think about the goals a school can reasonably pursue in terms of equal opportunity and academic results? »

Annex - Questionnaire

Survey of Canadian Teachers



www.teachcan.ca

Goal of the Survey

The main goal of this survey is to evaluate the impact of the various changes in education such as curriculum reform, budget reductions, and new directions in education and teacher work in Canadian schools. The survey aims to gather information, from the teachers' standpoint, of working conditions and professional practices as well as on certain transformations impacting their professional training, their teaching competencies, their work, and their daily interactions with pupils and their co-workers.

The survey is undertaken by a team of researchers from faculties of education in several Canadian universities. The survey is sponsored by the Social Sciences and Humanities research Council (SSHRC) of Canada. SSHRC is an autonomous Federal organization working in support of and promoting research and graduate education in the social sciences in the Canadian university environment. The results of this survey will provide a complete picture of the condition of teachers across Canada as well as a portrait of the teachers in your region.

By completing this questionnaire you will help us to get a complete picture of teacher working conditions across Canada. At the same time, you will provide valuable information contributing to future educational policies.

Confidentiality

The information gathered from your responses to this questionnaire will be treated with the utmost of confidentiality. It will be used for statistical purposes and will be published in aggregate form only. We guarantee that no information gathered in the course of this survey will lead to any published information permitting the identification of an individual or a specific school.

How to Participate

If you have questions about the survey or wish a french version of this questionnaire, we invite you to contact us at the following e-mail address: teachcan@umontreal.ca or by fax at 514-343-6070.

Please mail the completed questionnaire in the envelope provided as soon as possible or send it to the following address :

CRIFPE-Montréal (Labriprof)
Faculté des sciences de l'éducation – Branka Cattonar
Université de Montréal
C.P. 6128, succursale Centre-ville
Montréal (Québec) Canada H3C 3J7

Directions

1. Please complete and return the questionnaire in the envelope provided.
2. If you do not have precise figures for certain questions, please estimate.
3. When you respond to a question requiring you to mark a box, please use an "X" in the appropriate box.

The research team thanks you for your participation

SECTION 1 – Socio-Demographic Information

1. **What is your gender?** 1001 Male 1 Female 2
2. **What is your year of birth?** 19 1002
- 3A. **What language do you speak most often at home?** 1003
- English 1
- French 2
- Other – *specify*: 1004
- 3B. **What is your language of work?** 1005
- English 1
- French 2
- Other – *specify*: 1006
4. **What is the highest level of education you have completed?** 1007
- Bachelor's degree 1
- University certificate or diploma above bachelor level 2
- Master's degree 3
- Doctorate 4
- Other – *specify* 1008
5. **What was the main field of study in your teacher training?**
- Preschool and elementary education (k-6) 1009
- Secondary education (grades 7-12) 1010
- Special education 1011
- Arts (e.g., music, dance, visual arts, fine arts) 1012
- Physical education 1013
- Second language teaching 1014
- Academic and vocational counselling 1015
- Humanities (e.g., languages, literature, communications) 1016
- Mathematics or computer science 1017
- Sciences (e.g., physics, chemistry, biology) 1018
- Social sciences (e.g., history, geography, psychology, sociology) 1019
- Vocational education 1020
- Theology, study of religions, philosophy 1021
- Other – *specify* 1022

6. In what region of the world were your parents born? Mark those that apply.

- Canada 1023
- North Africa 1024
- Sub-Saharan Africa 1025
- Latin America (Mexico, Central America, South America) 1026
- Asia 1027
- Caribbean 1028
- U.S.A. 1029
- Eastern Europe 1030
- Western Europe 1031
- Oceania 1032
- Other – *specify* 1033

7. Were you born in Canada? 1034

Yes ¹ No ²

8. What level do you teach this year? Check more than one answer as appropriate.

- Preschool 1035
- Grade 1 1036
- Grade 2 1037
- Grade 3 1038
- Grade 4 1039
- Grade 5 1040
- Grade 6 1041
- Grade 7 (or Secondary 1) 1042
- Grade 8 (or Sec. 2) 1043
- Grade 9 (or Sec. 3) 1044
- Grade 10 (or Sec 4) 1045
- Grade 11 (or Sec. 5) 1046
- Grade 12 1047
- I don't teach this year 1048

9. How many years of teaching experience do you have? 1049

years

10A. Do you work mainly? 1050

In elementary ¹ In secondary ²

10B. This year you are a: 1051

- Teacher 1
- Specialist teacher 2
- Special education teacher 3
- Non-teaching professional (guidance counsellor, psychologist, etc.) 4
- Other – *specify* 1052

10C. If you work at the secondary level, do you work (otherwise go on to the next question): 1053

In the general-academic area 1

In the technical-vocational area 2

11. Indicate, since the beginning of your career, how many times you have (willingly or not):

	Willingly		Unwilling	
Changed schools	<input type="text"/>	1054	<input type="text"/>	1055
Changed level (i.e. elementary versus high school)	<input type="text"/>	1056	<input type="text"/>	1057
Changed grades	<input type="text"/>	1058	<input type="text"/>	1059
Changed subject matter	<input type="text"/>	1060	<input type="text"/>	1061
Changed function	<input type="text"/>	1062	<input type="text"/>	1063

12. Indicate the employment status which best corresponds to your present situation:

	Full time		Part time		Supply	
Permanent	<input type="checkbox"/>	1064	<input type="checkbox"/>	1065	<input type="checkbox"/>	1066
Non permanent	<input type="checkbox"/>	1067	<input type="checkbox"/>	1068	<input type="checkbox"/>	1069

For questions 13 to 16, please answer according to the school where you do most of your work.

13. Is the school in which you teach 1070

Public 1

Private 2

14. In your view, does your school mainly serve a socio-economic environment considered: 1071

Disadvantaged 1

Middle 2

Privileged 3

15. In what type of environment is your school situated: 1072

A community of fewer than 5 000 people 1

A community of 5 000 to 25 000 people 2

A community of 25 000 to 100 000 people 3

A community of 100 000 to 500 000 people 4

A community of over 500 000 people 5

16. Approximately how many pupils are there in your school? 1073

SECTION 2 – Perception of Change and its Impact

17. With respect to the following changes, if you judge that they have had an impact on your work, please indicate the importance of that impact. *In your experience, if a given change has not in fact taken place, please answer N/A (Not applicable).*

	Low impact	1	2	3	4	5	6	High impact	7	N/A
New instructional approaches (curriculum)		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2001
Increased cultural or linguistic diversity		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2002
Use of standardized tests		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2003
Reduction in human resources		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2004
School staff changes: retirement, redeployment or renewal		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2005
Fluctuation of student population		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2006
Increased competition between schools		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2007
Socio-economic changes in the community		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2008
A new distribution of responsibilities and decision-making powers between the ministry, the district and schools.		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2009
Information and communication technologies (ICT) in teaching		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2010
Formal evaluation of teachers		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2011
New approaches in learning assessment		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2012
Inclusion of special needs students in all classrooms		1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		7 <input type="checkbox"/>	2013

18. The preceding changes may have had an impact on teachers' work. What consequences, if any, have you experienced? *In your experience, if a given change has not in fact taken place, please answer N/A (Not applicable).*

	Disagree						Agree						N/A	
I have modified my teaching approach	1	2	3	4	5	6	7	8	9	10	11	12	7	2014
I have felt my professional autonomy decrease	1	2	3	4	5	6	7	8	9	10	11	12	7	2015
I have become more demanding of my students	1	2	3	4	5	6	7	8	9	10	11	12	7	2016
I have focused my teaching on the essential parts of the program, at the expense of other aspects	1	2	3	4	5	6	7	8	9	10	11	12	7	2017
I have taken additional training (professional development)	1	2	3	4	5	6	7	8	9	10	11	12	7	2018
I have become more involved in the school's decision-making process	1	2	3	4	5	6	7	8	9	10	11	12	7	2019
I have become more my students' parents	1	2	3	4	5	6	7	8	9	10	11	12	7	2020
I have more interaction with my colleagues	1	2	3	4	5	6	7	8	9	10	11	12	7	2021
I have become more worried about students with difficulties	1	2	3	4	5	6	7	8	9	10	11	12	7	2022
I have had less time for professional development	1	2	3	4	5	6	7	8	9	10	11	12	7	2023
I have adapted the way I teach because of the provincial exams	1	2	3	4	5	6	7	8	9	10	11	12	7	2024
My workload has increased	1	2	3	4	5	6	7	8	9	10	11	12	7	2025

19. As a general rule, to what extent do you believe that the changes listed in question 17 will have a positive effect on the following aspects of teaching?

	Few positive effects						Many positive effects						
Student learning	1	2	3	4	5	6	7	8	9	10	11	12	2026
Student socialization	1	2	3	4	5	6	7	8	9	10	11	12	2027
The professionalization of teachers	1	2	3	4	5	6	7	8	9	10	11	12	2028
The nature of teachers' work	1	2	3	4	5	6	7	8	9	10	11	12	2029
The effectiveness of the school system	1	2	3	4	5	6	7	8	9	10	11	12	2030
Relationships with parents	1	2	3	4	5	6	7	8	9	10	11	12	2031
Social recognition of the school's mission	1	2	3	4	5	6	7	8	9	10	11	12	2032

SECTION 3 – Workload and working conditions

20. In recent years, do you estimate your overall workload to have : 3001

- Diminished 1
- Stayed the same 2
- Increased 3

21. Specify the changes in the nature of your workload in recent years. Use N/A (not applicable) for items not a part of your task.

	Decreased	Did not change	Increased	N/A	
Number of students in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3002
Number of course preparations	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3003
Length of time spent teaching in a week	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3004
Diversity in the classroom	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3005
Planning and preparing (e.g.: preparing teaching material, preparing the pedagogical aspect of lessons)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3006
Assessing students' work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3007
Supervising students outside of class (e.g.: recess, corridors, cafeteria)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3008
Supporting students outside of class (e.g.: remediation, guidance, educational support services)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3009
Supporting colleagues on a pedagogical level (e.g.: welcoming interns and supporting student teachers, giving advice, mentoring)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3010
Organizing extracurricular activities for students outside of regular working hours	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3011
Participating in various job-related committees (e.g.: union committee, school or board committee)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3012
Parent-teacher meetings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3013
Formal and informal pedagogical meetings with colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3014
Administrative tasks (e.g.: group, section, department, school leader)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3015
Meeting with non-teaching staff (e.g.: school administration, other professionals, technical support)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3016
Participation in formal training or professional development activities (e.g. : professional development day)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	3017

22. Working from the tasks specified in question 21 indicate the degree of satisfaction they bring you. *If you do not carry out the task, respond using N/A (not applicable).*

	Unsatisfied						Satisfied						N/A		
Number of students in class	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3018
Number of course preparations	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3019
Length of time spent teaching in a week	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3020
Diversity in the classroom	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3021
Planning and preparing (e.g.: preparing teaching material, preparing the pedagogical aspect of lessons)	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3022
Assessing students' work	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3023
Supervising students outside of class (e.g.: recess, corridors, cafeteria)	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3024
Supporting students outside of class (e.g.: remediation, guidance, educational support services)	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3025
Supporting colleagues on a pedagogical level (e.g.: welcoming interns and supporting student teachers, giving advice, mentoring)	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3026
Organizing extracurricular activities for students outside of regular working hours	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3027
Participating in various job-related committees (e.g.: union committee, school or board committee)	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3028
Parent-teacher meetings	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3029
Formal and informal pedagogical meetings with colleagues	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3030
Administrative tasks (e.g.: group, section, department, school leader)	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3031
Meeting with non-teaching staff (e.g.: school administration, other professionals, technical support)	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3032
Participation in formal training or professional development activities (e.g.: professional development day)	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	3033

23. Here are a few elements relating to your working conditions. Please indicate your degree of satisfaction for each element.

	Unsatisfied					Satisfied	
Job security	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3034
Salary and fringe benefits	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3035
Physical condition of your classroom(s)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3036
Number of students in your class(es)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3037
Availability of material and other resources for class purposes (e.g.: books, libraries, documentation centre, ICT)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3038
Technical support within the school (e.g.: clerical staff, photocopies, fax, telephones)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3039
Professional autonomy	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3040
Level of responsibility within your school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3041
Workload	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3042
Opportunity for promotion	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3043
The work climate in your school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3044
The way your school functions	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3045

24. To what extent do the following statements correspond to how you feel about teaching?

	Very rarely					Very often	
I feel frustrated by teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3046
I feel that "I have had it" with teaching and working with students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3047
I think about quitting teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3048
I feel that teaching allows me to utilize my capacity to the full	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3049
I think that in another profession (not teaching) I would be better able to utilize my intellectual abilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3050
I feel teaching brings me great satisfaction	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3051
I would chose to go into teaching once again if I had to start my life over again	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3052

25. How do you perceive the influence you have on:

	Weak influence					Strong influence	
The content taught in your class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3053
The teaching approaches in your class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3054
Choice of texts and related material	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3055
Classroom assessment	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3056
How your workload is defined	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3057
Organization of your work schedule	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3058
School code of conduct	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3059
The mission of your school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3060

26. In your view, should teachers' work be evaluated? Check more than one answer if you wish.

- Yes, to improve instruction (i.e. for formative purposes) 3061
- Yes, as a means to re-certify teachers. 3062
- Yes, for reward or for sanctions (i.e. positive or negative consequences) 3063
- No 3064

27. In your view, (in the case that you answered one of the "Yes" options above), who should be involved in the process of assessing a teacher's work?

	Disagree					Agree	
Educational consultants	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3065
School council (or Governing Board)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3066
School board representatives (administrators)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3067
School principal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3068
Teacher colleagues	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3069
Students' parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3070
Students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3071
Yourself	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3072
Inspectors named by the ministry of education	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3073

28. Indicate the degree to which parents are involved in your classroom and in your school. If these activities are not organized in your school, please answer N/A (not applicable).

	Weak involvement						Strong involvement						N/A	
Supervise their child's educational activities at home (e.g.: homework, lessons, studying)	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3074
Get involved when asked to help with fundraising	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3075
Participate in meetings organized to evaluate their child's academic progress	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3076
Participate in classroom life (e.g.: committees, trips, leisure activities)	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3077
Assist with teaching activities	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3078
Participate in parent committees and school council (as parent reps.)	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3079

29. Concerning your rapport with students, indicate the degree to which you are in agreement:

	Disagree						Agree							
Motivating my students is easy	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3080
Maintaining order among my students demands too much energy	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3081
I am occasionally afraid of my students	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3082
When I'm with my students, I feel that I am playing a fulfilling role	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3083
Some students have problems that are so serious that I cannot help them	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3084
My students respect my authority	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3085
At the end of a work day, I usually feel like my students have learned something	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3086
My students' needs are so different from one another that I have a hard time meeting all their needs	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3087
My relationship with my students is fundamentally affective: I love teaching these young people	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3088
When my students are rowdy, I feel overwhelmed	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3089
I perceive myself as an individual who has an important impact on the future of my students	1	2	3	4	5	6	7	8	9	10	11	12	<input type="checkbox"/>	3090

30. When you assess students, how often do you draw upon the following:

	Never						Very often	
Homework	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3091	
In-class exam	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3092	
Pop quiz	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3093	
In-class research	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3094	
Observation report after an in-class student activity	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3095	
Observation of a student by a specialist (e.g.: a remedial teacher)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3096	
Large-scale project spanning several months	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3097	
Other students' comments (peer evaluation)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3098	
Learning or student portfolio	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3099	
Observation report after a field trip	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3100	
Daily logbook / journal	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3101	
Test administered by a specialist (e.g.: a psychologist)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3102	
Research done by students at home	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3103	
Computerized test	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3104	
Self-assessment grid	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3105	
Standardized provincial achievement tests	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3106	
Diagnostic tests	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3107	
Individual interview	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	3108	

SECTION 4 – Social Relations in the School

31. Please rate how satisfied you are with your interactions with the following people. If you have no interaction with these people, please answer N/A (not applicable).

	Unsatisfied	Satisfied	N/A	
School principal	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4001
Other teachers	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4002
Non-teaching professionals (e.g.: nurses, psychologists, social workers, speech-language pathologists)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4003
Auxiliary staff (e.g.: student supervisors, special education assistants)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4004
Parents	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4005
Community representatives (e.g.: members of the governing board, parents' committee)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4006
Social agents working within the school (e.g.: social workers, police, community organization representatives)	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4007
Students	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4008

32. How often do you experience the following types of contact with your colleagues? If, for a given category, you do not have dealings with them, use N/A (not applicable).

	Rarely	Often	N/A	
Mentoring activities (as mentor or novice) with colleagues	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4009
Discussions of discipline standards	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4010
Discussions on teaching methods	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4011
Discussions on content taught	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4012
Sharing information about students	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4013
Sharing teaching material	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4014
Joint creation of teaching material	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4015
Joint participation in professional development	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4016
Joint planning of lessons	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4017
Formal and informal union-related meetings	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4018
Informal friendly gatherings for purposes other than work	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>		7 <input type="checkbox"/>	4019

33. Listed below are various problems that may occur in a school. To what extent does each of the following hinder the accomplishment of your duties? Answer N/A (Not Applicable) if these problems never appear.

	Weak impact						Strong impact		N/A
In the classroom:									
Student absenteeism	1	2	3	4	5	6	7	<input type="checkbox"/>	4020
Student apathy	1	2	3	4	5	6	7	<input type="checkbox"/>	4021
Disruption of classes by students	1	2	3	4	5	6	7	<input type="checkbox"/>	4022
Student disrespect of teachers	1	2	3	4	5	6	7	<input type="checkbox"/>	4023
Certain students' weak command of the language of instruction	1	2	3	4	5	6	7	<input type="checkbox"/>	4024
Conflict among students	1	2	3	4	5	6	7	<input type="checkbox"/>	4025
Verbal abuse or physical assault of a staff member by students	1	2	3	4	5	6	7	<input type="checkbox"/>	4026
In the school:									
Students' use of alcohol or drugs (on school grounds or in the school building)	1	2	3	4	5	6	7	<input type="checkbox"/>	4027
Drug trafficking on school grounds	1	2	3	4	5	6	7	<input type="checkbox"/>	4028
Infraction against property (e.g.: vandalism, theft) by students	1	2	3	4	5	6	7	<input type="checkbox"/>	4029
Intimidation or bullying among students	1	2	3	4	5	6	7	<input type="checkbox"/>	4030
Administration's lack of leadership toward students	1	2	3	4	5	6	7	<input type="checkbox"/>	4031
Students possessing weapons (on school property)	1	2	3	4	5	6	7	<input type="checkbox"/>	4032
Presence of gangs in the school	1	2	3	4	5	6	7	<input type="checkbox"/>	4033
Racist conduct by students toward teachers	1	2	3	4	5	6	7	<input type="checkbox"/>	4034
Racist conduct by students toward other students	1	2	3	4	5	6	7	<input type="checkbox"/>	4035
Sexism and sexual harassment among students	1	2	3	4	5	6	7	<input type="checkbox"/>	4036
Sexism and sexual harassment among school staff	1	2	3	4	5	6	7	<input type="checkbox"/>	4037
In families and in the community:									
Conflicts between parents and teachers about students	1	2	3	4	5	6	7	<input type="checkbox"/>	4038
Deterioration of socio-economic situation of students' families	1	2	3	4	5	6	7	<input type="checkbox"/>	4039
Family mobility: families moving out, others moving in during the school year	1	2	3	4	5	6	7	<input type="checkbox"/>	4040
Complaints or harassment by parents or students	1	2	3	4	5	6	7	<input type="checkbox"/>	4041
Health problems among students	1	2	3	4	5	6	7	<input type="checkbox"/>	4042

SECTION 5 – Induction and Professional Development

34. Think of your first year(s) as a teacher. To what extent did you feel prepared for the following aspects of your work:

	Poorly prepared						Well prepared	
Mastering the content of subjects taught	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		5001
Maintaining student discipline	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		5002
Assessment of learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		5003
Communicating with students (in and outside classroom)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		5004
Collaborating with parents	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		5005
Using new technologies in the classroom	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		5006
Working in teaching teams	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		5007
Mastering the clerical aspects of your work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		5008
Planning courses	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>		5009

35. When you took on your first teaching job, to what extent did you benefit from any welcoming, support, or mentoring activities?

	The activity was offered and I participated		The activity was offered but I did not participate		The activity was not offered	
Welcome activity and orientation program organized by the school district or the school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		5010	
Mentoring	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		5011	
A support group	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		5012	
Reduced workload	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>		5013	

36. Indicate the approximate number of days, during this past year, that you have participated in the following activities or tasks:

	Number of days during this past year	
Professional development day planned in the school year calendar	<input style="width: 80px;" type="text"/>	5014
Theme-based training lasting more than one day offered on school premises	<input style="width: 80px;" type="text"/>	5015
Attending professional conferences or workshops financially supported by the employer	<input style="width: 80px;" type="text"/>	5016
Attending professional conferences or workshops financially supported by the your union	<input style="width: 80px;" type="text"/>	5017
Training and support received through participating in a university research program	<input style="width: 80px;" type="text"/>	5018
Participating in graduate level courses offered by a university	<input style="width: 80px;" type="text"/>	5019

37. Over the last year, have the continuing education or professional development activities you have engaged in allowed you develop the following competencies ? If you have not followed any such activities, please answer N/A (not applicable).

	A little						A lot	N/A
Deepen my knowledge of the subject matter I teach	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5020
Help students understand the material I am teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5021
Assess student ability and knowledge	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5022
Adapt my teaching to diversity in the classroom (cultural, linguistic, intellectual, religious, etc.)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5023
Manage student behaviour in class	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5024
Use new technologies to support my teaching	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5025
Facilitate student use of technology to enhance learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5026
Collaborate with my colleagues to prepare activities and teaching projects	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5027
Reflect on my practices for improved teaching and learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5028

38. Over this past year, to what extent have you been able to respond to the following needs? If you do not deal with such students, please answer N/A (not applicable).

	A little						A lot	N/A
The needs of students with learning disabilities	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5029
The needs of students with behaviour disorders	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5030
The needs of students with diverse ethno-cultural backgrounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5031
The needs of students with diverse religious backgrounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5032
The needs of students with diverse linguistic backgrounds	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	5033

SECTION 6 – Values and Educational Ends

39. What importance do you give the following goals in your teaching?

	Little importance					Great importance	
Transmit knowledge to students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6001
Teach students society's norms and values	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6002
Prepare your students to become responsible citizens	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6003
Promote student's personal development	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6004
Prepare your students for the job market	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6005
Ensure that students acquire the basic skills: reading, writing, and arithmetic	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6006
Support the cultural development of students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6007
Transmit the social norms of the students' culture of origin	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6008

40. What do you think about the goals a school can reasonably pursue in terms of equal opportunity and academic results?

	Disagree					Agree	
Since disparities between individuals are inevitable, teaching should above all encourage the best students	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6009
Teaching should above all aim for equal results and basic academic learning until the end of secondary school	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6010
Teaching should above all educate people to be comfortable with themselves and to be fulfilled	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	6011

41. Presently, with your students, what concerns you?

	This is of little concern to me						This is of great concern to me						
Covering the essential elements of the curriculum	1	2	3	4	5	6	6012	1	2	3	4	5	6
Making students happier	1	2	3	4	5	6	6013	1	2	3	4	5	6
Ensuring that the majority of my students succeed	1	2	3	4	5	6	6014	1	2	3	4	5	6
Ensuring a good atmosphere in my classroom	1	2	3	4	5	6	6015	1	2	3	4	5	6
Developing both general and subject specific competencies in my students	1	2	3	4	5	6	6016	1	2	3	4	5	6
Integrating students from different socio-economic and ethnic backgrounds	1	2	3	4	5	6	6017	1	2	3	4	5	6
Preparing students to become responsible citizens	1	2	3	4	5	6	6018	1	2	3	4	5	6
Preparing students for standardized exams (provincial exams)	1	2	3	4	5	6	6019	1	2	3	4	5	6
Preparing students for life as adults	1	2	3	4	5	6	6020	1	2	3	4	5	6
Promoting a scientific approach among students	1	2	3	4	5	6	6021	1	2	3	4	5	6
Developing a critical mind in students	1	2	3	4	5	6	6022	1	2	3	4	5	6
Decreasing discipline problems among students	1	2	3	4	5	6	6023	1	2	3	4	5	6
Promoting good life habits among students	1	2	3	4	5	6	6024	1	2	3	4	5	6

42. Here is a list of roles that you may be called upon to play as a teacher. How do you feel towards them?

	I identify little with this role						I identify a lot with this role						I find little fulfillment in this role						I find great fulfillment in this role									
Educator (in general: educate human beings)	1	2	3	4	5	6	6025	1	2	3	4	5	6	6026	1	2	3	4	5	6	6027	1	2	3	4	5	6	6028
Expert in teaching (pedagogue)	1	2	3	4	5	6	6027	1	2	3	4	5	6	6029	1	2	3	4	5	6	6030	1	2	3	4	5	6	6031
Psychologist	1	2	3	4	5	6	6029	1	2	3	4	5	6	6032	1	2	3	4	5	6	6033	1	2	3	4	5	6	6034
Parent	1	2	3	4	5	6	6031	1	2	3	4	5	6	6035	1	2	3	4	5	6	6036	1	2	3	4	5	6	6037
Social worker	1	2	3	4	5	6	6033	1	2	3	4	5	6	6038	1	2	3	4	5	6	6039	1	2	3	4	5	6	6040
Police officer	1	2	3	4	5	6	6035	1	2	3	4	5	6	6041	1	2	3	4	5	6	6042	1	2	3	4	5	6	6043
Supervisor	1	2	3	4	5	6	6037	1	2	3	4	5	6	6045	1	2	3	4	5	6	6046	1	2	3	4	5	6	6047
Specialist in a subject matter	1	2	3	4	5	6	6039	1	2	3	4	5	6	6048	1	2	3	4	5	6	6049	1	2	3	4	5	6	6050
Mentor	1	2	3	4	5	6	6041	1	2	3	4	5	6	6051	1	2	3	4	5	6	6052	1	2	3	4	5	6	6053
Socio-cultural activity leader	1	2	3	4	5	6	6043	1	2	3	4	5	6	6054	1	2	3	4	5	6	6055	1	2	3	4	5	6	6056
Coach	1	2	3	4	5	6	6045	1	2	3	4	5	6	6057	1	2	3	4	5	6	6058	1	2	3	4	5	6	6059
Moral guide	1	2	3	4	5	6	6047	1	2	3	4	5	6	6060	1	2	3	4	5	6	6061	1	2	3	4	5	6	6062

