

**2004 Annual State of Education Survey
for The Ontario College of Teachers**

**A COMPAS Special Report on
Teacher and Public Perceptions**



**Ontario College of Teachers
Ordre des enseignantes et des enseignants de l'Ontario**

**COMPAS Inc.
Public Opinion and Customer Research
September 7, 2004**

Contents

1.0. Introduction	3
1.1. Background	3
1.2. Methodology	3
2.0. Teacher's Role in Preparing Students for the Future	4
2.1. Teachers Inspire Hard Work and Success not Specific Skills.....	4
2.2. Students are Better Prepared than they were a Generation Ago, Especially for Computers and Technology	5
2.3. Very Important to Prepare Students for Further Education or Direct Entry into Workforce.....	5
2.4. Personal Skills versus Professional Skills.....	6
3.0. Testing and Evaluations	8
3.1. Teachers Say Assessments are Very Accurate while Standardized Testing is Not; Public has Mixed Thoughts	8
3.2. Moderate Support for Standardized Tests among Ontarians, Low Support among Teachers	9
4.0. Most Enjoyable and Most Challenging Aspects of Teaching.....	11
4.1. Satisfaction from Helping Students is Most Enjoyable Aspect of Teaching; Time Constraints are Greatest Challenge	11
4.2. Teachers Feel Appreciated, Continue to Enjoy Their Profession, and Most Would Recommend Teaching to Others	12
5.0. Confidence in Education	13
5.1. Increasing Confidence in Ontario's Education System, Little Change in Confidence with Profession, School, and Personal Job.....	13
5.2. Schools Receive Highest Grades for Encouraging Students to Work Hard and for Teaching the Curriculum.....	14
5.3. Performance in Extra-Curricular Activities: Schools Best at Organizing Field Trips and Involving Parent Volunteers	15
6.0. Quality of Teacher more Important than Gender.....	17



1.0. Introduction

1.1. Background

The second annual survey of teachers, commissioned by the Ontario College of Teachers, is part of an ongoing effort to gauge teachers' own assessments of the state of the profession in Ontario. This year the study also included a separate survey of the public on issues related to education. This report explores:

- the teacher's role in preparing students for the future, inspiring and motivating them, preparing students for work or further education
- the evolving curriculum over generations
- the distinction between personal skills and professional skills and the value each has on the student's future success
- testing and evaluating students, teachers and schools – the role of the EQOA
- where and how teachers draw satisfaction from their career and which aspects of the profession are most challenging
- confidence in the education system
- the roll of schools in the greater community, where schools perform well within their communities, and where they can improve

The survey among teachers also explored issues relating to the College's council, representation, and how to improve council elections.

1.2. Methodology

The Ontario College of Teachers commissioned COMPAS to undertake a representative sample survey of more than 1000 teachers and more than 500 members of the general public. Conducted by professional interviewers using computer-assisted, telephone interviewing technology, the surveys were completed July 5 – 15th. Samples of n=1000 are deemed accurate to within 3.1 percentage points 19 times out of 20 and samples of n=500 are deemed accurate to within 4.4 percentage points 19 times out of 20.



2.0. Teacher’s Role in Preparing Students for the Future

2.1. Teachers Inspire Hard Work and Success not Specific Skills

Teachers inspire above all hard work and success in their students. Ontarians were asked to rate on a 5-point scale the extent to which their elementary or high school teachers inspired them to achieve various goals. Most respondents (61% score a 5 or 4; mean 3.8) say their teachers inspired them to work hard at school. Similarly, 58% (mean 3.7) of respondents were inspired to succeed in life. Teachers also inspired (i.e. mean score significantly higher than 3.0) Ontarians to pursue post-secondary education (59%; mean 3.6), fulfill career aspirations (46%; mean 3.4), and to participate in extra-curricular activities (45%; mean 3.3), as shown in table 2.1. The development of skills, such as playing a musical instrument, is the one area where teachers were not viewed as inspirational (i.e. mean score significantly lower than the mid-point of 3.0). Ontarians assign significantly lower inspiration-scores to developing skills (31%; mean 2.8) than all other goals tested.

Table 2.1: “Using a 5 point scale where 1 means not at all inspiring and 5, very inspiring, thinking of when you were elementary or high school to what extent did your teachers inspire you to...[ROTATE]”

	Mean	5	4	3	2	1	dnk
Work hard at school	3.8	32	29	24	7	4	3
Succeed in life	3.7	25	33	24	9	6	3
Pursue post secondary education	3.6	30	29	18	10	10	4
Fulfill your career aspirations	3.4	21	25	26	15	9	4
Participate in extra curricular activities, like sports or debating	3.3	20	25	26	13	12	3
Develop a skill, for example learning to play a musical instrument or wood working	2.8	13	18	22	19	23	6

Respondents with more education were more inspired by their teachers to move on to post-secondary education, e.g. mean 2.5 among those with less than high school to 4.1 among those with a post-graduate degree. Those with a higher level of education were also more inspired to fulfill career aspirations (2.5 among least educated to 3.8 among most educated) and participate in extra-curricular activities (range of 2.7 to 3.5).



2.2. Students are Better Prepared than they were a Generation Ago, Especially for Computers and Technology

Students are better prepared today in math, science, and especially computers than they were a generation ago, according to Ontarians surveyed. Nearly nine-in-ten (87%) of general population respondents say (i.e. score a 5 or 4 on the 5-point scale) that students are better prepared in terms of knowledge of computers and technology (mean 4.5). Students are also perceived to be better prepared (i.e. mean score significantly higher than 3.0) in science (49%; mean 3.5) and math (41%; mean 3.3). Students do not appear to have made any perceived gains in literary knowledge (31%; mean 3.0) over the past generation, as shown in table 2.2.

Ontarians earning less than \$15,000 are least apt to say that students are better prepared in terms of knowledge of computers (mean 3.9 vs. 4.5 among Ontarians as a whole).

Table 2.2: “Using a 5 point scale where 1 means a lot worse and 5, a lot better, in which of the following areas, if any, are students better or worse prepared today than they were a generation ago? [ROTATE]”

	Mean	5	4	3	2	1	dnk
Knowledge of computers and technology	4.5	61	26	6	1	2	4
Knowledge of science	3.5	16	33	32	9	4	6
Knowledge of math	3.3	12	29	31	17	7	5
Knowledge of literature	3.0	10	21	32	21	10	5

2.3. Very Important to Prepare Students for Further Education or Direct Entry into Workforce

Teachers and the general public are virtually unanimous in saying that it is important for Ontario’s public schools to prepare students who go on for further education. In practice, 96% of teachers (mean 4.8) and 91% of Ontarians (mean 4.7) say it is important (i.e. score a 5 or 4) for public schools to prepare students who pursue further studies.¹

While majorities of both audiences say it is important for public schools to prepare students who enter the workforce directly, teachers are especially enthusiastic in this regard (91%, mean 4.7 vs. 77%, mean 4.3), as shown in table 2.3.

¹ “Using a 5 point scale where 1 means not at all important and 5 means very important, how important is it for Ontario’s public schools to prepare students... “



Table 2.3: “Using a 5 point scale where 1 means not at all important and 5 means very important, how important is it for Ontario’s public schools to prepare students...[ROTATE]”

	Mean	5	4	3	2	1	dnk
Who go on for further education							
Teachers	4.8	84	12	4	*	0	1
Public	4.7	74	17	7	1	1	1
Who enter the workforce directly							
Teachers	4.7	76	15	6	2	1	1
Public	4.3	57	20	14	5	2	2

2.4. Personal Skills versus Professional Skills

Both teachers and residents in Ontario see a distinction between personal skills and professional skills. Respondents were asked to rate on 5-point scales the importance of the various skills and attributes that contribute to a student’s future success.² Factor analysis of the importance ratings demonstrates that teachers and Ontarians alike classify the skills as contributors to personal success or professional success. The *personal skills* factor is comprised of skills and appreciation for the arts, athleticism, civic mindedness, and generosity of spirit, as shown in table 2.4A. Meanwhile, *professional skills* reflect literacy, work ethic, math, and social/interpersonal skills.

Professional skills are perceived to be more important than *personal skills* to a student’s future success. COMPAS computed a mean score for each factor by taking a mathematical average of respondent scores for all the variables contained within a given factor. Under this procedure, each factor mean is on the same 5-point scale as the individual questions. The factor mean for the *professional skills* factor (4.7) is significantly higher than the factor mean for the *personal skills* factor (4.0).

Compared to the general population, teachers assign higher importance scores to both *professional skills* (4.7 vs. 4.5) and *personal skills* (4.1 vs. 3.8). This pattern is also apparent when looking at the individual skills (shown in table 2.4B) as opposed to the factor grouping of skills.

Elementary school teachers assign significantly higher importance scores than secondary school teachers to both sets of skills (e.g. factor mean 4.1 vs. 3.9 for personal skills). It should also be noted that the difference in importance of professional skill ratings between French Catholic and English Catholic (4.6 vs. 4.7) and French

² “There are many skills and attributes that contribute to success in life. Using a 5 point scale where 1 means not at all important and 5, very important, to what extent are each of the following important to a student’s future success?”



Catholic and English Public (4.6 vs. 4.7) are statistically significant but substantively small. The same could be said of the difference between those teaching in an English environment (factor mean 4.7) and those teaching in a French environment (mean 4.6).

In general, French speaking respondents (teachers and Ontarians) are more apt than English speaking respondents to say that personal skills are important (factor mean 4.2 vs. 4.0).

In terms of individual skills, literacy is perceived to be most important (mean 4.9 among teachers; 4.7 among Ontarians) and athleticism is least important (mean 3.7 among teachers; 3.4 among Ontarians).

Table 2.4A: Personal Skills versus Professional Skills

	Personal Skills	Professional Skills
Skills and appreciation for the arts	.798	
Athleticism	.778	
Civic mindedness	.656	
Generosity of spirit	.644	
Literacy		.791
Work Ethic		.717
Math		.615
Social and Interpersonal skills		.460

Table 2.4B: "There are many skills and attributes that contribute to success in life. Using a 5 point scale where 1 means not at all important and 5, very important, to what extent are each of the following important to a student's future success? [ROTATE]"

	Mean	5	4	3	2	1	dnk
Literacy							
Teachers	4.9	87	12	1	*	0	0
Public	4.7	77	16	5	1	*	1
Work ethic							
Teachers	4.8	83	15	2	*	0	0
Public	4.6	72	20	6	1	1	*
Social and interpersonal skills							
Teachers	4.7	77	20	3	*	0	0
Public	4.6	65	28	6	1	0	*
Math							



	Mean	5	4	3	2	1	dnk
Teachers	4.5	62	30	8	1	*	0
Public	4.3	48	34	16	1	1	*
Generosity of spirit							
Teachers	4.4	53	35	10	1	0	1
Public	4.2	43	36	17	3	1	1
Civic mindedness							
Teachers	4.3	44	42	12	1	*	1
Public	4.0	33	40	23	3	1	1
Skills and appreciation for the arts							
Teachers	3.9	29	42	24	4	1	*
Public	3.6	21	36	31	10	3	*
Athleticism							
Teachers	3.7	20	37	35	7	1	0
Public	3.4	15	30	38	12	4	1

3.0. Testing and Evaluations

3.1. Teachers Say Assessments are Very Accurate while Standardized Testing is Not; Public has Mixed Thoughts

Among the many ways of measuring a student's academic ability, teacher assessments are viewed as very accurate by both teachers and the general public. Respondents were asked to rate on a 5-point scale the extent to which teacher assessments, teacher designed assignments, and province-wide standardized tests offer an accurate measure of a student's academic ability. Teachers unanimously agree (92% score a 4 or 5; mean 4.5) that teacher assessments, including student observations, learning logs, and class participation, are an accurate measure of academic ability. Half of teachers (53%) say that teacher assessments are very accurate (i.e. score 5 on the 5-point scale). Ontarians also assign top scores to teacher assessments (77%; mean 4.1) although they are less inclined than teachers to view assessments as accurate.

Teachers do not perceive standardized tests to be accurate while the general public shows a moderate level of support for the tests. In practice, 58% of teachers assign a 1 or 2 (mean 2.3) to the accuracy of province-wide standardized tests versus 27%, (mean



3.2) of Ontarians. The mean score among the general public is significantly higher than the mid-point of 3.0, signifying that Ontarians do perceive standardized tests to be accurate to some degree.

Ontarians are less apt than teachers to view teacher designed tests as accurate reflections of academic ability (69% score a 5 or 4, mean 3.9 vs. 82%, mean 4.1 among teachers).

Table 3.1: “There are many ways for schools to measure a student’s academic ability. Using a 5 point scale where 1 means not at all accurate and 5, very accurate, to what extent are each of the following accurate in measuring a student’s academic ability? [RANDOMIZE]”

	MEAN	5	4	3	2	1	dnk
Teacher assessments including student observations, learning logs, and class participation							
Teachers	4.5	53	39	6	1	*	*
Public	4.1	34	43	18	3	1	2
Teacher designed tests and assignments							
Teachers	4.1	31	51	16	1	1	*
Public	3.9	26	43	24	5	2	2
Province-wide standardized tests							
Teachers	2.3	3	8	30	30	28	1
Public	3.2	19	24	28	16	11	4

3.2. Moderate Support for Standardized Tests among Ontarians, Low Support among Teachers

In keeping with the view that standardized tests do not provide an accurate measure of academic ability, teachers oppose the use of standardized tests for evaluating different aspects of the educational system. The strong relationship between the view that standardized tests are a poor measure of academic ability and opposition to standardized tests for evaluating other aspects of the educational system emerges in factor analysis, e.g. all perceptions of standardized testing (shown in tables 3.1 and 3.2) group (or “load”) on the same factor.

Opposition among teachers is the most intense for the notions of using standardized tests to evaluate the performance of individual teachers (65% score a 1 on the 5-point scale, mean 1.6) or individual principals (63%, mean 1.7). Teachers also oppose (i.e. mean score significantly below 3) the use of the province wide EQAO test for evaluating the performance of individual schools (75% score a 1 or 2; mean 1.8), allocating funds to boards (57%; mean 2.3), allocating funds to schools (55%; mean



2.4), and adjusting school curriculum improvement plans (38%; mean 2.8), as shown in table 3.2.

Meanwhile, Ontarians show some support (i.e. mean score significantly higher than 3.0) for using EQAO results to adjust school curriculum improvement plans (53% score a 5 or 4; mean 3.5), to evaluate the performance of individual schools (45%; mean 3.3) and to evaluate the performance of individual teachers (45%; mean 3.3).

Teachers who teach in a French environment are significantly more apt than those who teach in an English environment to support the use of standardized tests for evaluating aspects of the educational system. For example, those who teach in an English environment assign a mean score of 1.6 to the notion of using EQAO results to evaluate the performance of individual teachers versus 2.3 among those teaching in a French environment. This pattern re-emerges when comparing mean scores across language of the interview and employment (e.g. English public/Catholic vs. French public/Catholic).

Table 3.2: “As you may know, the results of the province wide EQAO test can be used to help evaluate many different aspects of the educational system. Using a 5 point scale where 1 means definitely should not be used and 5 means definitely should be used, to what extent should the results be used for...[ROTATE]”

	MEAN	5	4	3	2	1	dnk
Adjusting school curriculum improvement plans							
Teachers	2.8	6	21	34	18	20	2
Public	3.5	24	29	25	8	9	5
Allocating funds to schools							
Teachers	2.4	10	14	18	13	42	3
Public	3.1	20	20	21	13	19	7
Allocating funds to boards							
Teachers	2.3	8	12	21	16	41	3
Public	3.1	17	20	26	10	19	7
Evaluating the performance of individual schools							
Teachers	1.8	3	5	17	20	55	2
Public	3.3	20	25	25	11	14	5
Evaluating the performance of individual principals							
Teachers	1.7	4	5	11	16	63	2
Public	3.1	17	20	27	13	17	6
Evaluating the performance of individual teachers							
Teachers	1.6	3	4	11	14	65	2
Public	3.3	26	19	22	13	15	5



4.0. Most Enjoyable and Most Challenging Aspects of Teaching

4.1. Satisfaction from Helping Students is Most Enjoyable Aspect of Teaching; Time Constraints are Greatest Challenge

Ontario teachers say that satisfaction from helping a student develop is the greatest benefit of being a teacher. A clear majority (80%) of teachers say “satisfaction from helping students learn and grow” is the greatest benefit of being a teacher followed distantly by “seeing with your own eyes the results of your efforts” (22%) and receiving “positive feedback from students and their parents” (11%), as shown in table 4.1.

Teachers were also asked to identify the greatest challenge of being a teacher. Over one-quarter (27%)³ cite time constraints followed by motivating and maintaining student interest (16%) and meeting the expectations of parents, the government, and the community (14%), as shown in table 4.1B.

*Table 4.1A: “Thinking about the aspect of teaching that you enjoy most, what is the great benefit of being a teacher?
[UNPROMPTED RECORD TWO]”*

	%
Satisfaction from helping students learn and grow	80
Seeing with your own eyes the results of your efforts	22
Positive feedback from students and their parents	11
Being able to specialize in an area, for example math, that is of personal interest	6
Hours, pay, and benefits	3
Other	7
Don't know/ Refused	1

Note: This is a multiple response question i.e. respondents are allowed to volunteer several answers. For this reason, the percentage when added will be greater than 100%.

³ Elementary (28%) and secondary (27%) school teachers are equally apt to cite time constraints as their greatest challenge.



*Table 4.1B: “What is the greatest challenge as a teacher?
[UNPROMPTED RECORD TWO]”*

	%
Time constraints	27
Motivating and maintaining student interest	16
Meeting the expectations of parents, the government, and the community	14
Large classes	11
Student discipline and behavioural issues	11
Work - life balance	9
Increased professional responsibility	9
Lack of respect from parents, the government, and the community	9
Lack of autonomy as a professional	6
Remaining current	6
Lack of new, good quality, enough text books	6
Lack of specialist assistants (i.e. Speech therapists)	4
Other	6
Don't know/ Refused	2

Note: This is a multiple response question i.e. respondents are allowed to volunteer several answers. For this reason, the percentage when added will be greater than 100%.

4.2. Teachers Feel Appreciated, Continue to Enjoy Their Profession, and Most Would Recommend Teaching to Others

Most teachers feel appreciated by their students, continue to enjoy their profession, and would recommend teaching to others. A clear majority of teachers also say that more is expected of them each year. Teachers were asked to rate on a 5-point scale their agreement with a series of statements about the profession. In practice, 72% of teachers agree (i.e. score a 5 or 4; mean 4.0) that they are appreciated by their students, 65% (mean 3.9) enjoyed teaching this year as much as they did before, and 60% (mean 3.7) would recommend teaching as a career, as shown in table 4.2. Eight-in-ten (80%; mean 4.4) of teachers agree that more is expected of them as a teacher each year.



Table 4.2: “Please score each of the following statements using a 5 point scale where 1 means definitely disagree and 5, definitely agree. [ROTATE]”

	MEAN	5	4	3	2	1	dnk
Each year more is expected of me as a teacher	4.4	56	24	11	3	1	5
I feel appreciated as a teacher by the students I teach	4.0	36	36	19	5	1	2
I enjoyed teaching this year as much as I did before	3.9	38	27	16	6	5	9
I would recommend teaching as a career	3.7	32	28	26	9	5	1

French speaking teachers are significantly more apt than English speaking teachers to feel appreciated by their students (mean 4.5 vs. mean 4.0). This pattern also emerges when drawing comparisons across occupation (e.g. English Catholic/Public vs. French Catholic/Public) or environment (e.g. mean 4.4 among those working in a French environment vs. 4.0 among those teaching in an English environment).

5.0. Confidence in Education

5.1. Increasing Confidence in Ontario’s Education System, Little Change in Confidence with Profession, School, and Personal Job

Confidence in the quality of Ontario’s education system appears to have risen among teachers. Currently, 64% of teachers say they have confidence (i.e. score a 5 or 4; mean 3.7) in the education system of Ontario compared to 47% in August 2003 (mean 3.4).

Confidence in the system nonetheless continues to trail confidence in the teaching profession as a whole (79%; mean 4.1), in the teacher’s school (80%; mean 4.3), and in the job they are personally doing (89%; mean 4.4). Confidence in these areas does not appear to have changed since August 2003, as shown in table 5.1.



Table 5.1: “On a 5-point scale where 1 means very little confidence and 5, a lot of confidence, please tell me how much confidence you have in... [ROTATE]”

	Mean	5	4	3	2	1	DNK
The job you are personally doing							
July 2004	4.4	48	41	6	1	*	4
August 2003	4.4	54	34	6	1	1	5
The school you work in							
July 2004	4.3	43	37	10	2	1	7
August 2003	4.3	43	34	11	3	1	8
The teaching profession as a whole							
July 2004	4.1	30	49	17	2	1	1
August 2003	4.0	32	39	20	5	2	3
The quality of Ontario’s education system							
July 2004	3.7	15	49	30	5	1	1
August 2003	3.4	12	35	34	12	4	2

Confidence in the teaching profession is especially high among French-speaking teachers (90% score a 5 or 4, mean 4.4 vs. 79%, 4.1 among English-speakers) or those teaching in a French-speaking environment (91% score 5 or 4, mean 4.3 vs. 79%, mean 4.1. among those teaching in an English environment).

In keeping with the apparent their apparent rising confidence in the system, compared to one year ago teachers appear more apt to say they will be a teacher in five years’ time (71% definitely or probably vs. 65% in 2003).⁴

5.2. Schools Receive Highest Grades for Encouraging Students to Work Hard and for Teaching the Curriculum

Schools receive the highest grades for encouraging students to work hard and for teaching the curriculum. Teachers and Ontarians were asked to rate their school’s or their neighbourhood school’s abilities in various areas including adjustment to change, teaching the curriculum, and evaluating student progress. Both audiences assign the highest scores to the ability to encourage students to work hard (78% score 5 or 4, mean 4.2 among teachers; 52%, mean 3.8 among Ontarians) and to teaching the curriculum (80%, mean 4.2 among teachers; 54%, mean 3.9 among the general public). Remaining scores range from 3.8 to 4.1 among teachers and 3.5 to 3.7 among the general public, as shown in table 5.2.

⁴ “Will you be a teacher in five years’ time?”



Teachers employed in the Catholic system assign higher scores than those employed in the public system. For example, 84% of those in the English Catholic and 90% of those in the French Catholic system assign top-two box (i.e. 5 or 4) to their school's ability to teach the curriculum compared to 79% of English public school and 59% of French public school teachers.

Females assign significantly higher grades than do males to all aspects of school ability. For example, 73% of females (including teachers and the general population) assign top-two box scores for school's ability to encourage students to work hard compared to 63% of males. The difference between males and females is statistically significant regardless of whether analyzing teachers, the general population, or both audiences combined.

French speaking teachers assign significantly higher grades than do English speaking teachers for their school's ability to teach the curriculum (88% top-two box vs. 70%).

Table 5.2: "Using a 5 point scale where 1 is the worst score and 5 is the best score, how would you grade your school's ability to...[ROTATE]"

	MEAN	5	4	3	2	1	dnk
Encourage students to work hard and advance							
Teachers	4.2	40	38	15	3	1	5
Public	3.8	23	29	22	6	2	19
Teach the curriculum							
Teachers	4.2	36	44	13	2	*	5
Public	3.9	21	33	23	2	2	20
Assess and evaluate student progress							
Teachers	4.1	30	48	16	1	1	5
Public	3.7	16	33	26	4	2	19
Adjust to change							
Teachers	3.9	28	41	20	5	2	5
Public	3.5	14	26	29	8	3	20
Improve teaching practices							
Teachers	3.8	22	41	25	5	1	6
Public	3.6	14	30	28	6	2	20

5.3. Performance in Extra-Curricular Activities: Schools Best at Organizing Field Trips and Involving Parent Volunteers

In addition to grading schools for their abilities, respondents were asked to rate school performance in extra-curricular activities such as hosting community events or



making athletic facilities available to the community. Teachers and Ontarians alike rate schools the highest for organizing field trips to community attractions (64% top-two box, mean 3.9 among teachers; 37%, mean 3.4 among the public) and involving parent volunteers (54%, mean 3.7 among teachers; 43%, mean 3.5 among the general public). The precise wording of the question and the full range of responses are shown in table 5.3.

Table 5.3: “Using a 5 point scale where 1 means very poor and 5 means very good, how would you rate your schools performance in having... [ROTATE]”

	MEAN	5	4	3	2	1	dnk
Organizing field trips to community attractions							
Teachers	3.9	29	35	22	6	3	6
Public	3.4	16	21	28	11	5	19
Involving parent volunteers							
Teachers	3.7	28	26	22	12	5	7
Public	3.5	19	24	23	12	4	18
Hosting community events or classes							
Teachers	3.6	24	29	27	10	4	7
Public	3.1	11	22	26	12	12	18
Making available the schools athletic or arts facilities for community evening and weekend use							
Teachers	3.6	29	21	19	10	10	11
Public	3.0	13	18	19	16	14	20
Bringing artists and other experts into schools							
Teachers	3.5	20	30	28	12	5	6
Public	3.1	10	18	25	17	7	23
Attracting community members, other than parents as volunteers							
Teachers	3.1	13	21	28	19	11	8
Public	2.9	10	11	27	17	13	22

Compared to secondary school teachers, elementary school teachers assign significantly higher scores for their school’s performance in involving parent volunteers (67% vs. 38%) and organizing field trips to community attractions (70% vs. 56%).



6.0. Quality of Teacher more Important than Gender

Teachers and the general public unanimously agree that students should be taught by the best teacher irrespective of whether they are male or female (95%, mean 4.8 among teachers; 95%, mean 4.8 among Ontarians). The target audiences nonetheless agree that students should be taught by both male and female teachers (85%, mean 4.5 among teachers; 87%, mean 4.6 among Ontarians), as shown in table 6.0. Majorities of teachers (58%; mean 3.7) and Ontarians (53%; mean 3.5) say that the College of Teachers should increase recruiting efforts directed at men.

Meanwhile, teachers disagree (i.e. mean score significantly lower than 3.0) that faculties of education should enrol an equal number of male and female students (49% score a 1 or 2; mean 2.6). Ontarians are lukewarm on the topic (40% score a 5 or 4; mean 3.1).

Table 6.0: "There's been some talk in the media about the number of men entering the teaching profession. Using a 5 point scale where 1 means definitely disagree and 5, definitely agree, to what extent do you agree that... [ROTATE]"

	MEAN	5	4	3	2	1	dnk
Students should be taught by the best teachers, irrespective of whether they are male or female							
Teachers	4.8	86	9	3	*	1	1
Public	4.8	87	8	3	1	*	1
Students should be taught by both male and female teachers							
Teachers	4.5	73	12	11	2	2	1
Public	4.6	74	13	9	2	1	1
The College of Teachers should increase recruiting efforts directed at men							
Teachers	3.7	34	24	24	7	9	3
Public	3.5	29	24	25	9	10	3
Faculties of education should enrol an equal number of male and female students							
Teachers	2.6	16	10	23	19	29	4
Public	3.1	25	15	24	11	24	2

French speaking teachers are significantly more apt than English speakers to say that faculties of education should enrol an equal number of male and female students. Among the general public, agreement with the notion declines with income and education.

