

Annual Survey of College Members

Prepared by



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Table of Contents

1.0 Overview	4
1.1 Key Findings	4
1.2 Methodology	4
2.0 Student Safety	5
2.1 Nine in ten teachers say they have had to deal with a serious injury to a student in their care; More than eight in ten say they have refused to start an activity or ended it prematurely out of concern for student safety	5
2.2 Teachers feel moderately well prepared to deal with situations that threaten student safety	6
2.3 Teacher Education Programs have room for improvement in preparing teacher candidates to ensure student safety	9
2.4 1 in 3 have received employer-sponsored in-service training on student safety in the last year; those who have feel better prepared to handle situations that threaten student safety	10
2.5 Colleagues and school administrators are top resources when seeking advice on student safety; few teachers report never needing advice on student safety	11
3.0 Lifelong Learning	12
3.1 Teachers engage in a wide variety of professional development activities	12
3.2 Mentoring teacher-candidates tops list of ways teachers help provide professional development to their colleagues	13
3.3 Teachers have spent an average of 175 hours over the past two years learning about topics other than the ones they teach; motivated to help respond to a student need or by professional and personal interest.....	14
3.4 Members belong to an average of one subject matter association	16
3.5 Member are satisfied with the selection of AQ course subjects	16
4.0 Social Media	17
4.1 Few members have a twitter account, fewer still use it. Vast majority have little or no interest in hearing from the College through Twitter	17
4.2 Most members say its not important for the College to communicate through Facebook.....	18
5.0 Public Register	18
5.1. The Online Public Register is widely known and used by members	18
5.2 Members rarely tell parents about the register and virtually never link their listing to their online presence	19
6.0 “Your College and You”	20
6.1 College’s member e-newsletter is widely read.....	20
6.2 Majority say “Your College and You” is a useful resource.....	20
7.0 College Library Services	21

7.1 Few familiar with the services offered by the College library	21
7.2 Need for resources on student assessment most likely to prompt use of the College library	22
7.3 Professionally Speaking, followed by College website are best sources of information about College library services	23
6.0 Ramifications.....	24



1.0 Overview

1.1 Key Findings

The following findings are just a few of the many salient results from this year's member survey:

- Nine in ten teachers say they have had to deal with a serious injury to a student in their care; More than eight in ten say they have refused to start an activity or ended it prematurely out of concern for student safety.
- 71% of teachers feel well prepared to deal with a situation that threatens student safety.
- 80% of respondents say that pre-service teacher education programs are doing a poor job of training teacher candidates to assess and manage risks to student safety.
- 34% have received employer sponsored training on student safety in the last year; 32% have never received training. Employer-sponsored training appears to help teachers feel better prepared to handle threats to student safety.
- Teachers spend an average of 101 minutes per week learning about topics other than the ones they teach.
- Teachers are motivated to learn to help respond to a student's need and out of professional interest.
- College communications through social media is not important for members. Only 22% of teachers have a Twitter account and only 10% tweet.
- 77% of all teachers are familiar with the public register; 86% of new teachers are familiar.
- College library services are an underutilized resource namely because most members aren't aware of its services.

1.2 Methodology

This 10th anniversary edition of the annual members' survey was fielded online during July. Programmed, hosted, and executed internally by the College, questionnaire design and analysis were prepared by The Listening Post. Cross tabulations were prepared (available in an accompanying document) and were designed to check for significant relationships in terms of:

- Gender
- Experienced vs new teacher - a new variable was created using Q32, "In which year did you graduate [from your pre-service accreditation program]." Fewer than 5 years since graduation is considered a "new" teacher; more than 5 years, an "experienced" teacher

- Prepared for student safety – a new variable was created using Q3, “How well prepared do you feel to deal with a situation that threatens student safety” dividing respondents into two categories, those who felt prepared (top 2.5 box) and those who didn’t feel well prepared (bottom 2.5 box)

Substantively significant findings are noted in this report. In the tables below, yellow highlighting denotes a statistically significant finding.

In accordance with *Professionally Speaking* magazine’s editorial policy of not publishing means, all scaled questions (questions that ask a respondent to answer a question using a 5 point scale) are presented with top/bottom box coding in addition to means and frequencies. Top/bottom box codes are created by adding the percentage of respondents who selected the top 2.5 boxes (5+4+ half of 3) and adding the percentage of respondents who selected the bottom 2.5 boxes (1+2+ half of 3).

A total of 1934 respondents participated in this year’s survey. Programming allowed for respondents to skip as many questions as they would like. Accordingly, any participant who completed the survey to some degree had their responses included in tabulation. For most questions, those respondents who chose not to answer a question, either by skipping, refusing, or by selected “don’t know,” were removed from the calculated base.

For questions where all 1934 respondents answered, the estimated margin of error is 2.2% 19 times out of 20. The margin of error will be larger for questions where fewer respondents answered.

2.0 Student Safety

2.1 Nine in ten teachers say they have had to deal with a serious injury to a student in their care; More than eight in ten say they have refused to start an activity or ended it prematurely out of concern for student safety

Ensuring student safety is an ongoing concern for Ontario teachers. More than 91% of those surveyed said that they have had to deal with serious injuries to students in their care. Respondents were asked to rate the extent to which they have had to address student safety using a 5 point scale where 5 means often and 1, never. As shown in table 2.1a, teachers assigned a mean score of 4.4 when rating the extent to which they have “had to deal with a serious injury, like a broken bone or concussion, to a student in...” in their care.

Teachers are mindful of preventing injury, with 86% saying they have refused to permit the start of a proposed class or student activity because of the risk to student safety, 84% ending an ongoing activity because of the risk, and 76% modifying an activity to reduce the risk.

Table 2.1a: (Q1) "To what extent have you...1= Never, 5=Often"

	Mean	1 %	2 %	3 %	4 %	5 %	A little %	A lot % ¹	DK NR REF ²
Had to deal with a serious injury, like a broken bone or concussion, to a student in your care?	4.4	2	4	8	22	56	9	91	3
Refused to permit or start a proposed class or student activity because you felt it presented a risk to student safety?	4.2	3	5	11	26	55	14	86	4
Ended an ongoing class practice or student activity because it presented a risk to student safety?	4.1	4	6	13	30	48	16	84	4
Modified an ongoing class practice or student activity because you felt it presented a risk to student safety?	3.7	7	10	18	33	32	26	74	4

2.2 Teachers feel moderately well prepared to deal with situations that threaten student safety

On balance, members of the Ontario College of Teachers feel prepared for a situation where a student's well being is at risk. 71% of those surveyed say they feel prepared to deal with situations that threaten student safety, as shown in

¹ "A little" is the sum of the top 2.5 boxes; "A lot" is the sum of the bottom 2.5 boxes

² Respondents who answered don't know, skipped the question or refused to answer it were removed from calculation.

table 2.2a. In fact, when asked to rate how well prepared they feel to deal with a situation that threatens student safety, more than half feel very confident, assigning a score of 4 or better out of a possible 5. However, there remain those who say they might not know what to do when faced with that challenge. 29%, or nearly three in ten, say they feel unprepared for this type of situation.

Table 2.2a: (Q3) "How well prepared do you feel to deal with a situation that threatens student safety?"

1= Not at all prepared, 5=Very well prepared"

Mean	1 %	2 %	3 %	4 %	5 %	Prepared for a situation	Unprepared for a situation	DK NR REF
3.6	2	11	32	31	24	71	29	5

Respondents provided several useful examples of their efforts to ensure student safety. Here are a few of their stories, in their own words:

A Phys Ed class was scheduled in the gym where water had leaked onto the floor. It represented a risk to students, so we waited to start the class until the floor had been dried by caretaking staff.

Had planned to go onto local lake for a lesson on ice fishing but early spring led to uncertain conditions and moved lesson indoors instead.

1. Extreme heat in second floor classrooms. Moved class to first floor library for last few weeks of school. 2. Lockdown procedure because of police activity just outside of school.

1. The worst situation was in a high school which offered an industrial arts program (which I fully supported). The teacher was pulled out for a meeting with admin and left a lesson plan for me which involved allowing students to use power tools and saws with which I was unfamiliar. I also had no idea of safety shut-offs in the room. I called the office and was told to follow the lesson plan. I refused. I made all the students follow me to the library where they spent the class reading. While you may say that secondary does not apply to elementary, please note that they are "programs" appearing at middle schools that require "knowledge and familiarity with power tools".

A behavioural student was having a meltdown and took a metre stick and started to swing it around the classroom. I had all the students leave the class and had a student send a colleague over to my classroom to help me de-escalate the situation. The colleague and I stayed in the classroom to ensure the student's safety to himself while another teacher next door supervised my students who left the classroom.

A bunsen burner malfunctioned during a lab and flames were shooting out of the bottom. I immediately turned the main gas valve off at the front of the room.

A drill for rugby that was unsafe I modified to reduce the risk.

A parent called me at home to warn me of a fight between two students in which gangs and guns would be involved. This parent wanted her child and the other students and staff to be safe and she knew I would make sure that the proper action would be taken to ensure the safety of everyone at our school. I contacted the principal, vice-principal, my teaching partner and divisional teachers so that we could divert the situation before any serious violence erupted. The police was called in and we had undercover police presence for a couple of days. It was an opportune time to discuss bullying, self control, and the difference between tattling and reporting.

A special needs student was pushing desks over, as per our plan, the rest of the class exited the room via an alternate classroom door.

An angry parent threatened bodily harm to a fellow staff member. The office was called and students were contained within their classrooms in a lockdown mode until the parent could be escorted by police from the building.

During a chemistry lab involving acids and bases, select students were continuously refusing to wear their safety goggles, and were asked to stop the lab and return to their desks.

I dealt with a serious student injury (broken bone and concussion) coaching the school's basketball team and a severe sprain to a girl on the lacrosse team, both required trips to the Hospital. These



injuries were the result of sport and it is in the nature of sports to on occasion get injured. These injuries occurred while the students were in my care, but they were not because of class practice.

While supply teaching in a grade 1 class, a very violent student attacked another student by choking and wrestling him to the ground. I had the rest of the students go to their desks (from the carpet) and I called the office for back-up. A safety plan had been developed for this student, although I was not asked to read it up arrival and the classroom teacher did not leave a copy for me.

2.3 Teacher Education Programs have room for improvement in preparing teacher candidates to ensure student safety

Respondents were asked to what extent did their pre-service teacher education programs prepare them to assess and manage risks to student safety. On balance, teachers feel their pre-service teacher education program did a poor job. As shown in table 2.3a, 80% were dissatisfied or felt their teacher education program did a poor job while only 20% were satisfied.

Table 2.3a: (Q4) "Thinking back to your pre-service teacher education program, how well did your program prepare you to assess and manage risks to student safety?"

1= Very Poorly, 5=Very well"

Mean	1 %	2 %	3 %	4 %	5 %	Good preparation %	Poor preparation %	DK NR REF
2.0	42	29	18	7	4	20	80	5

Similarly, 82% of those surveyed say that the pre-service teacher education program did a poor job of covering student safety, risk assessment or accident prevention, as shown in table 2.3b

Table 2.3b: (Q5) "How well did your pre-service teacher education program cover student safety, risk assessment or accident prevention?"

1= Very Poorly, 5=Very well"

Mean	1 %	2 %	3 %	4 %	5 %	Good job %	Poor job %	DK NR REF
2.0	44	30	16	6	4	18	82	6

New teachers appear to be slightly less critical of their pre-service teacher education programs than their more experienced counterparts. In fact, 27% of new teachers say their program did a good job of preparing them to assess manage risks to student safety as compared with only 17% among experienced teachers (see table 2.3c). There are many possible explanations for this discrepancy including the potential that:

- Teacher educations programs have improved, or
- With more experience, teachers better understand the deficiencies in their teacher-education programs.

Table 2.3c: New Teacher vs. Experienced Teacher on performance of pre-service education program in preparing them to assess and manage risks to student safety

	ALL	New Teachers	Experienced Teachers
Poor Preparation	80	73	83
Good Preparation	20	27	17

2.4 1 in 3 have received employer-sponsored in-service training on student safety in the last year; those who have feel better prepared to handle situations that threaten student safety

More than a third of teachers say they have received employer sponsored training on student safety in the last year. Table 2.4a shows that 34% received training within the past 12 months while an almost equal number, 32%, have never received employer sponsored in-service training on student safety.

The lack of employer sponsored training is significant because analysis suggests a relationship between how well prepared teachers feel to handle situations that threaten student safety and how recently they received employer sponsored training.

Cross tabulation reveals that more teachers who identified as feeling prepared (see Q3) say that they have received employer sponsored training in the last year (39%) than those who feel unprepared (22%). Further, those teachers who said they felt unprepared are more likely to have never received employer sponsored training (44%) than those who feel prepared (27%), as shown in table 2.4a.

Table 2.4a: (Q6) "When was the last time you received employer-sponsored in-service training on student safety?"

Last Time Employer Sponsored Training was Received	ALL%	Feel Prepared %	Feel Unprepared %
In the last year	34	39	22
In the last 3 years	22	23	21
In the last 10 years	12	12	13
Never	32	27	44
Don't Know, No Response, Refused (removed from calculation)	15	15	15

It stands to reason that those members who have received employer-sponsored training on student safety say that training did a good job of covering student safety, risk assessment or accident prevention. As illustrated in table 2.4b, 69% of respondents say their employer-sponsored training did what it needed to do as opposed to 31% who were less satisfied.

Table 2.4b: (Q7) "If you received employer-sponsored in-service training on student safety in the last 10 years, how well did this in-service training cover student safety, risk assessment or accident prevention? 1= Very Poorly, 5=Very well"

Mean	1 %	2 %	3 %	4 %	5 %	Poor job %	Good job %	Did not receive ESIST DK NR REF
3.6	4	12	31	28	26	31	69	46

2.5 Colleagues and school administrators are top resources when seeking advice on student safety; few teachers report never needing advice on student safety

Teachers consult a wide variety of resources when seeking advice on student safety. The most sought after advice comes from colleagues, followed by school administrators and the internet. Few respondents, 14%, said they never seek advice on student safety.

Table 2.5a shows the results from asking teacher to rate nine difference resources on student safety using a 5 point scale where 5 means consults them often and 1, never. 60% said they consult colleagues somewhat or a lot, as

opposed to 40% who said they rarely or never consulted their co-workers. Conversely, only 3% of respondents said they consulted Ministry experts, while 97% said they rarely or never consulted them

Table 2.5a: (Q8) "For each of the following potential resources on student safety, please indicate how often you have sought advice from them." 1= Never, 5=Often"

	Mean	1 %	2 %	3 %	4 %	5 %	Rarely or never %	Somewhat or a lot %	DK NR REF
Colleague	3.3	12	16	25	23	24	40	60	12
Administrator in your school or DSB	2.8	24	18	24	17	16	55	45	11
Online research	2.2	45	17	19	11	9	71	29	12
Department head	2.0	56	13	14	10	8	75	25	15
Community expert	1.9	56	17	16	9	3	80	20	12
Board expert	1.8	64	13	12	6	5	83	17	13
Safety Organization	1.7	61	16	13	5	4	84	16	12
Teacher federation or professional association	1.6	69	14	9	5	4	87	13	12
Ministry expert	1.2	90	5	3	1	1	97	3	13
(excluded from calculation) I have never need this type of advice before = 14%									

3.0 Lifelong Learning

3.1 Teachers engage in a wide variety of professional development activities

Respondents were asked to rate 22 different professional development opportunities using a 5 point scale where 5 means they have used the opportunity a lot and 1, the opposite. Table 3.1a illustrates the top 6 choices, all

earning scores near or above the mean. Two thirds of teachers said they have read professional literature as part of their professional development, while 6 in 10 said they have used staff meetings.

Table 3.1a: Top 6 professional development opportunities (Q9) " Please indicate to what extent you have used each of the following for professional development in the last 24 months and how useful it was to you as a teacher. 1= None, 5=A lot"

	Mean	1 %	2 %	3 %	4 %	5 %	A little %	A lot %	DK NR REF
Reading Professional Literature	3.5	8	14	24	25	29	34	66	11
Staff Meetings	3.4	15	15	22	16	33	40	60	14
Participating in a PLC	3.2	23	11	20	19	28	44	56	15
Independent research/professional inquiry	3.2	20	13	21	22	24	44	56	17
School-wide PD	3.1	19	15	23	21	23	45	55	15
Board-wide PD	2.9	24	16	23	18	19	51	49	16

3.2 Mentoring teacher-candidates tops list of ways teachers help provide professional development to their colleagues

Teachers are not only engaged in professional development for themselves, they are also invested in providing professional development for others in the profession. Many teachers enjoy mentoring teacher-candidates as a way to give back and help provide professional development opportunities to others. As shown in table 3.2a, more than a third (36%) of those surveyed said they are significantly invested in mentoring teacher candidates or beginning teachers. 34% said they are significantly involved with developing PD materials for colleagues while 31% are providing conferences or other PD opportunities to their colleagues.

Table 3.2a: (Q10) " To what extent are you involved with providing the following types of professional development: 1= None, 5=A lot"

	Mean	1 %	2 %	3 %	4 %	5 %	None or a little %	Somewhat or a lot %	DK NR REF
Mentoring teacher candidates or beginning teachers	2.5	43	13	15	11	17	65	36	13
PD materials for colleagues	2.4	43	15	18	12	13	66	34	13
Conferences or PD opportunities for colleagues	2.3	47	13	16	11	12	69	31	13
Being an associate teacher	2.0	62	9	11	8	11	77	23	14
Teaching AQ courses	1.2	91	3	3	1	3	95	5	13

3.3 Teachers have spent an average of 175 hours over the past two years learning about topics other than the ones they teach; motivated to help respond to a student need or by professional and personal interest

The average teacher in Ontario spends a little over 100 minutes per week learning about topics other than the ones they teach. As shown in table 3.3a, when asked how much time they have spend in the last 24 months learning about topics other than the ones they teach, respondents indicated an average of 175 hours over two years, or about 101 minutes per week.

Table 3.3a: (Q11)" Approximately how much time have you spent in the last 24 months learning about topics other than the one(s) you teach?"

Mean	Mode
175 hours ³	100 hours ⁴

³ Q11 was programmed such that non-numerical responses were accepted. The mean and mode calculations here are based on the 646 strictly numerical responses provided.

⁴ Q11 was programmed such that non-numerical responses were accepted. The mean and mode calculations here are based on the 646 strictly numerical responses provided.

Most teachers say that the hours spent learning outside of their teaching area are in response to a need from a student or out of a general professional interest. Table 3.3b shows that 66% of those surveyed said that they were learning about topics other than the one they teach to help respond to a student need and a statistically equal number (65%) say that the learning is motivated by general professional interest.

New teachers and more experienced teacher share a lot of common motivations for learning, with a few notable exceptions.

- New teachers are more likely to say that they are preparing for a new teaching assignment (41% new vs 33% experienced)
- More experienced teachers are more likely to say that they are responding to developments in education policy (36% experienced vs 22% new), and
- New teachers are more likely to say they are preparing for a new subject that they would like to teach (51%) as opposed to their more experienced counterparts (27%)

Table 3.3b: (Q12) "Which of the following best describes why you were learning about topics other than the one(s) you teach? (CHECK ALL THAT APPLY)"

Reason to learn about topics other than those you teach	ALL%	NEW%	EXPERIENCED %
To help respond to a student need	66	61	68
Out of general professional interest	65	62	66
Out of a new personal interest	53	53	54
To help respond to your child(ren)'s need(s)	49	44	51
Out of a long-time personal interest	46	43	48
Preparation for a new teaching assignment	35	41	33
Responding to developments in education policy	33	22	36
Preparation for a subject you would like to teach	33	51	27
Pedagogical theory or research	32	32	32
As part of leadership development	30	19	33
Preparation for a new division	13	19	12

Don't know, No Response, Refused (removed from calculation)	21	21	21
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3.4 Members belong to an average of one subject matter association

Teachers belong to an average of 1.2 subject matter associations. Notably, fewer than one in ten teachers say that there is not a subject association for their specialty.

Table 3.4a: (Q13) "How many subject associations do you belong to?"

Total Mean	There isn't a subject association for my specialty	DK NR REF
1.2	10%	27%

3.5 Member are satisfied with the selection of AQ course subjects

Nearly nine in ten teachers say have always found an AQ course on the subject for which they are were looking. As shown in table 3.5a, only 14% of those surveyed said they experienced looking for an AQ course on a specific subject and found that there were none available.

Table 3.5a: (Q14) "With respect to Additional Qualification courses, have you ever looked for an AQ course on a subject and found there were none available?"

Looked for an AQ course on a subject and found none available	%
Yes	14
No	86
Don't Know, No Response, Refused (removed from calculation)	20

4.0 Social Media

4.1 Few members have a twitter account, fewer still use it. Vast majority have little or no interest in hearing from the College through Twitter

This year's study asked a series of questions on the College's potential use of social media and the results were not favorable. It's clear that tweeting is not a popular past time enjoyed by Ontario teachers. As shown in table 4.1a, a small minority, 22% of members, have a Twitter account; and only 12% say they regularly follow tweets posted by others. New teachers appear very slightly more inclined to have a twitter account (26% for new teachers as opposed to 21% for experienced teachers).

Table 4.1a: (Q15)" With respect to the online social media application Twitter, where people can post comments no longer than 140 characters to those who have signed up to receive them, do you..."

Do you...	YES - ALL	YES - NEW	YES - Experienced	DK NR REF
Have a Twitter account	22	26	21	13
Regularly follow tweets posted by other people	12	15	11	15
Tweet or post through Twitter yourself	10	11	10	17

It follows that very few members are interested in hearing from the College through Twitter. Only 1 in ten said they would like to hear from the College via a tweet, as illustrated in table 4.1b. New teachers again appear ever so slightly more favorable towards hearing from the College through a tweet.

Table 4.1b: (Q16)" To what extent would you be interested in hearing from the College through Twitter? 1= not all interested, 5= very interested"

Mean	Yes Interested ALL	Yes Interested NEW	YES Interested EXPERIENCED	DK NR Ref
1.5	10%	14%	9%	14

4.2 Most members say its not important for the College to communicate through Facebook

3 in 5 teacher say that “it’s not important to me that the College communicate through Facebook.” Support for Facebook does not appear to improve with concrete examples of how the College could use the social networking site. Table 4.2a shows that support across the board for the use of Facebook as a communications tool is poor. New teachers appear slightly more inclined to received College communication through Facebook.

Table 4.2a: (Q17) “How important is it for the College to make the following available on Facebook?”

1=not at all important, 5=very important”

	Mean	1 %	2 %	3 %	4 %	5 %	Important % ALL	Important % NEW	Important % EXP	DK NR REF
College job postings	2.0	62	7	10	9	13	27	35	24	23
College regulatory updates	1.9	65	7	11	9	9	23	28	22	23
Policy consultations	1.8	65	9	12	8	7	20	25	19	24
Video	1.7	69	10	11	6	5	16	19	15	24
More photos	1.6	73	11	8	4	4	12	16	11	24
Its not important to me that the College communicate through Facebook = 61%										

5.0 Public Register

5.1. The Online Public Register is widely known and used by members

A sizeable majority of members are familiar with the College’s public registrar. Among all respondents, more than three quarters (77%) indicated that they were familiar with the register. Notably, new teachers are more apt to be familiar with

the register than they more experienced counterparts. As shown in table 5.1a, 86% of new teachers say they familiar as opposed to 74% among experienced teachers.

Table 5.1a: (Q19) How familiar are you with the College's online public register, Find a Teacher?

Mean	1 %	2 %	3 %	4 %	5 %	Familiar ALL %	Familiar NEW %	Familiar EXP %	DK NR Ref
4.0	11	7	11	15	57	77	86	74	13

New teachers are not only more familiar with the register they are also more likely to use it themselves In the past three years. New teachers report using the register an average of 6.3 times while more experienced teachers report using it an average of 5.1 times (see table 5.1b).

Table 5.1b: (Q20) How many times have you used the College's online public register, Find a Teacher in the last three years?

Mean ALL	Mean NEW	Mean EXP	DK NR Ref
5.4	6.3	5.1	13

5.2 Members rarely tell parents about the register and virtually never link their listing to their online presence

Despite using the register themselves, most teachers do not tell parents about the online register. Among all respondents, 16% said they had told parents about the register. New teachers are somewhat more likely to have told parents (24%) and experienced teachers, less likely to have done so (14%)

Table 5.2a: (Q21) "Do you tell parents about the College's online public register, Find a Teacher?"

Yes ALL %	Yes NEW %	Yes EXP %	DK NR Ref
16	24	14	15

Statistically speaking, no teachers link their “Find a Teacher” listing to their Facebook page and virtually none (2%) link it t their class of school website.

Table 5.2a: (Q22) “Have you linked your own, “Find A Teacher” listing to your...”

	Yes ALL %	Yes NEW %	Yes EXP %	DK NR Ref
Facebook page	0	0	0	14
Class/school website	2	2	2	15

6.0 “Your College and You”

6.1 College’s member e-newsletter is widely read

The College distributes an electronic newsletter to those members who subscribe that includes new developments on the College’s activities as well as those within the teaching profession. By subscribing, members are enticed with, “the latest OCT discounts, deals, teaching tools, contests and more.” According to this survey, nearly two thirds, or 65%, of College members have subscribed to receive the newsletter, a remarkable feat for most industry associations or regulatory bodies.

Table 6.1a: (Q23) Do you receive the College’s member e-newsletter Your College and You?

YES	NO	DK NR Ref
65%	35%	19%

6.2 Majority say “Your College and You” is a useful resource

More than half of those surveyed find the e-newsletter for members useful. Responses are fairly homogenous among all respondents, with 54% indicating that “Your College and You” is somewhat or very useful.

Table 6.2a: (Q24) “How useful do you find the content in Your College and You? 1=not at all useful, 5= very useful”

Mean	1 %	2 %	3 %	4 %	5 %	Useful ALL %	Useful NEW %	Useful EXP %	DK NR REF

3.2	7	19	39	22	13	54	55	54	46
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A corollary indication that members find the newsletter useful is the fact that more than half have clicked a link in it or discussed its content with colleagues. Experienced teachers are especially apt to have discussed the newsletter with colleagues (59%) as compared with new teachers (45%).

Table 6.2b: (Q25) "Thinking about the information you have received in Your College and You, have you ever..."

	Yes ALL	Yes NEW	Yes EXP	DK NR Ref
Clicked a link in it	58	55	58	46
Discussed it with colleagues	55	45	59	45
Shared it	31	22	33	45
Recommended it to a colleague	29	21	32	46

7.0 College Library Services

7.1 Few familiar with the services offered by the College library

Very few members of the College are familiar with its library services. Respondents were asked to rate their familiarity with the services offered from the College library using a 5 point scale where 1 means not at all familiar and 5, very familiar. 58% assigned the lowest possible score, 1, and a total of 85% indicated that they lacked sufficient familiarity with the College library and its services.

Table 7.1a: (Q26) "Turning now to the College library, how familiar are you with the services offered by the College library? 1=not at all familiar, 5=very familiar"

Mean	1 %	2 %	3 %	4 %	5 %	Familiar ALL %	Unfamiliar ALL	DK NR REF
1.8	58	21	11	5	4	15	85	14

Only 13% of respondents said that they had the library ship book to their home or workplace and 12% said they would use the service again. Most respondents, 58%, said that they had not used the service and don't know enough about it to say whether you would use it. This pattern held true when asked about the

online research database service and the eBooks service as well. There appears to be an opportunity for the library to expand its reach simply by letting more members know about its services.

Table 7.1c: (Q28) "Please describe your experience with each of the following services from the College library. You have..."

	Used the service and would use it again	Used the service and would not use it again	Not used the service but are likely to use it in the future	Not used the service and are unlikely to use it in the future	Not used the service and don't know enough about it to say whether you would use it	DK NR Ref
Books shipped to your home/school/workplace	12	1	20	10	58	30
Online research database	10	1	23	7	58	30
eBooks	4	1	26	8	61	31

7.2 Need for resources on student assessment most likely to prompt use of the College library

Teachers are most likely to use the College library to get subject specific materials. Half of those surveyed indicated that subject specific materials would be among their top three reasons were they to use the College library, as shown in table 7.2a. Rounding out the top three among all respondents were resources on student assessments (42%) and curriculum development (32%). Notably, new teachers are more motivated to use the College library for resources on classroom management (44% vs 26% for experienced teachers). Sources of information on leadership appear to be more important for experienced teachers (24% as opposed to 11% among ne teachers).

Table 7.2a: (Q29) "The College library has a wide collection of materials related to professional and leadership development. Which of the following would most likely prompt you to use the College library? Please check your top three."

	ALL	NEW	EXP
Subject specific materials, such as mathematics, science or drama	49	48	50

Student assessment	42	41	42
Curriculum development	32	30	33
Classroom management	30	44	26
Special education	28	31	27
Leadership	21	11	24
Resources for new teachers	18	46	9
School/staff development	16	8	19
French-language materials	13	12	13
Education law	10	5	12
Early years	9	5	10
Mentoring	7	4	7
Don't Know, No Response, Refused (removed from calculation)	21	21	21

7.3 Professionally Speaking, followed by College website are best sources of information about College library services

The College's beloved magazine is considered the best source of information on the services offered by the College library. As shown in table 7.3a, 34% of respondents say the magazine is their choice for information on library services, followed by the College's website in a distant second place (21%).

No other substantial sources of information about the College's library services emerged. There is further evidence of a general lack of awareness surround the library and its services with 31% of respondents indicating that they were not aware of the library services at all.

Table 7.3a: (Q27) "Which of the following communication products provides the best source of information about the services offered by the College library? Select one"

Communication Product	%
<i>Professionally Speaking</i>	34
The College website	21

“Your College and You”	7
From a colleague	3
Faculty of Education	2
College handbook for new members	2
Visiting the College	1
I was not aware of the library services	31
Don’t Know, No Response, Refused (removed from calculation)	29

6.0 Ramifications

There are many interesting implications from this year’s study. The following four are among the highlights:

- Mitigating risks to student safety is a daily reality for most teachers. There is some evidence that employer-sponsored in-service training on student safety has a positive affect on teacher confidence in dealing with threats to student safety.
- It’s clear that a general lack of awareness surrounding the College’s library services is at the heart of why more members do not use the service. Should the College wish to encourage more members to use the library, it might consider advertising its services in *Professionally Speaking* and *Your College and You* with specific references on resources available to support specific subject matters, student assessments, curriculum development, classroom managements, and special education.
- Teachers not only love teaching; they love learning too. Members spend an average of 101 minutes per week learning about subject matters that they are not teaching. This kind of dedication speaks well of the industry and its members and may be worthwhile including in public, or external communications.
- Social media is not an ideal communications channel for the College. Members appear to prefer more traditional channels, like e-mail, newsletters, *Professionally Speaking*, and the College website.