

**State of the Teaching Profession
2006 Annual Survey**

**A COMPAS Report to
The Ontario College of Teachers**



Ontario
College of
Teachers

**COMPAS Inc.
Public Opinion and Customer Research**

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1.0 Introduction

1.1. Background

The fourth annual Ontario College of Teachers survey of the profession is part of an ongoing program to report on teachers' assessments of the state of teaching and education in the province. This 2006 survey explores such themes as:

- The satisfaction of teachers...what makes them satisfied, what gives them confidence, and where are the sources of stress
- Career planning...how long will teachers stay;
- How has education changed...what has improved, what has worsened, what do parents understand of their children's classroom experience today;
- Student success factors...how do sports, sleep, and distractions impact on success, and how early can teachers predict drop outs;
- Parent-teacher relations...how involved are parents in their local school, how involved are they in their children's education, and how well do Faculties of Education prepare teachers for interfacing with parents;
- Federal legislation on sex ...where do teachers stand on age of consent; and
- The 2006 Council election...how many teachers know if they will vote.

1.2. Methodology

The Ontario College of Teachers commissioned COMPAS to undertake a representative sample survey of 1000 teachers. Conducted bilingually by professional interviewers using computer-assisted telephone interviewing (CATI) technology, the survey was completed in a two week period towards the end of July. By convention, samples of n=1000 are deemed accurate to within 3.1 percentage points 19 times out of 20. The principal investigators on this study were Dr. Conrad Winn and Tamara Gottlieb.



2.0. The Teacher's Life—High Satisfaction, Moderately High Stress

2.1. Overview

Teachers are highly satisfied with their jobs. They feel their job is very meaningful. They have high confidence in the job they are doing and the school they are working in. They are highly satisfied with teaching as a career, and would recommend it to others.

Teachers' feelings about the quality of education in Ontario are more ambivalent. The bad news is that teachers only give middling scores to their confidence in the system. The good news is that their assessment of the system is more positive than three years ago, the last time teachers were asked about the system as a whole.

Though enormously satisfied with most aspects of their career, Ontario teachers report feeling stressed. The top stresses are time pressures and parents blaming teachers for their children's underperformance while the lowest stresses are interactions with other teachers and teaching students who are new to Canada and to Canada's official languages.

2.2. Teachers' Confidence—Highly Confident in Their Job, School, and the Profession as a Whole, Not as Confident in the Quality of Ontario's Education System

At least 8 in 10 teachers have high confidence (i.e., score 4 or 5 on a 5-point confidence scale) in their job, school, and in the teaching profession as a whole. Teachers report somewhat lower levels of confidence in the quality of Ontario's education system, where only two-thirds report high levels of confidence.

The pattern of results presented in table 2.2 is practically identical to 2003 tracking data. The sole exception is that teachers have slightly higher confidence in the quality of the Ontario education system in 2006 compared to 2003 (mean 3.8 vs. 3.4).

There is little evidence of age-related differences in confidence levels related to teaching except for a hint of higher confidence among the oldest cohort, those 50 years of age and older. These older teachers seem more confident than the youngest cohort (less than 35) in "the job [they] are personally doing."



*Table 2.2: Confidence in Selected Aspects of Teaching,
5-Point Scales¹*

	MEAN	5	4	3	2	1	dnk
The job you are personally doing							
All respondents	4.5	59	32	6	1	* ²	2
<35	4.5	51	41	7	1	0	*
35-49	4.6	59	33	6	1	0	2
50+	4.8	66	25	4	1	*	4
2003 respondents	4.4	54	34	6	1	1	5
The school you work in							
All respondents	4.3	45	36	12	2	1	4
<35	4.4	40	38	14	3	1	4
35-49	4.4	43	38	13	2	1	3
50+	4.5	51	33	10	2	1	4
2003 respondents	4.3	43	34	11	3	1	8
The teaching profession as a whole							
All respondents	4.1	29	51	17	2	*	1
<35	4.0	27	51	20	2	*	0
35-49	4.1	28	52	19	1	*	*
50+	4.1	32	51	13	3	*	1
2003 respondents	4.0	32	39	20	5	2	3
The quality of Ontario's education system							
All respondents	3.8	16	51	26	5	1	1
<35	3.7	14	50	30	5	2	1
35-49	3.8	15	51	27	5	2	1
50+	3.8	17	55	22	5	1	0
2003 respondents	3.4	12	35	34	12	4	2

2.3. Elements of Teaching Satisfaction—Highest Satisfaction from Performance Aspects of Teaching, Lowest Satisfaction from Recognition

Teachers are relatively homogeneous in reporting that they receive high satisfaction (i.e., score 4 or 5 on a 5-point satisfaction scale) from working with students and colleagues, feeling that their job is meaningful, and adding to their subject matter knowledge and teaching skills, as shown in table 2.3A. Approximately three-quarters of teachers report high satisfaction from participating in extracurricular activities and receiving thanks from parents and students. The lowest reported satisfaction derives

¹ “[TRACKING FROM 2003] Please tell me how much confidence you have in the following: on a five point scale where 1 means very little confidence and 5, a lot of confidence.”

² Greater than 0 and less than 0.5.



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from receiving public recognition (table 2.3A); only 4 in 10 respondents assign high satisfaction scores to this.

*Table 2.3A: Satisfaction Ratings of Selected Elements of Teaching,
5-Point Scales³*

	MEAN	5	4	3	2	1	dnk
Seeing your students do well in courses							
All respondents	4.8	80	16	3	*	*	1
<35	4.8	82	15	3	0	0	0
35-49	4.8	79	17	3	0	*	1
50+	4.8	81	15	3	1	0	1
Feeling that your job is meaningful							
All respondents	4.7	74	20	5	1	0	*
<35	4.6	71	23	7	*	0	0
35-49	4.7	76	18	6	*	0	*
50+	4.7	75	21	3	1	0	0
Helping students prepare for success in adult life							
All respondents	4.7	73	21	5	*	*	*
<35	4.6	69	26	5	0	0	0
35-49	4.7	74	20	6	*	*	0
50+	4.7	75	19	5	1	0	1
Imparting knowledge							
All respondents	4.6	68	26	5	1	*	*
<35	4.6	62	31	6	*	0	*
35-49	4.6	68	25	6	1	*	*
50+	4.7	72	23	4	*	0	*
Working collaboratively with colleagues							
All respondents	4.4	58	31	8	2	1	*
<35	4.4	56	35	6	2	1	1
35-49	4.4	55	30	11	2	1	1
50+	4.5	61	29	8	2	*	0
Adding to your subject matter knowledge							
All respondents	4.4	56	34	9	1	1	*
<35	4.4	53	36	10	1	1	0
35-49	4.4	54	34	10	1	*	*
50+	4.5	58	33	8	1	1	0
Adding to your teaching skills							
All respondents	4.4	56	33	9	1	1	0
<35	4.5	58	34	8	1	0	0
35-49	4.4	57	33	9	1	1	0
50+	4.4	55	34	9	2	1	0

³ "Please score how much satisfaction you get from each of the following elements of teaching where 5 means you become very satisfied and 1, very dissatisfied? [RANDOMIZE]"



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	MEAN	5	4	3	2	1	dnk
Participating in extracurricular activities at school							
All respondents	4.2	44	34	15	3	2	2
<35	4.3	51	34	12	2	1	1
35-49	4.1	43	33	16	4	2	3
50+	4.1	40	35	17	2	3	3
Receiving thanks from parents of students							
All respondents	4.0	44	27	18	7	3	1
<35	4.0	42	26	22	7	4	1
35-49	4.1	47	26	16	7	3	1
50+	4.0	43	31	17	6	3	1
Receiving public recognition							
All respondents	3.3	20	23	32	15	9	1
<35	3.4	19	26	32	15	7	*
35-49	3.2	18	23	30	17	10	2
50+	3.3	22	21	33	13	10	1

Table 2.3B: Performance vs. Recognition—Two Factors Emerging from a Factor Analysis of Scores in Table 2.3A

	Performance	Recognition
Q21.7 How much satisfaction do you get from adding to your subject matter knowledge?	.707	
Q21.2 How much satisfaction do you get from imparting knowledge?	.678	
Q21.8 How much satisfaction do you get from adding to your teaching skills?	.677	
Q21.3 How much satisfaction do you get from helping students prepare for success in adult life?	.636	
Q21.4 How much satisfaction do you get from working collaboratively with colleagues?	.563	
Q21.1 How much satisfaction do you get from seeing your students do well in courses?	.543	
Q21.5 How much satisfaction do you get from feeling that your job is meaningful?	.517	
Q21.6 How much satisfaction do you get from participating in extracurricular activities at school?	.358	
Q21.9 How much satisfaction do you get from receiving public recognition?		.841
Q21.10 How much satisfaction do you get from receiving thanks from parents of students?		.803

Satisfaction ratings are generally consistent across age groups for all elements of teaching surveyed. The principal exception, a modest one, involves participation in extracurricular activities, where satisfaction seems to decline slightly with age. Thus,



51% of teachers under 35 years of age report being very satisfied compared to 40% of teachers aged 50+.

The multivariate statistical technique, factor analysis, was applied to the ratings to reveal how teachers think about satisfaction with various elements of teaching. As shown in table 2.3B, two factors or ways of thinking about satisfaction emerge from the factor analysis:

- ❑ A *performance* factor, whereby teachers think in terms of the teaching, learning, and social aspects of doing their job;
- ❑ A *recognition* factor, whereby teachers think in terms of being recognized for doing their job, either by parents of students or the general public.

The emergence of these two factors or patterns could have implications for the successful management and leadership of teachers. Those teachers who derive more of their satisfaction from what we labeled “performance”-related activities might be assigned slightly different duties or tasks from those who derive more of their satisfaction from what we labeled “recognition”-related activities.

2.4. High Satisfaction with and Recommendations for Teaching as a Career

Nearly 9 in 10 teachers report high levels of satisfaction (a score of 4 or 5 on a 5-point satisfaction scale) with teaching as a career. Teachers aged 50+ are more likely to report being intensely satisfied than younger teachers (58% vs. 45% scoring 5; see table 2.4A). Given such high levels of personal satisfaction with the career, one might expect teachers to recommend the profession wholeheartedly. Indeed, that is the case, as shown in table 2.4B. The vast majority of teachers (81%) say that they would advise someone about to enter university to consider teaching as a career. In 2006, teachers are even more likely to advise teaching as a career than they were in 2003 (81% vs. 67%). The likelihood decreases slightly with age—88% of teachers aged 35 or less say that they would advise someone to consider teaching as a career compared to 77% of teachers aged 50+.



*Table 2.4A: Satisfaction with Teaching as a Career,
5-Point Scale⁴*

	MEAN	5	4	3	2	1	dnk
All respondents	4.3	50	37	11	2	*	1
<35	4.3	45	45	8	2	0	0
35-49	4.3	45	37	14	2	1	1
50+	4.4	58	31	9	2	*	*

*Table 2.4B: Teachers Who Would Advise Others to Consider
Teaching as a Career⁵*

	2006	2003	<35	35-49	50+
Yes	81	67	88	79	77
No	13	30	7	15	16
[UNPROMPTED] Don't know or no opinion	6	4	5	6	7

2.5. Apparently High Stress Levels

The majority of teachers report being really stressed at work on a frequent basis: 13% say that they feel really stressed all the time, while 45% feel really stressed a few times a week. This is much higher than overall stress levels in the general public, where a recent COMPAS survey on mental health reported stress levels of 7% for all the time and 29% for a few times a week.⁶ Stress levels also appear to be consistent across age and gender, as shown in table 2.5.

⁴ "How satisfied would you say you are with teaching as a career? Please use a 5-point scale where 1 means very dissatisfied and 5 means very satisfied. [9=DNK]"

⁵ "[TRACKING FROM 2003] Would you advise someone about to enter university to consider teaching as a career? (%)"

⁶ Source: COMPAS national survey for the Canadian Alliance on Mental Illness and Mental Health, March 31, 2006.



Table 2.5: Work Stress Frequency⁷

	ALL	<35	35-49	50+	MALE	FEMALE	GENERAL PUBLIC ⁸
All the time	13	11	14	14	9	15	7
A few times a week	45	47	48	42	49	44	29
About once a month	23	26	21	23	23	23	28
A few times a year	14	12	14	16	12	14	19
Once a year or less often	3	3	3	3	5	3	10
Never	1	1	1	2	2	1	5

2.6. Stressful Aspects of Teaching—Time Constraints, Parental Blame for Child Underperformance Most Stressful, Interacting with Other Teachers Least Stressful

Teachers were asked to indicate how stressful they find various aspects of their job. Time constraints (mean 3.8) and being blamed by parents for their children’s underperformance (mean 3.6) top the list. Other stressful aspects of teaching, all earning means of 3.3, are:

- Children who come from dysfunctional families;
- Teacher Performance Appraisals; and
- School politics.

At the bottom of the list is interacting with other teachers, with a mean of 1.9.

Stress ratings are for the most part consistent across age groups and gender, with some notable exceptions, as shown in tables 2.6A and B.. Females report finding the following aspects of teaching more stressful than males:

- Time constraints;
- Being blamed by parents for their children’s underperformance;
- School politics;
- Teacher Performance Appraisals; and
- Preparing students for exams/EQAO assessments.

⁷ [FREQUENT QUESTION IN MENTAL HEALTH SURVEYS, ALLOWING READY COMPARISON WITH GENERAL PUBLIC] “Thinking about stress in your work, how often do you feel really stressed...[NO ROTATION]

⁸ Source: COMPAS national survey for the Canadian Alliance on Mental Illness and Mental Health, March 31, 2006.



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Survey research alone cannot demonstrate that female teachers were indeed more stressed than males in these situations. The findings can be properly interpreted as signifying that female teachers gave higher stress scores for these activities and males, lower scores. It is theoretically conceivable that males experienced more stress but report less stress while women did the opposite.

Table 2.6A: Stressful Aspects of Teaching by Gender, 5-Point Scales⁹

	MEAN	5	4	3	2	1	dnk
Time constraints							
All respondents	3.8	32	29	23	10	5	1
Male	3.5	25	29	25	13	9	0
Female	3.8	35	30	23	9	4	1
A parent blaming you for their children's underperformance							
All respondents	3.6	34	22	19	13	8	3
Male	3.4	28	21	19	16	13	3
Female	3.7	35	23	19	13	7	3
School politics							
All respondents	3.3	23	23	26	18	9	2
Male	3.2	17	22	29	18	11	2
Female	3.4	24	23	25	18	8	1
Teacher Performance Appraisal							
All respondents	3.3	22	23	25	16	13	2
Male	3.0	19	20	23	17	20	1
Female	3.3	22	24	25	16	10	2
Children who come from dysfunctional homes							
All respondents	3.3	16	29	28	18	8	1
Male	3.2	11	34	27	16	9	2
Female	3.3	18	28	28	18	7	1
Getting appropriate resources and materials							
All respondents	3.1	13	24	31	20	11	1
Male	3.1	14	22	34	19	11	*
Female	3.1	13	25	30	21	11	1
Government educational policies							
All respondents	3.1	13	22	34	19	10	2
Male	3.1	16	21	33	19	10	1
Female	3.1	13	22	35	19	10	2
Preparing students for exams / EQAO assessments							
All respondents	3.0	12	19	29	20	12	8
Male	2.7	10	10	31	23	18	8
Female	3.1	13	21	29	19	10	8
Maintaining order and discipline in the school							

⁹ "How stressful do you find each of the following aspects of teaching? Please use a 5 point scale where 5 means very stressful and 1, not at all. [RANDOMIZE]"



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	MEAN	5	4	3	2	1	dnk
All respondents	2.9	10	19	31	26	13	1
Male	2.9	11	18	33	24	13	1
Female	2.9	10	20	31	26	13	*
Teaching students with special needs							
All respondents	2.8	9	20	28	26	16	1
Male	2.8	8	19	32	24	16	1
Female	2.8	10	20	27	26	16	1
Classroom order and discipline							
All respondents	2.7	10	18	28	26	19	*
Male	2.8	14	16	27	23	20	1
Female	2.7	8	19	28	27	18	*
A parent coming with concerns about their child's progress							
All respondents	2.7	5	18	32	28	17	1
Male	2.6	6	17	30	27	20	1
Female	2.7	5	18	32	29	16	1
School board							
All respondents	2.6	8	13	31	23	22	3
Male	2.6	9	11	30	26	22	3
Female	2.6	8	14	31	22	22	3
Parent-teacher interviews							
All respondents	2.6	6	17	26	28	20	2
Male	2.4	7	14	22	26	29	2
Female	2.6	6	17	28	29	18	2
Teaching students new to Canada for whom English is a second language¹⁰							
All respondents	2.6	6	16	24	22	20	12
Male	2.7	5	19	24	17	22	13
Female	2.6	6	15	24	23	20	12
Interaction with other teachers in your school							
All respondents	1.9	3	8	15	27	47	*
Male	2.0	4	9	15	28	44	0
Female	1.9	3	7	15	27	48	*

Older teachers (i.e., aged 35+) generally find the following situations more stressful than young teachers (<35):

- School politics;
- Children who come from dysfunctional homes; and
- Government educational policies.

¹⁰ [IN FRENCH QUESTIONNAIRE, IT SHOULD SAY "French is a second language"]



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Table 2.6B: Stressful Aspects of Teaching by Age Group, 5-Point Scales¹¹

	MEAN	5	4	3	2	1	dnk
Time constraints							
All respondents	3.8	32	29	23	10	5	1
<35	3.7	30	30	25	12	4	*
35-49	3.8	37	27	22	9	5	1
50+	3.7	30	33	22	9	6	1
A parent blaming you for their children's underperformance							
All respondents	3.6	34	22	19	13	8	3
<35	3.7	35	23	23	12	7	2
35-49	3.7	33	25	19	14	6	3
50+	3.5	34	19	17	15	11	5
School politics							
All respondents	3.3	23	23	26	18	9	2
<35	3.2	19	20	30	21	9	*
35-49	3.4	22	27	24	19	8	1
50+	3.4	26	21	25	15	10	2
Teacher Performance Appraisal							
All respondents	3.3	22	23	25	16	13	2
<35	3.4	22	29	25	15	10	1
35-49	3.3	22	23	27	15	12	2
50+	3.1	22	20	22	20	15	2
Children who come from dysfunctional homes							
All respondents	3.3	16	29	28	18	8	1
<35	3.2	15	24	30	22	9	*
35-49	3.3	16	32	28	18	7	1
50+	3.3	17	31	27	15	8	2
Getting appropriate resources and materials							
All respondents	3.1	13	24	31	20	11	1
<35	3.1	15	20	35	23	8	*
35-49	3.2	12	29	30	20	9	1
50+	3.0	14	23	28	19	15	1
Government educational policies							
All respondents	3.1	13	22	34	19	10	2
<35	2.9	8	19	36	24	12	1
35-49	3.1	11	22	36	19	10	2
50+	3.3	20	25	31	16	8	1
Preparing students for exams / EQAO assessments							
All respondents	3.0	12	19	29	20	12	8
<35	3.1	11	22	30	20	9	8
35-49	3.0	13	16	31	20	13	7

¹¹ "How stressful do you find each of the following aspects of teaching? Please use a 5 point scale where 5 means very stressful and 1, not at all. [RANDOMIZE]"



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	MEAN	5	4	3	2	1	dnk
50+	3.0	12	18	28	20	12	10
Maintaining order and discipline in the school							
All respondents	2.9	10	19	31	26	13	1
<35	2.9	10	19	33	26	12	0
35-49	2.9	11	19	33	27	10	1
50+	2.8	11	20	28	25	16	*
Teaching students with special needs							
All respondents	2.8	9	20	28	26	16	1
<35	2.8	9	18	30	27	16	1
35-49	2.9	11	20	29	27	12	1
50+	2.7	8	21	25	24	20	1
Classroom order and discipline							
All respondents	2.7	10	18	28	26	19	*
<35	2.8	10	19	31	23	17	0
35-49	2.8	10	16	29	28	16	1
50+	2.7	8	20	24	26	22	*
A parent coming with concerns about their child's progress							
All respondents	2.7	5	18	32	28	17	1
<35	2.7	3	21	30	30	16	*
35-49	2.8	7	17	34	28	13	1
50+	2.5	4	15	31	28	21	1
School board							
All respondents	2.6	8	13	31	23	22	3
<35	2.5	4	13	35	24	22	3
35-49	2.7	9	14	29	25	20	4
50+	2.7	11	13	30	20	23	2
Parent-teacher interviews							
All respondents	2.6	6	17	26	28	20	2
<35	2.7	6	19	31	27	16	*
35-49	2.6	6	18	26	30	19	2
50+	2.5	7	13	24	28	25	4
Teaching students new to Canada for whom English is a second language¹²							
All respondents	2.6	6	16	24	22	20	12
<35	2.6	6	13	30	28	15	9
35-49	2.7	7	20	21	19	21	13
50+	2.6	5	16	22	20	23	14
Interaction with other teachers in your school							
All respondents	1.9	3	8	15	27	47	*
<35	1.8	2	7	9	29	53	0
35-49	2.0	3	8	16	29	45	0
50+	2.1	5	8	18	24	44	1

¹² IN FRENCH QUESTIONNAIRE, IT SHOULD SAY "French is a second language"



*Table 2.6C: Three Types of Stress in Teaching from Factor Analysis of
Table 2.6A—Related to Performance, Interactions, and Policy*

	Performance	Interactions	Policy
Q22.2 How stressful do you find a parent blaming you for their children's underperformance?	.773		
Q22.1 How stressful do you find a parent coming with concerns about their child's progress?	.602	.376	
Q22.12 How stressful do you find parent-teacher interviews?	.593	.341	
Q22.11 How stressful do you find time constraints?	.476		.326
Q22.3 How stressful do you find children who come from dysfunctional homes?	.460		
Q22.8 How stressful do you find Teacher Performance Appraisal?	.395		
Q22.7 How stressful do you find preparing students for exams / EQAO assessments?	.331		
Q22.5 How stressful do you find classroom order and discipline?		.712	
Q22.4 How stressful do you find maintaining order and discipline in the school?		.668	
Q22.15 How stressful do you find teaching students with special needs?		.610	
Q22.9 How stressful do you find interaction with other teachers in your school?		.508	.378
Q22.16 How stressful do you find teaching students new to Canada for whom English/French is a second language?		.387	
Q22.13 How stressful do you find government educational policies?			.703
Q22.14 How stressful do you find school politics?			.696
Q22.10 How stressful do you find the school board?			.689
Q22.6 How stressful do you find getting appropriate resources and materials?			.458

The factor analysis of the scores in table 2.6A yields a three-factor solution, suggesting that teachers experience three basic types of stress. Teachers view the stressful aspects of their job as related to

- ❑ *performance*, exemplified by parents blaming teachers for their children's underperformance or parents coming with concerns (the highest loading or correlating variable on the factor);
- ❑ *interactions*, exemplified by the stress of class room order and school discipline (the highest loading or correlating variables on the factor); and



- *school policy*, exemplified by government policy and school politics (the highest loading or correlating variables on the factor), as shown in table 2.6C.

The *performance* factor includes parent-teacher interviews, Teacher Performance Appraisals, and preparing students for exams/EQAO assessments. The *interactions* factor includes interacting with other teachers, and classroom and school order and discipline. The *policy* factor includes school politics, the school board, and government educational policies.

2.7. Communications: Overwhelming Support for More Public Education About Teachers And Their Work, Especially among Teachers 35 Years of Age and Older

The vast majority of teachers believe the College should do more to inform the public about their work. Almost three-quarters of teachers give scores of 4 or 5 to this idea (mean 4.1). Teachers in the middle and older cohorts (i.e., aged 35+) are more likely than younger teachers to say that the College should definitely do more in terms of communication (50% and 51% vs. 38%). Teachers in the youngest cohort are not opposed to the idea; the majority who are certain about its value is slightly smaller—62% score 4-5 compared to 75% among those 35-49 and 73% among those 50+.

Table 2.7: Support for Informing the Public
About Teachers' Work, 5-Point Scale¹³

	MEAN	5	4	3	2	1	dnk
All respondents	4.1	47	24	19	3	3	4
<35	4.1	38	27	24	4	3	3
35-49	4.4	50	25	18	2	2	4
50+	4.4	51	22	17	3	4	4

¹³ "On a 5 point scale where 5 means definitely and 1, definitely not, to what extent should the College do more to inform the public about teachers' work?"



3.0. Career Planning—Most Teachers Likely to Remain in Their Current Position over the Next Five Years

When asked to indicate their possible career development over the next five years, the majority of teachers say that they do not expect their current position to change. One-third of teachers feel that they are at least somewhat likely to become a department head or division leader over the next five years, while about 3 in 10 teachers say that they are at least somewhat likely to take a form of leave (i.e., parental sabbatical, or other). Only 4% of teachers feel that they are very likely to leave teaching for another profession; 68% say not at all.

Table 3.1: Potential Career Development over the Next Five Years¹⁴

	ALL	<35	35-49	50+
Become a department head of division leader				
Very	12	18	14	6
Somewhat	23	39	26	7
Not really	14	18	15	10
Not at all	42	22	34	65
[UNPROMPTED] Is already department head or higher	7	3	9	9
[UNPROMPTED] Don't know or no opinion	2	1	2	3
Become a school principal or vice-principal				
Very	5	8	7	2
Somewhat	13	22	13	5
Not really	17	26	19	6
Not at all	61	44	56	78
[UNPROMPTED] Is already a principal	3	*	3	5
[UNPROMPTED] Don't know or no opinion	2	1	1	2
Become a board consultant or work for the Ministry of Education				
Very	3	3	3	2
Somewhat	23	35	24	14
Not really	21	24	24	14
Not at all	50	38	46	64
[UNPROMPTED] Is currently one	2	*	2	2
[UNPROMPTED] Don't know or no opinion	2	*	1	3

¹⁴ "Thinking about how your career might develop over the next five years, how likely are you to...(%) [RANDOMIZE]"



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Become a supply teacher				
Very	13	15	8	15
Somewhat	12	13	8	17
Not really	9	10	9	8
Not at all	54	56	66	39
[UNPROMPTED] Is currently one	12	7	9	19
[UNPROMPTED] Don't know or no opinion	1	0	*	2
Move to a private school				
Very	2	2	3	3
Somewhat	12	16	10	11
Not really	13	17	14	10
Not at all	69	62	70	73
[UNPROMPTED] Is currently at a private school	2	3	3	2
[UNPROMPTED] Don't know or no opinion	1	1	*	3
Leave teaching for another occupation				
Very	4	2	3	7
Somewhat	11	11	9	12
Not really	15	21	17	8
Not at all	68	65	70	68
[UNPROMPTED] has left for another occupation	1	1	0	2
[UNPROMPTED] Don't know or no opinion	1	0	1	3
Retire				
Very	13	1	1	35
Somewhat	6	2	5	12
Not really	5	4	4	6
Not at all	67	94	90	21
[UNPROMPTED] Is retired	10	*	0	27
[UNPROMPTED] Don't know or no opinion	0	0	0	0
Take parental leave, sabbatical or other leave				
Very	12	24	9	5
Somewhat	17	29	20	6
Not really	11	14	14	7
Not at all	55	27	54	78
[UNPROMPTED] Is on leave	3	6	2	2
[UNPROMPTED] Don't know or no opinion	2	1	1	3



One would expect some aspects of career development to be highly related to age. In practice, younger teachers are more likely to become department heads or principals and older teachers are more likely to retire. Indeed, the results in table 2.1 conform with this pattern. Other career options where likelihood decreases with age are becoming a board consultant/working for the Ministry of Education, and taking a parental, sabbatical, or other form of leave. Teachers aged 35-49, who are in the prime of their career, are less likely to say that they would become a supply teacher than those under <35 or 50 and over. There are no meaningful age-related differences related to moving to a private school or leaving teaching for another occupation except for a hint that the youngest cohort may be more prepared to make such a move.

4.0. How Education Has Changed

4.1. Education Today vs. In the Past—Teaching Profession Better Today, School Environment Better in the Past, Academic Skills Unchanged

Teachers were asked to compare various aspects of education today with education back when they attended the grades that they currently teach. Overall, teachers feel that the biggest positive change is the quality of textbooks and other resources (mean 2.3), followed closely by the quality of teaching (mean 2.4) and the quality of the facility (mean 2.5). Kindly note that in table 4.1A, the mean scores of less than 3 indicate that the aspect is considered to be better today.

The biggest negative change is a perceived decline in students' and parents' respect for teachers (mean 3.9). Teachers also report declines in student behaviour and social skills and quality of family life for students (both means 3.7). Teachers also feel that spelling skills were better in the past (mean 3.5). Note that in table 4.1B, the mean scores of greater than 3 indicate that the aspect is considered to have been better in the past.



Table 4.1A: Positive Changes to Education, 5-Point Scales¹⁵
1=Better Today, 5=Better Back Then

	MEAN	5	4	3	2	1	DNK
The quality of textbooks and other resources							
All respondents	2.3	7	9	21	26	35	2
<35	2.4	6	11	24	31	28	1
35-49	2.3	9	8	22	25	33	3
50+	2.2	7	9	18	22	42	2
The quality of teaching in your school							
All respondents	2.4	4	11	30	29	22	5
<35	2.4	3	12	31	32	19	3
35-49	2.4	3	10	30	30	22	5
50+	2.5	7	11	28	25	24	5
The quality of the facility you work in							
All respondents	2.5	8	13	29	22	26	2
<35	2.7	10	14	28	23	23	3
35-49	2.6	7	14	33	23	21	2
50+	2.3	8	11	25	20	36	2
Teachers' devotion to their craft and profession							
All respondents	2.7	5	10	46	24	11	3
<35	2.7	4	9	47	28	11	1
35-49	2.7	5	9	47	26	11	4
50+	2.8	7	13	45	20	12	4

Table 4.1B: Negative Changes to Education, 5-Point Scales¹⁶
1=Better Today, 5=Better Back Then

	MEAN	5	4	3	2	1	dnk
Students' respect for teachers							
All respondents	3.9	35	30	23	8	3	1
<35	3.8	31	34	26	6	4	*
35-49	3.9	37	29	21	8	2	1
50+	3.9	37	27	23	9	2	2
Parents' respect for teachers							

¹⁵ "Many people talk about how different things were when they went to school. I'd like to ask you to think back to when you were in school ... specifically, the year when you were in the grade or grades you are teaching today. Now I want to ask you to compare things from that time with today in a number of areas: On a 5 point scale where 5 means it was much better back then and 1, it is much better today, how would you compare [RANDOMIZE]"

¹⁶ The items in tables 4.1A to 4.1C were presented in the same battery of questions in the survey. They are presented here as separate tables for purposes of clarity.



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	MEAN	5	4	3	2	1	dnk
All respondents	3.8	32	30	24	9	3	2
<35	3.8	28	35	26	9	2	2
35-49	3.8	31	32	24	9	2	2
50+	3.8	37	24	23	8	5	2
Student behaviour and social skills							
All respondents	3.7	27	32	27	9	4	2
<35	3.7	22	35	32	7	3	1
35-49	3.7	29	32	25	10	3	2
50+	3.7	28	30	26	8	5	3
The quality of family life for students							
All respondents	3.7	27	32	26	8	4	3
<35	3.7	23	34	30	9	3	2
35-49	3.8	28	31	26	8	3	5
50+	3.7	28	31	23	9	5	3
Respect for education in society							
All respondents	3.6	25	26	28	14	5	2
<35	3.4	18	27	31	17	6	1
35-49	3.6	25	27	30	12	4	2
50+	3.7	31	26	24	12	5	3
Violence among students							
All respondents	3.5	26	26	27	12	7	2
<35	3.5	23	27	30	14	6	1
35-49	3.5	24	25	28	13	7	3
50+	3.6	31	26	24	9	9	1
Basic spelling skills							
All respondents	3.4	19	25	35	11	6	3
<35	3.3	11	16	36	23	10	4
35-49	3.5	21	27	33	9	7	4
50+	3.5	22	25	34	9	6	4

Various academic skills such as mathematics, reading, and writing remain unchanged. Despite a perceived decline parents' respect for teachers (table 4.1B), the quality of parent-teacher relations appears to remain unchanged (table 4.1C). Meanwhile, there is more student violence (table 4.1B) but the level of ethnic or racial conflict has not changed (table 4.1C).



*Table 4.1C: Aspects of Education That Remain Unchanged,
5-Point Scales; 1=Better Today, 5=Better Back Then*¹⁷

BASIC WRITING SKILLS							
	Mean	5	4	3	2	1	DNK
All respondents	3.1	13	23	33	19	10	3
<35	3.1	11	23	35	23	8	1
35-49	3.2	14	25	33	16	8	4
50+	3.0	13	21	31	17	15	4
Basic math skills							
All respondents	3.0	12	18	35	19	11	5
<35	3.0	11	16	36	23	10	4
35-49	3.1	11	21	34	18	10	6
50+	3.0	13	15	37	17	14	4
Teacher-parent relations							
All respondents	3.0	11	22	35	19	10	3
<35	3.1	9	24	40	16	9	3
35-49	3.0	9	22	34	21	11	3
50+	3.1	14	20	33	19	11	4
Basic reading skills							
All respondents	3.0	10	19	38	18	12	3
<35	3.0	8	22	38	22	9	2
35-49	3.0	10	17	39	18	11	5
50+	2.9	10	20	35	16	16	3
Conflict among ethnic or racial groups at school							
All respondents	3.0	10	16	32	16	12	14
<35	2.8	7	13	37	21	13	10
35-49	3.0	11	16	33	15	12	13
50+	3.0	11	17	28	13	11	20

The pattern of responses is generally consistent across age groups, with two exceptions: teachers aged 50+ are more likely to say that: (a) the quality of the facility they work in is better than where they attended school; and (b) respect for education in society was better in the past.

The factor analysis of the scores in table 4.1A shows that teachers view the school experience along the lines of the *school environment*, *academic skills*, and the *teaching profession*, as shown in table 4.1D. A careful reading of tables 4.1A to 4.1D shows that teachers generally think that the teaching profession is better today, the school environment was better in the past, and academic skills remain unchanged.

¹⁷ The items in tables 4.1A to 4.1C were presented in the same battery of questions in the survey. They are presented here as separate tables for purposes of clarity.



*Table 4.1D: Three Ways of Thinking about the School Experience From
Factor Analysis of Tables 4.1A to 4.1C—School Environment, Academic
Skills, Teaching Profession*

	School Environment	Academic Skills	Teaching Profession
Q3.13 How would you compare students' respect for teachers	.744		
Q3.12 How would you compare parents' respect for teachers	.720		
Q3.9 How would you compare respect for education in society	.680		
Q3.3 How would you compare student behaviour and social skills	.671		
Q3.10 How would you compare the quality of family life for students	.571		
Q3.15 How would you compare violence among students	.543		
Q3.11 How would you compare teacher-parent relations	.428		.347
Q3.16 How would you compare conflict among ethnic or racial groups at school	.337		
Q3.7 How would you compare basic writing skills		.770	
Q3.4 How would you compare basic reading skills		.760	
Q3.6 How would you compare basic spelling skills		.758	
Q3.5 How would you compare basic math skills		.725	.304
Q3.2 How would you compare the quality of the facility you work in			.736
Q3.1 How would you compare the quality of teaching in your school			.703
Q3.8 How would you compare the quality of textbooks and other resources			.639
Q3.14 How would you compare teachers' devotion to their craft and profession			.573

4.2. Parents' Understanding of Their Child's Classroom Experience is Guided by Memories of Their Own School Experience

Most teachers feel that parents' understanding of their child's classroom experience is guided by memories of their own classroom experience (61% score 4 or 5; mean 3.8; see table 4.2.). This view is consistent across all age groups, and may go part-way to explaining teachers' enthusiasm for communicating to the public about the nature of teachers' work, as reported in section 2.7.



Table 4.2: Parents' Understanding of their Child's Classroom Experience, 5-Point Scale¹⁸

	MEAN	5	4	3	2	1	dnk
All respondents	3.8	28	33	27	8	3	1
<35	3.7	26	34	25	12	3	*
35-49	3.8	29	35	26	6	3	1
50+	3.8	30	31	28	8	2	2

4.3. Work Outside Classroom is the Most Important Change that Parents Should Be Aware Of

The most important change to education that teachers feel parents should be aware of is all the work that teachers perform outside the classroom, as shown in table 4.3. Work outside the classroom includes preparation time, marking, extracurricular activities, as well as teachers' workshops and professional development. Curriculum changes, current teaching and assessment strategies, and social work or parenting roles were less frequently mentioned. Teachers aged <35 were less likely to say that social work or parenting roles were an important change that parents should be aware of, perhaps due to their limited exposure performing such roles.

Table 4.3. Most Important Change to Education¹⁹

	ALL	<35	35-49	50+
Work outside the classroom	39	41	41	36
Social work/Parenting	18	11	20	21
Curriculum	14	18	12	14
Teaching/assessment strategies	13	11	13	15
Dealing with students' individual needs	8	9	9	5
Other	3	3	4	4
Don't know	5	7	2	6

¹⁸ "Using a 5 point scale where 5 means definitely and 1, definitely not, to what extent do you feel parents' understanding of their child's classroom experience is guided by memories of their own classroom and school experience?"

¹⁹ [EVERY SECOND RESPONDENT] What are the most important changes in what teachers do that you feel parents should be aware of but are not? [RECORD OPEN-END]". Responses to this open-ended question were content-analyzed so as to be amenable to quantitative reporting, as shown in this table.



4.4. Ethno-Cultural Relations—Overwhelmingly Positive But Increased Tensions in High School

Given that we live in a multicultural society during a multicultural era, teachers were asked about mingling and integration across ethno-cultural divides. The good news is that almost three-quarters report at least some mingling and integration, as shown in table 4.4. The bad news is that 5% of elementary school teachers report at least some suspicion and conflict, and this proportion jumps to 12% among high school teachers.

Students are more integrated in elementary schools than high schools. Half of elementary school teachers report a lot of mingling and integration, compared with just 27% of secondary school teachers. Cultural separation and suspicion increase as the students get older but the level of hostility remains low regardless of age group.

Table 4.4: Multicultural Integration by Respondent's Occupation²⁰

	ALL	ELEMENTARY SCHOOL TEACHER	SECONDARY SCHOOL TEACHER	OTHER ²¹
A lot of mingling and integration	42	50	27	38
A mixture of mingling and also standing apart	30	28	36	28
A lot of ethnic or cultural separation but no real conflict	12	8	19	13
A lot of ethnic or cultural separation and some suspicion and conflict	5	3	9	6
A lot of suspicion and some hostility	3	2	3	4
A lot of hostility	1	1	1	1
Don't know or no opinion	7	8	5	10

²⁰ "Thinking of students in your school from different ethnic or multicultural backgrounds, which of the following terms, if any, best describes the relationships among them (%) [ALTERNATE POLES WHILE MAINTAINING ORDER OF RESPONSE OPTIONS]"

²¹ "Other" includes Principal/vice-principal, Supervisory officer, Director of Education, Faculty of Education professor or seconded staff member, and occasional teacher.



5.0. Student Success Factors

5.1. School Sports Helpful, Outside Pressures and Distractions Harmful to Student Learning

Teachers were presented with a series of items (see table 5.1A below) and asked to rate each in terms of whether they felt it was helpful or harmful to student learning. Of the 9 items presented, only school sports and clubs are seen as clearly being helpful to student learning (mean 4.3). The Internet is generally considered to be neither helpful nor hurtful (mean 3.0), while pressure to take drugs or have sex are clearly considered to be hurtful (means 2.0 and 1.7, respectively), along with family stress or breakdown (mean 1.6).

Table 5.1A: Factors Helpful and Harmful to Student Learning, 5-Point Scales²²

	MEAN	5	4	3	2	1	dnk
School sports and clubs							
All respondents	4.3	54	31	11	3	2	*
Male	4.2	47	31	18	3	2	*
Female	4.4	56	31	9	2	1	*
The Internet							
All respondents	3.1	11	25	39	17	8	1
Male	3.1	12	25	35	20	8	0
Female	3.1	11	25	40	16	8	1
Part-time jobs							
All respondents	2.9	6	16	45	22	8	3
Male	2.7	6	13	38	30	13	1
Female	3.0	6	17	47	20	6	4
Student travel time to and from school							
All respondents	2.8	6	10	49	25	8	2
Male	2.8	6	10	48	26	8	2
Female	2.8	6	10	50	24	9	2
TV							
All respondents	2.5	2	7	42	34	14	*
Male	2.5	1	5	44	37	13	0
Female	2.5	2	8	42	33	15	*
Computer games							
All respondents	2.4	4	9	30	36	21	*
Male	2.4	5	8	27	40	21	*

²² "Please score to what extent each of the following is helpful or harmful to student learning and education, using a 5 point scale where 5 means very helpful and 1, very harmful. [RANDOMIZE]"



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	MEAN	5	4	3	2	1	dnk
Female	2.4	4	9	31	35	21	*
Pressure to have sex							
All respondents	2.0	2	4	24	27	38	5
Male	2.2	2	4	33	28	28	5
Female	2.0	2	5	21	27	40	5
Pressure to take drugs							
All respondents	1.7	2	3	16	23	54	3
Male	1.8	1	2	20	30	45	2
Female	1.7	2	4	15	21	56	3
Family stress or breakdown							
All respondents	1.6	3	4	7	23	63	1
Male	1.6	3	6	5	21	64	*
Female	1.6	3	3	7	24	63	1

*Table 5.1B: Factor Analysis of Items in Table 5.1A —
Pressure, Technology, Interaction*

	PRESSURE	TECHNOLOGY	INTERACTION
Q8.3 To what extent is pressure to take drugs helpful or harmful to student education and learning	.820		
Q8.4 To what extent is pressure to have sex helpful or harmful to student education and learning	.804		
Q8.1 To what extent are part-time jobs helpful or harmful to student education and learning	.627		.222
Q8.9 To what extent is travel time to and from school helpful or harmful to student learning and education	.271		
Q8.6 To what extent is TV helpful or harmful to student learning and education		.755	
Q8.7 To what extent are computer games helpful or harmful to student learning and education		.743	
Q8.5 To what extent is the Internet helpful or harmful to student learning and education		.647	.205
Q8.2 To what extent are school sports and clubs helpful or harmful to student learning and education			.832
Q8.8 To what extent is family stress or breakdown helpful or harmful to student learning and education	.291	.373	-.581

Factor analysis of the scores in table 5.1A shows that teachers view this list of items as forming three distinct groups: items involving *pressure*, either peer pressure (e.g., pressure to take drugs) or time pressure (e.g., part-time jobs, traveling to and from



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school); items involving *technology*, such as the Internet, TV, and computer games; and items involving *interaction*, such as school sports and family stress.

*Table 5.2A: Activities Contributing to Student Success*²³

	MEAN	5	4	3	2	1	dnk
Better study habits							
All respondents	4.6	67	26	5	1	*	*
Male	4.6	64	30	5	1	*	*
Female	4.6	68	25	5	1	*	*
Better sleeping habits							
All respondents	4.6	66	26	5	1	1	*
Male	4.4	57	31	9	2	1	1
Female	4.6	69	25	5	1	*	*
Better eating habits							
All respondents	4.5	57	32	10	1	*	*
Male	4.3	48	31	19	2	0	*
Female	4.5	60	32	7	1	*	0
More exercise							
All respondents	4.4	56	32	10	2	1	*
Male	4.3	51	35	11	2	1	*
Female	4.4	58	31	10	1	*	0
More parental involvement with the student's education							
All respondents	4.4	56	30	12	1	1	*
Male	4.4	53	32	14	1	*	*
Female	4.4	57	29	11	1	1	*
More time with family							
All respondents	4.4	50	36	12	1	*	*
Male	4.2	44	38	14	3	*	*
Female	4.4	52	35	12	1	*	*
More time with teacher							
All respondents	4.1	41	34	20	3	2	*
Male	4.0	33	37	24	5	1	*
Female	4.1	44	32	19	2	2	*
More parent/teacher communication							
All respondents	4.1	40	34	22	3	1	*
Male	4.0	35	34	24	6	1	*
Female	4.1	41	33	22	2	1	*
More choice in course selection							
All respondents	3.7	24	32	29	8	3	4
Male	3.6	25	23	35	13	2	2
Female	3.7	24	34	27	7	3	5

²³ "Using a 5 point scale where 5 means very helpful and 1, not especially helpful, which of the following do you believe would most help your students to be more successful in school? [RANDOMIZE]"



5.2. Better Study, Sleeping Habits Most Helpful in Contributing to Student Success

In a similar manner, teachers were asked to rate a list of activities on their potential for helping students be more successful in school. Teachers generally feel that all items listed in table 5.2A, above, can help students become more successful. At the top of the list are better study and sleeping habits (means 4.6), followed closely by better eating and more exercise (means 4.5 and 4.4, respectively). At the bottom of the list is more choice in course selection (mean 3.7). These views are shared by male and female teachers alike.

A factor analysis of the items in table 5.2A above found that teachers think of the list of activities as forming two distinct groups: a *lifestyle* factor, including better eating, sleeping, and study habits; and an *interaction* factor, including more parental involvement and more time spent with teachers.

Table 5.2B: Factor Analysis of Items in Table 5.2A — Related to Lifestyle and Interaction

	LIFESTYLE	INTERACTION
Q9.5 Would better eating habits help your students be more successful in school?	.799	
Q9.6 Would better sleeping habits help your students be more successful in school?	.753	
Q9.7 Would more exercise help your students be more successful in school?	.745	
Q9.8 Would better study habits help your students be more successful in school?	.495	.377
Q9.2 Would more time with family help your students be more successful in school?	.482	.459
Q9.9 Would more choice in course selection help your students be more successful in school?	.397	
Q9.4 Would more parental involvement with the student's education help your students be more successful in school?		.789
Q9.1 Would more parent/teacher communication help your students be more successful in school?		.754
Q9.3 Would more time with teacher help your students be more successful in school?		.599



5.3. Teachers Say They Can Spot Potential Drop-Outs by Age 15

On average, teachers say they are able to estimate whether a student will drop out of school by the time the student is 15 years old (please see table 5.3). No meaningful gender differences were observed in teachers' ability to forecast dropping out.

Table 5.3: Mean Age at Which Potential Drop-Outs Can Be Identified

MEAN	MALE	FEMALE	DNK
15	15	14	0

5.4. One-Quarter of 2005-2006 Students Have Some Type of Special Need

Teachers report that roughly one-quarter of the students whom they taught in 2005-2006 either had special needs or were below grade level in reading. As well, one-fifth of students either had limited language proficiency or were identified as special education students. Male and female teachers are largely in agreement on these matters.

Table 5.4: Percentage of Students with Various Special Needs²⁴

	ALL	MALE	FEMALE	dnk
Were below grade level in reading	27	26	27	0
Had special needs or required extra accommodation or compensating strategies	26	24	27	0
Were identified as special education students	20	20	20	0
Had limited language proficiency	19	19	19	0
Enrolled in your class after the start of the school	9	10	9	0
Were in your class at the start of the school year but were no longer in your class by the end of the year	7	8	7	0

²⁴ "Considering the students that you taught in 2005-2006, approximately what percent of your students... (%) [RANDOMIZE]"



*Table 6.1A: Ratings of Selected Aspects of Parent-Teacher Relations,
by Age Group on 5-Point Scales²⁵*

	MEAN	5	4	3	2	1	dnk
Your school does a good job of encouraging parent involvement							
All respondents	4.1	41	35	15	6	2	2
<35	4.0	38	34	19	6	3	1
35-49	4.1	41	34	14	8	2	2
50+	4.2	43	37	14	3	1	2
The physical condition of your school building is welcoming to parents							
All respondents	3.9	37	31	17	8	6	2
<35	3.8	35	29	18	10	7	1
35-49	3.8	33	33	19	9	5	2
50+	4.0	43	29	15	5	6	2
Your school involves parents in decisions at the school that affect their own children							
All respondents	3.9	32	33	23	7	2	2
<35	3.9	30	36	24	7	2	2
35-49	3.8	29	30	26	10	2	2
50+	4.0	38	34	21	3	2	2
Parents feel that your school does a good job of encouraging parent involvement							
All respondents	3.9	27	39	22	7	2	4
<35	3.9	29	37	24	7	2	2
35-49	3.7	24	34	25	10	2	5
50+	4.0	28	46	17	4	1	4
Your school only contacts parents when there is a problem with their child							
All respondents	2.6	9	17	21	23	28	3
<35	2.7	11	18	22	23	25	2
35-49	2.5	7	20	21	23	28	2
50+	2.5	10	13	20	24	30	3

6.0. Parent-Teacher Relations

6.1. Schools Encourage Parental Involvement

The vast majority of teachers say that their schools encourage parents to become involved, as shown in table 6.1A, above. Three-quarters of teachers strongly agree or agree with this statement (scoring 4-5) whereas 8% do not. A solid majority of teachers

²⁵ "Turning to parent-teacher relations, using a 5-point scale where 1 means strongly disagree and 5 means strongly agree, please rate the following statements [RANDOMIZE]"



agree that parents feel the school does a good job encouraging parental involvement (66%), and that the school involves parents in decisions affecting their children (65%). A majority disagree or strongly disagree with the statement that their school only contacts parents when problems with their children arise. Teachers of all ages generally feel the same way when it comes to parent-teacher relations.

Likewise, there are no substantial differences between the opinions of male and female teachers. As well, a factor analysis of the items in table 6.1A yielded a single-factor solution, which suggests that teachers consider these items to share a common underlying theme.

Table 6.1B: Ratings of Selected Aspects of Parent-Teacher Relations, by Gender on 5-Point Scales²⁶

	MEAN	5	4	3	2	1	dnk
Your school does a good job of encouraging parent involvement							
All respondents	4.1	41	35	15	6	2	2
Male	4.0	33	41	17	8	*	1
Female	4.1	43	33	15	5	2	2
The physical condition of your school building is welcoming to parents							
All respondents	3.9	37	31	17	8	6	2
Male	3.9	36	33	18	7	5	1
Female	3.9	38	30	17	8	6	2
Your school involves parents in decisions at the school that affect their own children							
All respondents	3.9	32	33	23	7	2	2
Male	3.7	22	36	28	11	2	1
Female	4.0	35	32	22	6	2	3
Parents feel that your school does a good job of encouraging parent involvement							
All respondents	3.9	27	39	22	7	2	4
Male	3.8	24	38	27	7	1	4
Female	3.9	28	39	21	7	2	4
Your school only contacts parents when there is a problem with their child							
All respondents	2.6	9	17	21	23	28	3
Male	2.6	9	19	23	24	24	1
Female	2.5	10	16	20	23	29	3

²⁶ "Turning to parent-teacher relations, using a 5-point scale where 1 means strongly disagree and 5 means strongly agree, please rate the following statements [RANDOMIZE]"



6.2. Low to Moderate Parental Involvement in their Children's Education

While most teachers say that schools are working hard to encourage parental involvement, they add that a minority of parents participate in such essential tasks as ensuring that homework is done (45%) or involve children in educational activities like reading with them (37%), as shown in table 6.2. Parental involvement in school operations is perceived as modest: 35% of parents reportedly fundraise, 22% go on field trips, and just 14% are reportedly involved in school councils. A bare majority (54%) are willing to help out when their children are struggling in school, while less than a two-thirds majority (58%) attend parent-teacher conferences. Teachers of all ages report similar observations. Partly because of slightly different roles in the school system, male teachers generally report observing less parental involvement than female teachers.

*Table 6.2: Level of Parental Involvement in their Children's Education*²⁷

	ALL	<35	35-49	50+	MALE	FEMALE
Attend parent-teacher conferences	58	57	57	59	49	60
Collaborate when told their children are struggling in school	54	52	56	54	54	54
Make sure homework is done	45	46	45	44	37	47
Involve their children in educational activities like reading with them, taking them to museums, etc.	37	36	37	38	26	39
Participate in school fundraising projects	35	32	33	38	28	37
Go on school field trips	22	22	21	23	14	24
Participate in school councils	14	15	13	14	12	15

6.3 Education Training Leaves Teachers Unprepared for Dealing with Parents

Overall, teachers give their education training a failing grade when it comes to preparing them for dealing with parents. This poor rating was consistent across gender and age groups. On a 100 point scale, teachers gave their Faculties of Education an average score of 45, as shown in table 6.3.

²⁷ "From what you have seen, approximately what percentage of parents...(%) [RANDOMIZE]"



*Table 6.3: Mean Rating of Education Training
on Working with Parents²⁸*

	MEAN	DNK
All respondents	45	0
<35	53	0
35-49	43	0
50+	45	0
Male	42	0
Female	45	0

7.0. Legislation on Sex and Age of Consent—Teachers Back Federal Initiative

The federal initiative to raise the age of consent strikes a chord with Ontario teachers. Five out of six teachers support the initiative to raise the age of consent to 16 from 14. As shown in table 7.1, 75% of teachers strongly agree with the initiative, scoring it 5 on the 5 point scale, while another 9% agree with it, scoring it 4. Female teachers are more supportive than their male counterparts. Eighty-five per cent of female teachers agree with raising the age, while 77% of male teachers do.

*Table 7.1: Support for Federal Legislation on Sex and Age of Consent,
5-Point Scale²⁹*

	MEAN	5	4	3	2	1	dnk
All respondents	4.5	75	9	7	2	5	2
Male	4.3	63	14	11	3	6	3
Female	4.5	78	7	6	2	5	2

²⁸ “On a 100 point scale, what score would you give your education training for preparing you to work well with parents?”

²⁹ “Turning to a different subject, as you may know, the Federal Government has introduced legislation that would increase the age of consent from 14 to 16, making it a criminal offense for an adult to engage in sexual activity with a person under 16 years of age. Using a 5 point scale where 5 means agree strongly and 1, disagree strongly, to what extent do you agree with this legislation?”



8.0. The 2006 Council Election

8.1. Most Teachers' Voting Intention Still Undecided; 1 in 10 Say They Will Definitely Vote

Most teachers have not made a definite decision about voting in the 2006 Council election, with a nominal majority leaning towards not voting. The proportion of teachers who say that they definitely plan to vote is 10%. This pattern is generally consistent across age groups except insofar as the proportion of definite voters may be smaller among the youngest cohort.

Table 8.1: 2006 Council Election Voting Intentions³⁰

	ALL	<35	35-49	50+
Definitely vote	10	7	12	11
Likely vote	36	41	36	32
Likely not vote	39	43	40	36
Definitely not vote	12	8	9	19
[UNPROMPTED] Don't know or no opinion	3	2	3	3

³⁰ "As you may know, the Ontario College of Teachers will be having Council elections this fall. As you know many teachers don't vote in Council elections because they are very busy with professional activities or are undecided about how to vote. For statistical purposes, Will you..."



Appendix A – Verbatims on How Education Has Changed

Table A1: “EVERY FIFTH RESPONDENT Can you share an event or story that best expresses how education has changed over the years? NOTE TO INTERVIEWER. IF RESPONDENT PROVIDES VERY LITTLE DETAIL, PLEASE ASK “Could you give me an example of what you have in mind?”

A student actually pointed a gun at me so things really have changed these days.
Assessment and evaluation has changed. It is not only knowledge based testing anymore.
Changes in regards to assessment and students’ competencies.
Changes in regards to programs; parents are a lot more involved. It is not necessarily good because they think they know everything related to teaching.
In the past, the teacher was the one with the knowledge. He was teaching. Today, he is a guide. I find we are not asked to make sure students fully understand.
Basically teaching has changed today. Teachers are more aware of reaching students with special needs.
Basically we have more supplies now, as well as more access.
Certain lessons were prepared on mimeograph, and now the word mimeograph does not exist anymore.
It is more dynamic nowadays. There are more video games. Everyone tries to find the answers. Everything is done with the students’ interests and they can choose.
Children are now researching at home with their parents. If we say something in the classroom they will go home and search it on the internet. They have to go home and find three sites that verify something I say and they will always find them. We do not need encyclopedias anymore because we have much more technology.
Commitment of new teachers is not a lifetime commitment anymore. It’s not a life calling anymore, it is just a job.
Currently, research is being done to figure out what works best when teaching. In past years, trends were followed. For example, phonics was taught. Also, in the past one did not see the extremes in behavior that one sees now. Teachers are sworn at, kicked, and there is considerable damage done to school property by students. Another example of how things have changed is report cards. The report cards contain a lot more information and there is also included a list of expectations. Today constructive comments are made which are specific for each child.
Education is better now because there are more resources available.
Education is much more explorative these days, instead of just being told back in the days.
Education now deals with the individual as opposed to the whole group.
Education now is less focused on the individual, and more emphasis is placed on testing and scores. In the past, students developed into better human beings more able to live in society.
Education now lacks Christian values.



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Expectations are too high in the earlier grades, which means students are unable to have a strong foundation for the basics. Therefore, students entering junior and intermediate divisions do not know basic math facts like addition and subtraction, and especially multiplication and division.
From a kindergarten perspective, there is much more of an academic demand than before on them. I think it's a good thing.
Funding for separate schools has increased. The students in Delhi and other high schools have left to do schooling in separate schools. The high schools are now becoming empty. Music in schools is dwindling in popularity.
Funding would be the most specific one. We used to have more resources for the students. More opportunities were available to students when I was in school. Now because of funding a lot of things like athletics have been dropped. It could also be a lack of priority.
Harris government. Just changing the math curriculum, now teachers are scared that it is too difficult for the kids there is too much pressure on them.
I am teaching fast forward students and a lot of the parents are single parents. Parents are working more than one job, which means students are getting less attention at home.
I believe with the pressure for standardized testing we seem to be moving away from developing the whole student in every area. Too much pressure is put on students in reading, writing and math, with little emphasis in developing the student to function successfully in all areas of society. I have found that students have very little motivation to think for themselves. I believe this is a direct function of the changing curriculum and the emphasis on schools and school boards to focus solely on testing.
I can say that children interact with me as a teacher far different then when I was in school.
I cannot comment at this time.
I cannot think of anything.
I do not have a specific story to share but there is much more inclusiveness in that children have all different abilities.
I do not have a story but there is a lot more multicultural difference that teachers need to deal with.
I do not have a story to describe this but there is a lot more paper work as for a teacher as opposed to back then. All the paper work takes away most of your teacher time.
I do not have an example but there is more professional development. There is more in service information and a lot more to do with CSF.
I do not have stories because my school has a lot of old school teachers. One difference I see is that teachers allow more student expression. Also students are more involve in their own education.
I do not know of anything at this time.
I do not know.
I do not know.
I do not wish to comment.
I enjoy that the students understand process, the process to articulate clearly how they have learned and how they can connect that to what they have learned. The young people are able to master those skills, even in grade two. I look at them and ask how did that great answer come out of that small body. And once they establish that knowledge it is really lovely.
I feel like it has been sort of a pendulum. When I was in Teacher's College, they focused on creativity, but then realized not all children learn that way, so they switched back to phonics.
I feel that they need to bring more tech. education and not as broad based. Do it more



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specialized. They need tradesmen that they're not getting in the school system.
I find that kids can learn a lot more from technology now then they did back then, and they can learn faster using computers.
I grew up in the country where I attended a one room school so it was a much more collegiate atmosphere with the older kids helping out the younger kids. It is amazing to see how many bully's schools have nowadays. Almost one per classroom.
I have a general feeling of lack respect for teachers and for the importance of education.
I have no comment.
I have no story to share but I find that parents, students, and society do not have the respect for teachers like they used to. Parents would stand behind the teachers no matter what. If a student were to get in trouble back then the teacher would know the student would get in trouble at home from their parents. Also a lot of teachers do not have the same devotion to their profession.
I informed one of my students that she had made a spelling mistake in the title of one of her papers. She very rudely responded, "that is the way I spell it."
I just think that children are more respected. Their thoughts and learning styles are more incorporated in the classroom. I think the school tries to reach out to their parents now more than when I was in school.
I just think there is less respect for the teaching profession. Parents are not as involved in schooling as they should be.
I just think there's been a large erosion of the relationship between teachers and their employers since 1997. We're not in the same union anymore so there's more of an, us against them mentality.
I see that teachers share and communicate ideas and information more than I believe that has ever happened in the past. For example, when I was working in family studies, I was able to go down to the English department and acquire resources for a unit on parenting that strengthened my interaction with the students.
I taught in a school where we did a pilot project for using laptops, and the quality of work they handed in was much better. The top students' work got better, as did the students with lower grades. So using the laptops is a huge change. And they could use the Internet for research. It was great for the kids.
I teach an autism class. The integration in the system now is much better than it was in the past. There is more knowledge about the disorder, which makes students with this disorder more accepted. Teachers are also not allowed to discriminate against these students now in comparison to the past because of the advocacy and more knowledge out there.
I teach grade 12, and they can read words, but there is no substance.
I teach grade 7 and I have 25 students where 17 students were IEP students working at a lower level. This occurs a lot more nowadays than in the past.
I teach to all students that are strong and weak. I do small group activities to give them as much support as possible. Also the lower students grow to learn better with support from home as well from the teacher.
I think computers have had quite an effect on learning. I think we have gone right through to where they have become helpful to useless.
I think education has changed because we have vast majority of students these days. We have student who have English as a second language, and a wider variety of ethnic groups.
I think education has evolved just like society has evolved such as computers. I do not work at the ideal place we do not have a lot of problems such as ethnic diversity and English as a second language. I just have to deal with what I have not what I want.



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I think education has improved greatly because at this time I see all levels of ability being included. An example is that the grade eight graduating class at the school I work at there were three hundred and eighty graduating students two of whom were autistic and one student with downs syndrome, at least thirty different languages were represented and that reflects tremendous strides in inclusion and reflects the diversity of today's world. The end.

I think education today is not as disciplined and strict because of environmental influences. It puts teachers in very hard positions sometimes. Society and culture influence a teacher's decision in these times.

I think it has to do with students involvement and their learning processes.

I think it meets of the needs better today, but I think what we were taught then stayed with us. I remember things I was taught in school that my own sons do not remember, like math skills and other basic skills. Things that we were drilled on, we really learned, but that type of thing doesn't stay with kids today.

I think now there's a lot more hands on activities where as before it was more text book learning.

I think teachers are more aware of the needs of students and there are more resources available for teachers so that they are able to meet the needs of the students.

I think that kids in relation to ethnicity and religion terms are staying in school longer and becoming more academic now than in the past. For example, I see more kids from Africa and the Middle East becoming more academic and staying in school now than in the past because the school is more involved in interacting with the different cultural groups and their families. They help them to adapt to their environments better by these interactions.

I think that something that has influenced education is time and I think that over the last 5 years I have noticed parents are at breakneck speed, trying to do everything. These are people that are high in social status. They feel that their quality of life has suffered. 1/3 of my time is dedicated towards parents and relationships and that wasn't the case.

I think that the curriculum is more stressful now. Back then, schools were just for education.

I think that the whole curriculum has totally changed over the last 5 years. It has gotten a lot more difficult for students, but they are still learning it. I think that there is a lot more expected of students today but their getting by.

I think that younger teachers are less prepared to give a lot of extra time to their students.

I think the biggest change is the students and their attitudes towards school. Students today seem to think that all they need are a few skills.

I think the curriculum now is much more precise, which is probably a good thing. I used to see where teachers would bring in their own interests, but now that the curriculum is so specific, there is just not any time for that. In the area of math as well, there used to be time for drilling number facts, and there just is not time anymore. There is also more expected from the teacher for extra curricular activities, such as collecting money and extra paperwork. These activities are excellent, it is just the extra things that take up too much time. I think there is also more expected of the teacher as far as meetings.

I think the largest change is that the system tries not to fail anyone. If they make a minimal effort the student can obtain grade twelve which is essential in the workplace. They used to have departmental exams in the old days but now the system is such that the school is accredited to issue a school diploma.

I think the relationship between teachers and government has not been great, it is getting better but in the 90s it was pretty ugly

I think the work load has gotten much worse for teachers. All our support staff has been cut back, and there is more on our plate. We are not only teachers, we are social workers,



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<p>nutritionists. The support is gone, but the needs are just as high. Curriculum has become unreasonable. It is huge, and impossible to cover the whole thing. Teachers are feeling over-worked, stressed and pressured.</p>
<p>I think there is not a lot of parental support now. A more positive change is that there is more diversity and more hands-on learning now.</p>
<p>I think things are too relaxed nowadays and students and teachers are not taking education very seriously.</p>
<p>I think with technology there is so many more resources available and many more opportunities.</p>
<p>I used to be able to count on parental support. Now, I cannot count on parents to help me at all.</p>
<p>I will reserve my comments on that subject.</p>
<p>I work in a school where we have lockdowns because of people being shot in the area, and what is scary to me is that the teachers and the students, it doesn't bother me anymore, the kids are so used to it doesn't phase them anymore. It seems to be becoming a norm. That brings with it a lot of stress. There's much more of a focus on social issues then there is on academic issues. It is not about teaching academics anymore. The challenges are much greater now by virtue that you're dealing with much more diverse people.</p>
<p>I would have to say that the different school acts that have passed, the rights for the students have changed a lot because of them.</p>
<p>I would say it has not changed very much 95% of the kids are the same as they were then.</p>
<p>I would say that the structure of the classroom, how students behave and how they respect teachers compared to years ago has changed. Students do not have the same respect.</p>
<p>I would say the respect for teachers has changed. When I was in elementary school what teachers and principals said was taken as more of the truth. I think parents now are more likely to believe what the children say, to the point of saying several teachers are lying about their child.</p>
<p>If a student back then were caught with drugs or alcohol, they would have been disciplined harshly and possible expelled. Principals were not afraid to expel. Today, students are just sent back to their classrooms. The fighting and bullying was taken more seriously in the past. Today, parents have more power over administrators than they used to.</p>
<p>If I compare myself and my grandson in grade 1, I came out of grad 1 being able to read a standard text. My grandson is a lot more fluent than I was, has a lot more comprehension than me, he can read a greater variety of material and is writing three or four page stories. There are children coming out of primary much more advanced than they were 30 or 40 years ago.</p>
<p>I had a student with behavior problems. He threatened the principal. He was only sent home for a few days. In the past, he would have been expelled and his behavior would not have been accepted.</p>
<p>We have more means nowadays. Our resources are better but respect was better before. These days, the approach is more (sic). There can be better cooperation between students and teachers.</p>
<p>In 1998, new curriculum was implemented with a specific focus for teachers on exactly what material they were supposed to cover.</p>
<p>In general teaching has gone towards more motivating children.</p>
<p>In grade four, I learned long division lying on a pillow in the middle of the room with the teacher and three or four other students. You would not see that now.</p>
<p>In the past it would be only reading, writing, and math and now this has greatly increased. There is more variety taught to the students.</p>



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In the past we would have a school life and then a separate home life. Now it seems as if we have to build a relationship with the students or a little community.
In the past, I did not feel threatened by my students. Now, I feel more threatened by my students. For example, a student cursed and threatened to kill me for taking attendance.
In the past, it was all about moral standards and values. Now it is all about the skills and knowledge you have.
In the past, parents did not have stable jobs. This led to kids attending many different schools. Now, parents seem to have more stable jobs, which means that kids only attend one school instead of multiple schools.
In the past, parents were not as involved in helping their kids with special needs in their subject areas. Presently, parents are more involved now by using their kid's IET's at home to help them with their courses.
In the past, students feared their teachers and principles because they used the strap to discipline them. Now teachers and principles are more approachable because they do not have that form of discipline to install fear in the students.
In the past, students were not so open with their teachers because they did not watch so much TV and were not worldly. Presently, students speak their minds more because they watch more TV and it teaches them to do so. In a way, TV teaches these kids today that they have more rights which causes kids to behave more disrespectful to their teachers.
In the past, teachers were evaluated much more.
In the past, teachers were the only people who directed student learning. Now students are more in control about their own learning. For example, students have more hands on experience rather than just having the teacher lecturing the lesson plans.
In the past, the teachers had more discipline and authority over the kids. This was because parents had better parenting skills, which lead kids to be more respectful to their elders. Now, kids are less respectful to their teachers because parents do not discipline their children as much as before.
In the past, we were much more tolerant and inclusive. Furthermore, kids now get extended time to finish their work.
In the past, you had to attend secondary school for five years. Now you only have to attend secondary school for four years.
In these days, students do not respect the teachers that much. However, the quality of education has improved.
It goes to the family. A break down of family values.
It is more student centered more evidence on the student and the learner and more opportunity for the student all in all it is a lot better now. But I don't think the basic
It would be hard to compare because I am pleased with the curriculum now. In the past, teachers would change the system. Now, it is very comfortable to have a set of guidelines to follow.
I don't have an example in mind.
Kids do not want to look at books anymore, they want to look at the internet.
Kids these days have a lot more say in what courses they take and they way they are taught. They speak up when they have a problem with the course or the teacher.
Students are more exposed to television.
The lack of respect for teachers is degrading.
Learning is more individualized now. In the past, if the student did not understand a subject, they would most likely fail. Presently, if a student does not understand a subject, teachers will spend time with the student to make sure that they understand everything and pass the



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subject.
Parents can now assess teachers without having been in a classroom or the school.
More inclusion. One on one help. Today I find that the kids are more diverse with differences and disabilities. We had a girl in a wheelchair who was non-verbal and the other students always converged and included her.
More opportunities for all students for various physical and intellectual abilities, also in terms of cultural and religious beliefs there is more of a tolerance.
More technology since she was going to school. Curriculum seems more advanced.
My friend had a very bad experience with a parent who accused her of something very serious. She had to go through endless meetings to resolve the issue. Teachers today are more like counselors than educators.
My mother would never have questioned my teachers in respect to marks, homework assignments or detentions. Presently, this sort of thing happens very frequently.
My own grade five teacher commanded respect from other teachers, students and parents. I do not find that parents today respect teachers. As a result, their children do not respect teachers either.
Not at this moment.
Nothing comes to mind right now.
Nothing in particular comes to mind.
Now it is more visualizing and hands on. There is no more passive learning.
Now the quality of the resources and programs are better. Programs are more in depth with more variety. There is more available in terms of quality.
Now, there is more one-on-one interaction between teachers and students. There are also more students with special needs, which means teachers need to spend more time accommodating them.
Parents do not really care about student education. There seems to be no respect for teachers from parents or students.
Parents today have less respect for the teaching profession. They blame teachers when their children fail. Teachers are also more defensive when it comes to their teaching skills.
Phoning parents about the student's lack progress, the parent blames the school. Parents used to take more interest in their child's progress at school.
Requiring ESL students to write the literacy test is dumb founding.
Respect for teachers has gone downhill. There is a lack of parental support now so the children are not taking the teachers as seriously as they were before. The parents are willing to jump on the teachers, listening only to the children without getting the full story.
Resources, for example, students' books and answer keys. Now many don't even have books.
Right now, some kids are bombarded with a lot of work. They have a lot more to do now in terms of studying. In some schools, they require too much of student. It is not fair for students to get a heavy workload.
Schools have been implementing more technology, it has allowed us to accommodate, more easily students with different needs. It assists the higher needs students to be on par with the rest of the students, in the sense of content. The overall variety of sources helps students with different learning styles. Technology allowed us to fill in the gaps and keep the students on par with each other.
Students' and parents' sense of responsibility has diminished. Parents do not respect teachers and education as much as they used to.
Students are more disrespectful now. This year, one of students told me that they would kill



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me. That student did not get punished.
Students are too dependent on technology right now. The perception is that technology is the substitute for education, but it's not.
Students now have so much access to technology. Education is moving away from basic skills, but teachers are now able to interact with their students through the use of technology.
Students of today are coming into the classroom with a variety of experiences from home and their community that affect their learning. Students are now more aware of pressures from home and society.
Student's respect for teachers has declined. The students do not seem to care anymore and misbehave. They seem to be getting rude and have an attitude towards their teachers. I teach students with behavior problems and these kids have a lot of disrespect for themselves and teachers.
Teachers are more accountable for learning and progress. These days, we have to do more work in terms of monitoring student progress. Personally, I do not think this is going to resolve any problems with student development.
Teachers are not paid well for what they do. The curriculum is too diverse and there is not enough time to consolidate what students need to learn.
Teachers have a good understanding of how students learn better; they have a understanding/education of how a student's brain functions. Having more insight into how we can help a child learn, makes it easier for what teachers have to teach them.
Teachers now have more training to help them deal with struggling students.
Teachers spend more time and effort making sure students are successful than they did in the past.
Teachers today do a lot more work. We do not forget about the students as soon as they walk out the door. Some teachers also help their students outside of the classroom for various reasons.
Technology now plays a larger role in education.
The advancement of technology has helped students greatly. I have seen my students use more computer programs now compared to years ago when they did not have the programs available.
The biggest change I see is differentiated instruction. We do not have a homogenous group any more, and effective teachers have to be very good at teaching a variety of levels using a variety of strategies. Also, teachers have to have a wide knowledge of the backgrounds of different cultures, and a sensitivity to it.
The education system for teachers has deteriorated. The curriculum in Ontario needs to be revised. The curriculum needs to be more specific especially the language arts curriculum.
The education system today includes a lot of individualized programming. In the old days, everyone was taught the same program. Today, the individual is taught in a specifically developed fashion, depending on whether they are gifted or mentally challenged.
The emphasis on skills and not content and facts is very important now. I think the pressure on teachers on today is very unreasonable. The young kids coming in are overwhelmed by paperwork and the students are saying I do not need this, I can go into the business world and get similar salaries without the stress. I adored teaching, but many people are overwhelmed today. the Expectations today are very unrealistic. Some administrators judge on paper, not the product, that is a huge change since I was in school or when I started to teach in the 60's. Paperwork is everything these days.
The fact that in high schools, students will make a physical threat against the teachers. That was unheard of back when I was in school. I have seen them touch them in a violent and



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inappropriate way.
The focus for optimal education for students is not optimal anymore because the government is putting money in the wrong places for education. The government should put more money into the classrooms themselves, so that students can have smaller class sizes. In the past, students did not have big class sizes compared to now.
The general lack of respect for teachers by students and society.
The new curriculum makes it easier for new students from different provinces to adapt faster.
The new reform in math, was not in place when we were kids. It is more practical easy understand.
The reading program has changed dramatically. Although it is going back to how it was. We are now teaching students skills rather than memorization.
The resources are much better, technologically.
The standardized testing and government curriculum means that teachers are told what to teach. Before, teachers could teach their own curriculum, but now we must follow the government curriculum.
The students do not respect assignment deadlines anymore. The ministry mentioned that teachers must accept student's work even though, they are past the deadlines. I feel that these students are going to have difficulties in university, college and the work force. These students do not respect these homework time lines so how are they able to respect others.
The students' reading and writing skills keeps deteriorating over the years. In the past, teachers had more discipline over their students to make them learn, which helped them to develop good reading and writing skills. Now, students have more rights and the teachers cannot discipline them as much. This causes the students to pay attention to whatever it is they want to and not to what the teacher wants them to learn.
The teachers are far better trained. There are more special education classes. There is more variation of expectations in their skills.
The teaching style has changed over the years. In the past, the teaching style was very structured. Teachers just taught the courses and the students did not have any hands on activates. Presently, the students are more involved in learning by doing more hands activities, which challenges them to develop problem solving and decision making skills.
The teaching style has changed. Today, teachers do more hands-on work.
The use of technology is a big change. The students use laptops now instead of writing on paper. Their assignments and homework are on our website so that the students can access them from home, instead of the teachers handing them out personally to the students.
The use of technology within schools and at home has made an impact on student education.
The writing and preparation in EQAO tests is very stressful.
There are different theories these days. I don't think there is a huge failing in our education these days. We have different views on what is important.
There have been changes in reading and language skills. The attitude of children has changed a lot these days, they are violent and disrespectful. I like the changes in the subjects like math, social studies and sciences. Also the libraries need full time librarians who are qualified for the job.
There is an overall lack of respect for authority. It has become more culturally diverse. Non-traditional literacy has overwhelmed traditional. The amount of mainstream issues kids deal with.
There is less physical education and less money put into special needs programs.
There is little respect for educators. Teachers are too unionized. They seem to be treated like



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slaves by the public.
There is more active learning now. Back then, it was lecture, read and test. Now there is group work and stress-free learning. Students do not seem to care now, and teachers have to deal with their attitudes. When I taught a grade nine art class, one student always smelled of marijuana. When he came to class, he would put his head down and refuse to do anything. I had to work with him one-on-one. Teachers today have to be more lively and entertaining.
There is more comprehensive for the student progress these days.
There is more parental involvement and more use of manipulative tools to assist teachers. When I was in school, there was basically just paper and pencils. I find now there are more tools in the elementary setting. I find that parents have more of a voice in the schools. They play a bigger part in school decisions, in terms of special education and retention. I find parents are better educated and informed of what is going on in the schools. They get information from the province, school board, school, and from the teachers as well.
There is more pressure on students and teachers and less respect for teachers from the public. Generally however, I think my experience has been positive with my students and my students' parents. Support from my students' parents in regards to the high expectations set for their children, is positive for me but I believe this is not largely the case.
There is much more paperwork now, especially for special education. There are also much more meetings.
There is no real story but the technology is much better now. Everything teachers do includes some sort of technology.
There is now more diversity the student body. There is a higher population of different ethnicities and students who come from areas outside of the city.
They have downloaded so much work on teachers that we do not have time to consider upgrading, developing parental relationships. We do not have the time to do what we are supposed to do. They increased our school year by three weeks. We have so much more work to do now. Because of all these extra things we are doing, we have reduced time to develop our courses, develop our curriculum.
Today the curriculum appears to be more difficult for students. More students seem to be failing and I feel this failure rate needs to be addressed. In past years students achieved well in university level courses. Today the same is not true. More students are failing.
We are creating stressed, hurried children. We put too much pressure on them to excel, putting their overall well-being in jeopardy.
We know a lot more know about the learning process due to brain research so teaching is much better informed because we know how learning happens.
We never used to do gym when I was in school, so facilities are better. Also, teachers are actually much better. I think also parents used to, as a community, take more responsibility for the school building, and what the students needed.
We now have better tools to access student learning abilities with. We can teach the student individually.
Well when I first started teaching, I had a classroom of 43 kids and 8 kids had to stand up against the wall and take notes. And I never had any problems with that class. Kids today have to have a show to match these computers games they have.
We're a lot more aware of the process of learning, because of life experience. We were able to get help for a child with Aspergers syndrome, which is a form of mild autism for a six year old child. Usually it happens they are quite bright, but because of the autism, they have trouble focusing and with social skills. If their needs are taken into account for scheduling, they can experience quite a bit of success. I don't think anyone would have been able to notice or know



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what it was 10 years ago, but we were able to discover it in a six year old.
When a teacher is up in front of the class, the classroom today does not pay attention immediately.
When I first started teaching, all the students did the same thing. Now the lesson plans are much more individualized, which takes a lot more planning. For example, you can be teaching up to eight different math and reading groups. Teachers are much more accountable for the progress of each student. Teaching seemed a lot easier when I started. I cannot imagine a new teacher starting now.
When I first started teaching, I felt very alone. But now it is easier to talk to other staff members and administrators, and there seems to be more support. Education is also now focused more on communication with other segments of society, like writing letters to members of the community. Today, it seems like administrators hands are tied in terms of discipline.
When I was a child there was no open ended thinking, where as now we let the kids speak and write in open ended forms. The math has changed a lot now. As well when I was a child math was all numeration and now it is numeration and problem solving.
When I was in grade six, a teacher picked up the student and placed him in corner for bad behaviour. The teacher was forcing the student to change his behaviour. These days it is not like that, teachers are basically not allowed to force students to do anything. The parents do not trust teachers as much as they should.
When I was in school we had specialists: music teachers, school nurses, and physical education teachers. Today we don't have any of those; teachers are expected to provide all of those services. Now I am teaching in the United States, it is interesting, schools here do provide these kinds of specialists. Being here is like going back in time in Canada.
When I was in school, kids could drop out and still find a decent job. These days, you need to stay in school if you want a good job.
When I was in school, the teacher focused on the classroom and the students did not have much say. Today, there is much more student and parent involvement and collaboration with the teacher.
When I was in the 8th grade, there were high school entrance exams. Only about half of the kids passed and made it to grade 9. Not everyone went to high school and got a job instead. Today, you no longer have to write those exams. Students stay longer in school because there are no good jobs available for people who did not finish high school.
When I went to a private school, back then the textbooks were really up to date but we had to purchase them. I find them much better than the textbooks that we have now. A lot of my students have to share books because I teach French immersion. Last year we got a math program. For six years we were using math books that weren't approved. To have a program with no textbooks is not a good maneuver on the government's end.
When I went to school you would have 16 or 15 year olds in higher grades and now they have special classes and grades for higher level students. There are a lot more choices.
With the computers, we get a lot more use out of them now.

