



New Teacher Survey

Executive Summary

2016

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The BC Teachers' Council (Council), which consists of 16 elected and appointed members, is mandated under the *Teachers Act* to set BC teacher education program approval standards, to determine if programs meet these standards and to establish the Education, Competence and Professional Conduct Standards required of applicants and educators in BC.

In December 2014, a voluntary survey was emailed to 12,060 individuals who were certified between 2010 and 2014 to assist the Council in understanding how prepared newly certified educators feel they are to deal with the realities of teaching in K-12 classrooms in BC. In accordance with the *Freedom of Information and Protection of Privacy Act*, survey participants were required to consent to their personal information being collected, stored and accessed. By March 2015, over 1,600 responses were received, 1,221 of which were from educators who completed a BC teacher education program.

Given that the work of the teaching profession in BC is ever evolving, it is the Council's goal to ensure that teacher education programs are continuing to prepare new teachers with the relevant skills and knowledge to be successful in the profession. It is also the Council's desire to ensure that the [Standards for the Education, Competence and Professional Conduct of Educators in BC](#) accurately reflect the multifaceted and critically important work of educators in the 21st century.

The Council intends to use the data collected to support its review of the standards within its mandate and to inform teacher preparation in the province. The data will help facilitate dialogue and a reciprocal exchange between the Council and teacher education programs to ensure graduates continue to be well prepared to meet the standards for teaching in BC.

Through a series of 30 questions, the Council sought the following information from newly certified educators:

- Demographics:
 - Gender
 - Age
 - Visible minority status
 - Aboriginal status
- Teacher Education Program Background:
 - Program completion date
 - Program location
 - Program focus (elementary, middle or secondary school)
 - Program type (post-degree or bachelor)
- Employment in the K-12 System:
 - Current status in the K-12 system
 - History in the K-12 system
 - Type(s) of employer (public, independent, offshore, First Nation, outside BC)
 - Nature of employment (full-time, part-time, teacher on call)

- Teacher Education Program Content, Structure and Delivery:
 - How the program prepared the graduate to:
 - Support the diverse needs of students
 - Work with Aboriginal students
 - Develop an inclusive learning environment for students
 - Manage classroom behaviours of students
 - Communicate effectively with students, parents and colleagues
 - Plan effective learning experiences for students
 - Assess and evaluate student learning
 - Understand the professional role and legal responsibilities of an educator
 - Be a reflective practitioner and lifelong learner
- Teacher Education Program Effectiveness:
 - Final practicum experience
 - How the graduate was prepared for the realities of the K-12 classroom and areas for refinement

Key Findings

While the response rate varied across each question, 1,669 individuals completed the New Teacher Survey resulting in an overall response rate of 14%. The key findings in the quantitative responses are as follows:

- Demographics:
 - 76% - female (1214 of 1595 responses),
 - 63% - between the ages of 25 and 34 (1015 of 1604 responses),
 - 12% - have identified as a visible minority (177 of 1517 responses),
 - 5% - have identified as Aboriginal (72 of 1543 responses).
- Teacher Education Programs:
 - 80% - completed a program between 2010 and 2014 (1294 of 1602 responses),
 - 75% - completed a program in BC (1221 of 1607 responses),
 - 59% - completed a bachelor of education (934 of 1588 responses),
 - 41% - completed a post degree program (654 of 1588 responses),
 - 47% - completed an elementary program (755 of 1600 responses),
 - 46% - completed an secondary program (736 of 1600 responses),
 - 7% - completed a middle years program (109 of 1600 responses).
- Employment:
 - 95% - sought employment as a K-12 teacher since being certified (1517 of 1598 responses),
 - 87% - have been employed as a K-12 teacher since being certified (1310 of 1503 responses),
 - 71% - are employed in a paid K-12 teaching position in BC (1065 of 1509 responses),
 - 60% - are employed full time in a paid K-12 teaching position (745 of 1262 responses),
 - 66% - are employed in the subject area(s) in which they were trained (965 of 1457 responses).
- Teacher Education Programs Content, Structure, Delivery: Areas of Strength (“agree/strongly agree”)
 - 96% - helped accept constructive feedback regarding teaching;
 - 95% - helped continually examine practice to allow for professional growth;
 - 93% - helped collaborate with teachers in professional learning and develop a teaching philosophy;

- 93% - helped develop a welcoming, inclusive, respectful learning environment;
 - 92% - helped interact with students in a respectful, non-judgmental manner;
 - 90% - instructors expected full effort at all times;
 - 89% - helped understand the connection between teaching practices and engagement of students;
 - 87% - helped develop and utilize different instruction techniques as appropriate;
 - 87% - helped develop and implement instructional techniques to engage students;
 - 87% - helped to facilitate respectful and thoughtful classroom discussions;
 - 85% - helped understand connections between big ideas, learning strategies, content, assessment;
 - 84% - felt supported by their sponsor teacher and faculty advisor;
 - 83% - helped understand and embrace the diversity of students;
 - 83% - helped understand and apply knowledge of growth and development;
 - 83% - helped use appropriate inquiry techniques to facilitate learning/promote critical thinking;
 - 83% - helped create developmentally appropriate engaging, inclusive, personalized lessons;
 - 82% - helped develop effective and respectful communication skills;
 - 81% - provided constructive feedback that improved their knowledge/skills of teaching and learning;
 - 81-87% - helped understand and apply assessment and evaluation of student learning;
 - 80% - helped develop/implement classroom routines to facilitate learning;
 - 80% - helped interpret and operationalize curriculum documents.
- Teacher Education Programs Content, Structure, Delivery: Areas to Refine (“disagree/strongly disagree”)
 - 47-65% - helped to recognize and work effectively with students with special needs, physical disabilities, emotional/behavioural disorders, or students at risk;
 - 40-52% - helped to recognize when to access the services of other professions and how to work with them effectively;
 - 54% - helped understand how to assist students to access other supports;
 - 53% - helped understand how to work with Aboriginal students, families and communities;
 - 44% - helped recognize grooming behaviours and possible pedophilia;
 - 43% - helped understand the duty to report suspected inappropriate conduct of educators;
 - 40% - helped develop skills in conflict and dispute resolution;
 - 40% - helped understand the principles of the UN Convention on the Rights of the Child;
 - 36% - helped involve parents in a timely fashion, to support student learning;
 - 35% - the methods/practices/strategies taught in the program matched the practices observed/experienced during practicum;
 - 32% - helped to understand general concepts of *School Act*, *Teachers Act*, *Independent School Act*;
 - 30% - helped develop, evaluate and apply different report tools.
 - Teacher education program feedback:
 - 65% - *agreed/strongly agreed* their program prepared them for the realities of the K-12 classroom.

Respondents also had the opportunity to provide anecdotal responses and comments on a variety of topics including but not limited to special education coursework, Aboriginal education, methodologies, information about the realities of teaching, and the length of practicum.

Additional Information

For further information on the New Teacher Survey, please email Rebecca Blair, Chair of the Council, at BCTC@gov.bc.ca.