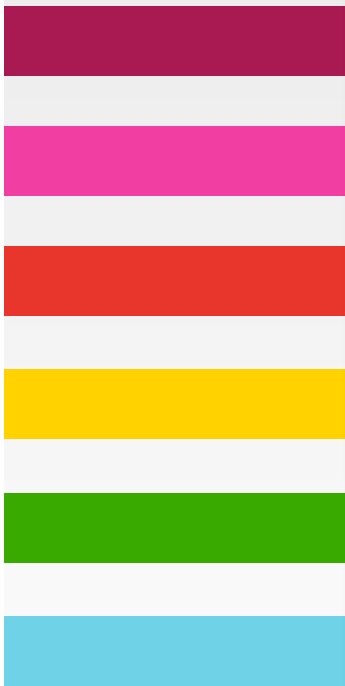




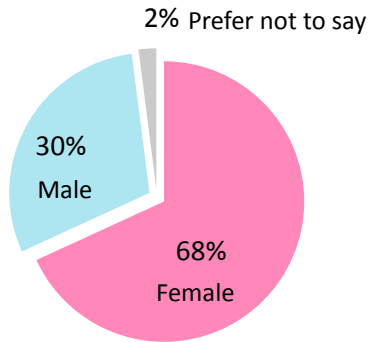
PUBLIC Survey Results



Gender, Age and Perspective of Respondents

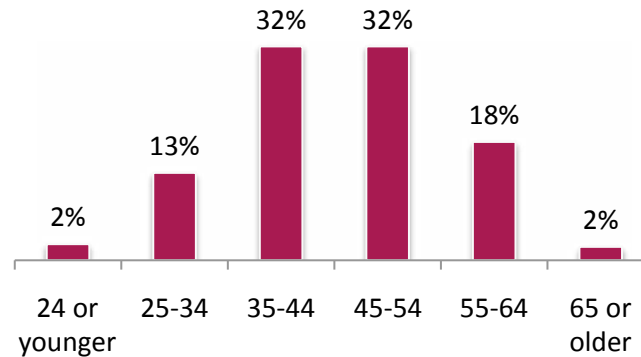
In terms of age, a broad range of age groups is represented in this survey. A majority of respondents (78%) claimed to be involved in the field of education – of this group, 47% are teachers.

Gender



Q1. What is your gender?
Base size: All respondents (n=493)

Age

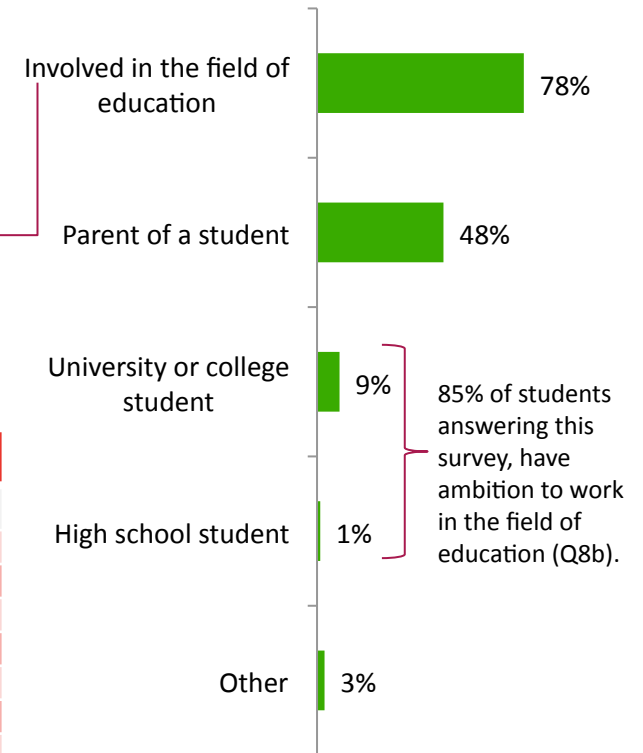


Q7. Which of the following categories best describes your age?
Base size: All respondents (n=493)

Position/Role	Total
<i>base size: (386)</i>	
School teacher	47%
School principal	8%
School board (administrative staff)	7%
University/Academia - faculty/staff	7%
Trustee	2%
University/Academia - teacher candidate	2%
Provincial government - junior/intermediate position	2%
Teachers' union	3%
Other not-for-profit organizations or associations	9%
Other	12%
Not applicable	1%

Q8a. From the list below, please select the item that best describes your current position in the field of education. (n=386)

Perspective



Percentages may add up to more than 100% due to multiple responses.

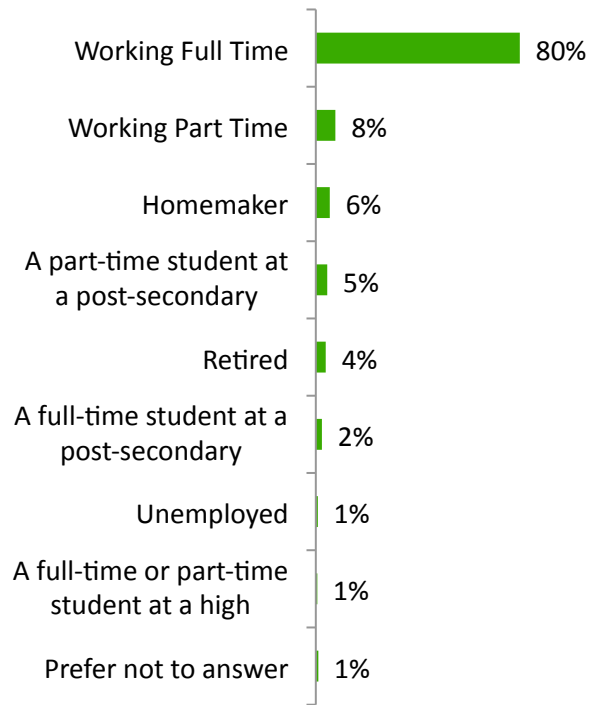
Q8. To help us better understand your perspective on education, please select the items below that best describe you.
Base size: All respondents (n=493)



Gender, Age and Perspective of Respondents

Majority of respondents work full time, and have a university education. While most received their education in Canada, 12% did have some experience studying abroad, as part of their post-secondary education.

Employment

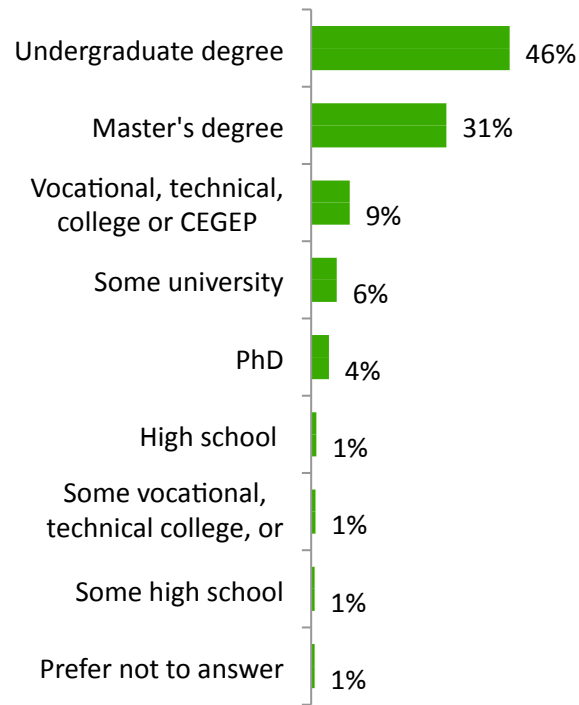


Percentages may add up to more than 100% due to multiple responses.

Q2. Are you currently ...?

Base size: All respondents (n=493)

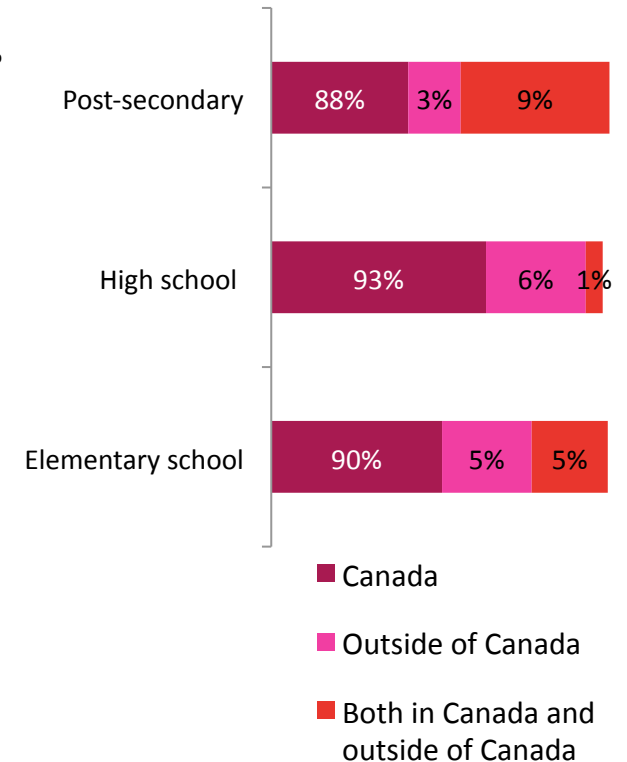
Education



Q5. What is the highest level of formal education that you have completed?

Base size: All respondents (n=493)

Education: Local vs. Abroad



Q5a. Where did you receive your education?
Base size: All respondents (n=493)

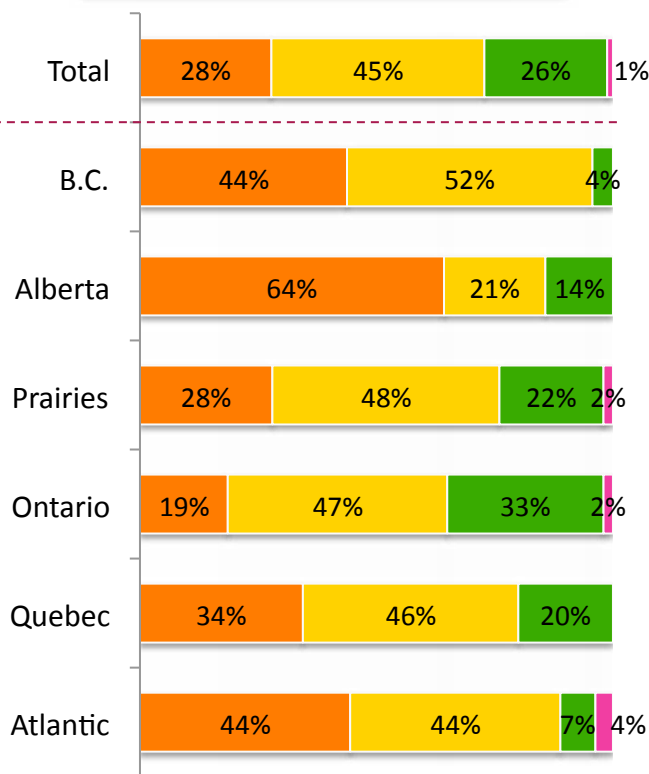


Need for Change

The need for change is greatest in Alberta (85% = many changes or significant change), B.C. (96% = many changes or significant change), and the Atlantic region (88% = many changes or significant change). The need for change appears to be less intense in Ontario.

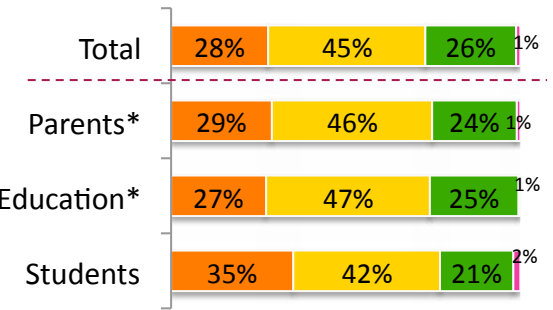
Assessing the results by 'perspective on education,' students express the greatest desire for change, compared to parents and those involved in the field of education. Those who are most familiar with the CEA are more likely to think significant changes are necessary.

Broader Audience



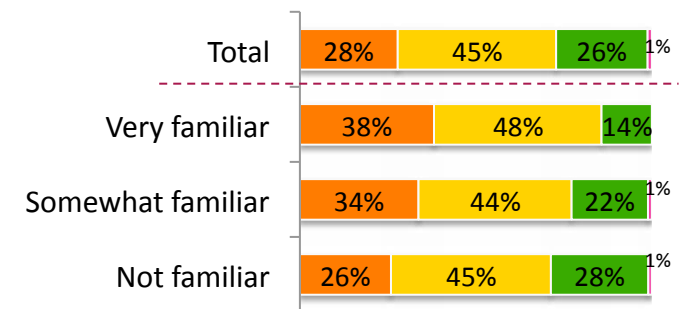
- Significant change is required
- Many changes are required
- Minor course correction would be sufficient
- No change is required

by Perspective on Education



*Note: These two groups are not mutually exclusive.

by Familiarity w/ CEA



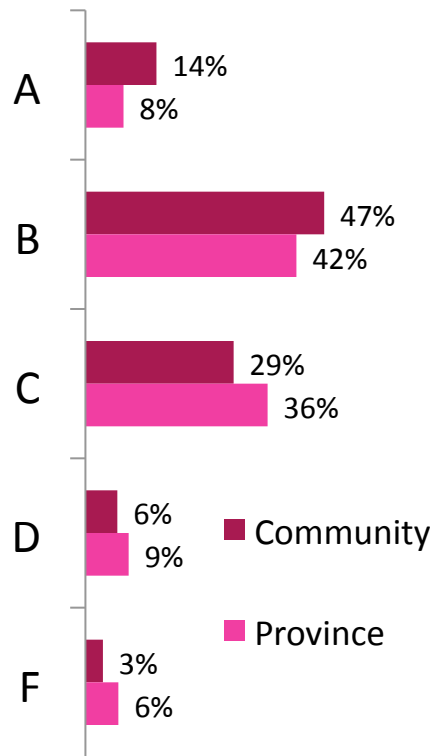
Q10. Which of the following statements best describes the current 'need for change'? (all respondents, n=493)



Grading Canadian Public Schools

Just under half of all respondents gave a grade of “B” to the public schools in their community (47%) and province (42%). In general, communities received slightly higher grades than provinces. Respondents from Ontario and B.C. were more likely to assign grades of A or B, compared to respondents from the other provinces.

Public School Grades



Base size: All respondents (n=493)

Grade	BC		AB		PR		ON		QC		AT	
<i>base size:</i>	<i>(23*)</i>		<i>(28*)</i>		<i>(50*)</i>		<i>(268)</i>		<i>(90)</i>		<i>(27*)</i>	
Region:	C	P	C	P	C	P	C	P	C	P	C	P
A	9%	9%	4%	7%	6%	4%	16%	9%	13%	4%	26%	11%
B	61%	39%	43%	36%	48%	32%	50%	49%	42%	32%	22%	15%
C	22%	35%	29%	43%	28%	36%	27%	32%	36%	44%	37%	44%
D	0%	13%	18%	11%	10%	22%	4%	4%	7%	10%	15%	15%
Fail	9%	4%	7%	4%	8%	6%	3%	6%	2%	9%	0%	15%

*Caution: small base size.

*Caution: small base size.

Q10b. Students are often given the grades A, B, C, D, or Fail to indicate the quality of their work. If the public schools (junior Kindergarten to Grade 12) in your community/province were graded in the same way, what grade would you give them?

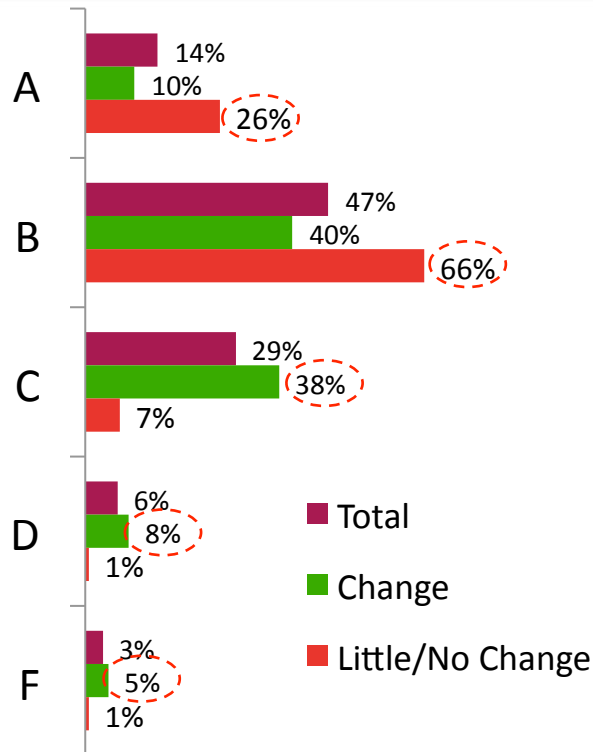
?



Grading Canadian Public Schools

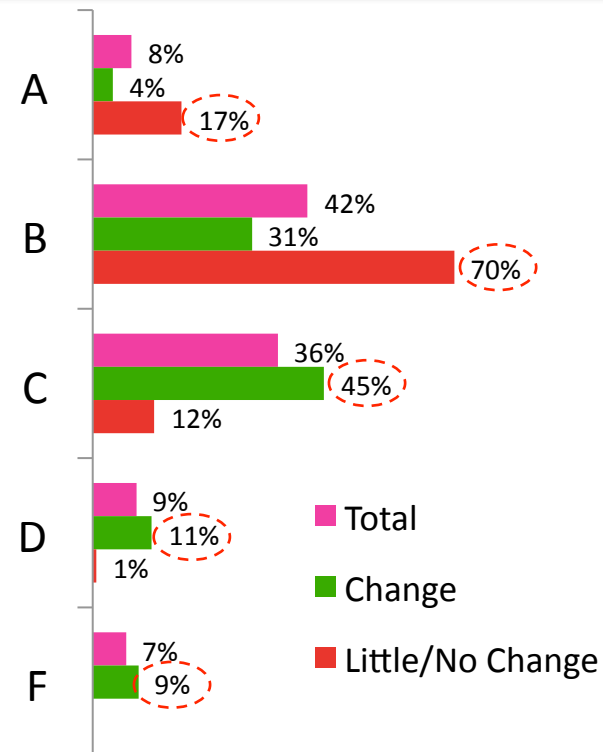
Not surprisingly, those who believe that many or significant changes are required in the education system graded public schools significantly lower than those who believe that minor course correction would suffice (or no change is needed).

Community Public School Grades - by attitude toward change



Base size: All respondents (n=493)

Province Public School Grades - by attitude toward change



Base size: All respondents (n=493)

Indicates a statistically significant difference over the comparison group (at a 95% confidence level).

Q10b. Students are often given the grades A, B, C, D, or Fail to indicate the quality of their work. If the public schools (junior Kindergarten to Grade 12) in your community/province were graded in the same way, what grade would you give them?

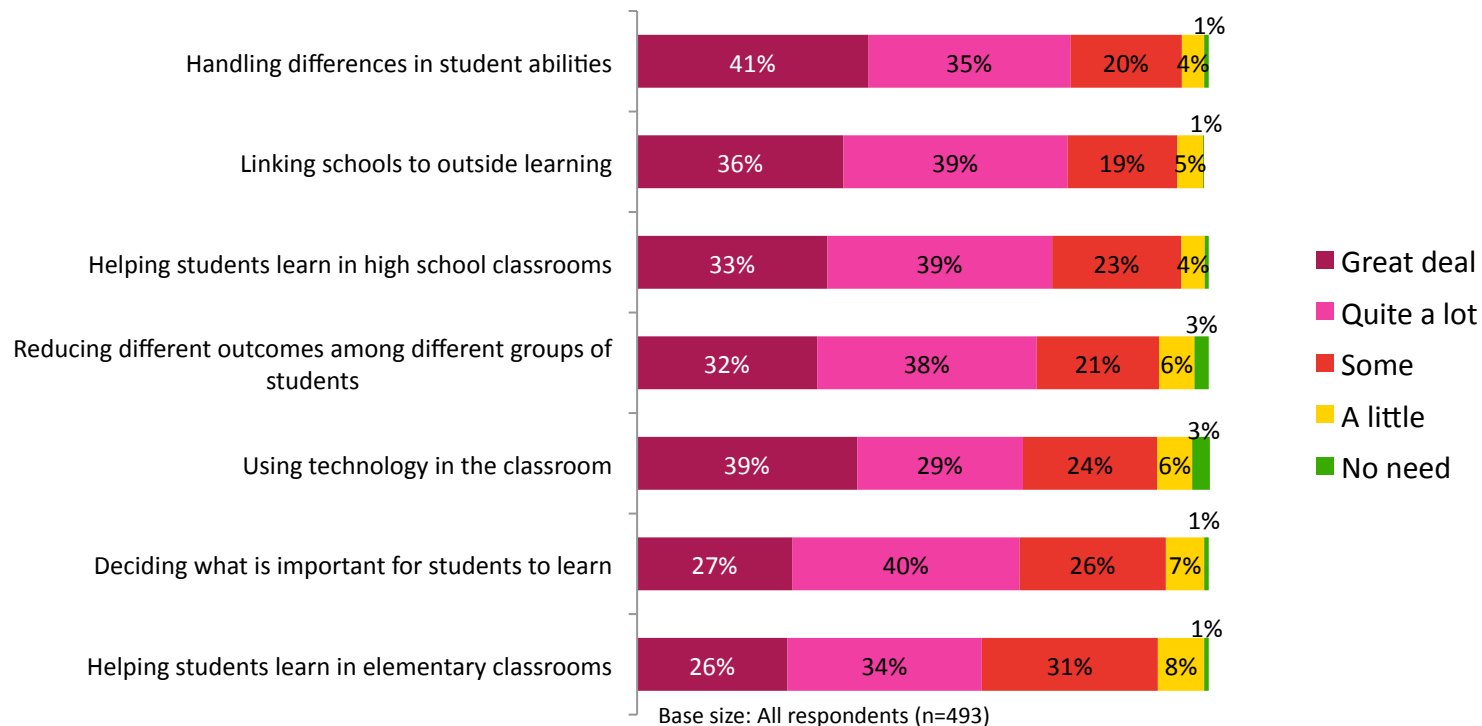
?



The Need for New Ways of Doing Things

Generally, nearly all respondents (no need = 1%) agreed that there is a need to find new ways of doing things with respect to each of the specific areas. *Handling differences in student abilities, linking schools to outside learning, and helping students learn in high school classrooms* are considered to be the top priorities by most respondents (if looking at the combined proportion of the top 2-box ratings). *Using technology in the classroom* is the most polarizing item (with relatively larger proportions on both sides of the scale), indicating that while many strongly believe that this must be an area of focus, others are not as convinced (or not as comfortable with the idea).

The Need for New Ways of Doing Things



Q11. How much need is there, if any, to find new ways of doing things when it comes to each of the following?



The Need for New Ways of Doing Things

No significant regional differences are observed in looking at new way of doing things by region.

Specific Items (top 2-box* scores)	Total	AT	QC	ON	PR	AB	BC
<i>base size:</i>	(493)	(n=27*)	(n=90)	(n=268)	(n=50)	(n=28*)	(n=23*)
Handling differences in student abilities	76%	89%	93%	67%	73%	82%	87%
Linking schools to outside learning	75%	78%	83%	70%	73%	86%	87%
Helping students learn in high school classrooms	73%	84%	87%	65%	67%	71%	96%
Reducing different outcomes among different groups of students	70%	76%	75%	65%	70%	71%	91%
Using technology in the classroom	67%	78%	79%	65%	63%	54%	61%
Deciding what is important for students to learn	67%	74%	70%	63%	64%	75%	78%
Helping students learn in elementary classrooms	60%	73%	79%	52%	59%	54%	65%

*"Top 2-box" refers to the combined proportion of the top-2 ratings on a given scale. In this case, it is the combined proportion of respondents who answered "a great deal" and "quite a lot."

***Caution: small base size.**

Q11. How much need is there, if any, to find new ways of doing things when it comes to each of the following?

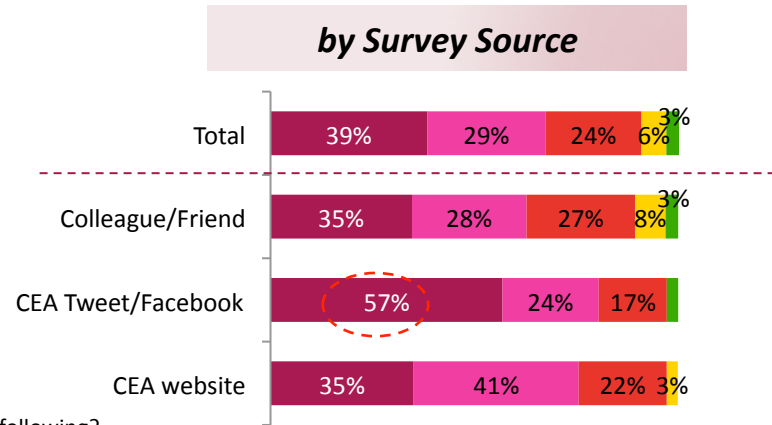
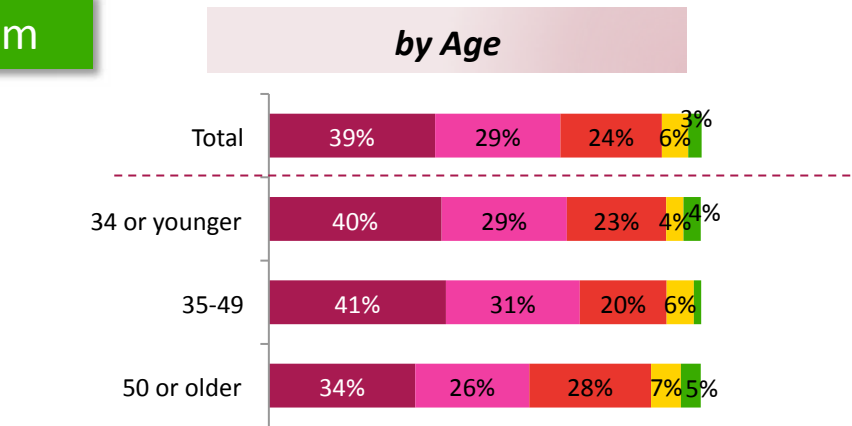
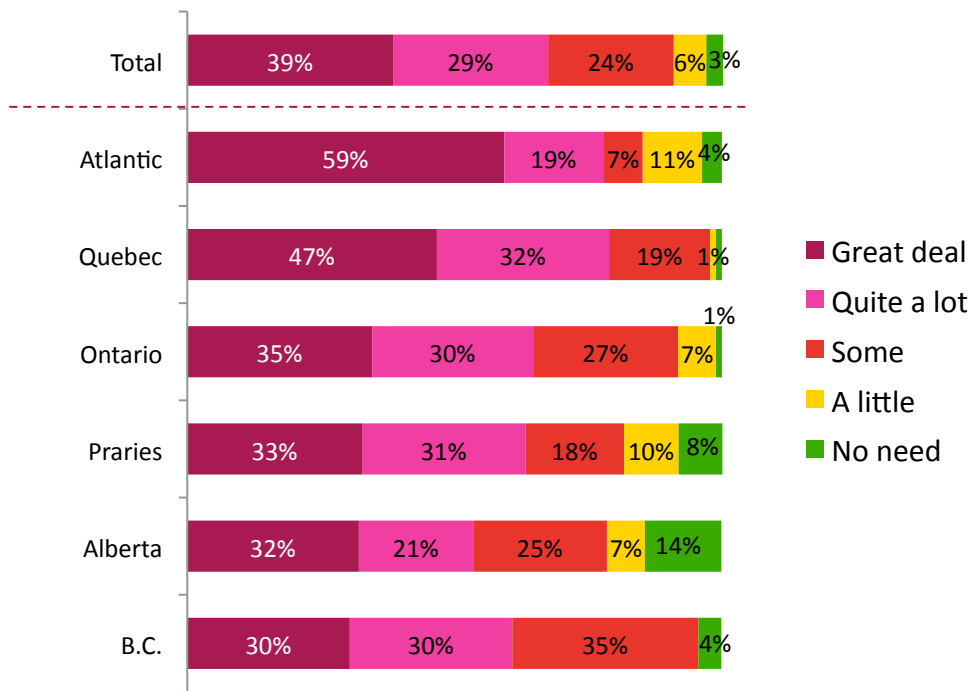


Focusing on *Technology Inside the Classroom*

The need for technology inside the classroom is notably greater in Quebec and the Atlantic region, compared to the other regions. Looking at this need by age of respondents, results are fairly consistent between the first two age ranges. The '50 or older' group sees this need as slightly less important.

Respondents who learned about this survey through a CEA Tweet or CEA's Facebook page, place significantly more importance on this need, compared to respondents who learned about the survey through a friend or colleague or via CEA's website.

The Need for Using Technology in the Classroom



Base size: All respondents (n=493)
 Q11. How much need is there, if any, to find new ways of doing things when it comes to each of the following?



Agreement with Statements About Education

Respondents from B.C. and Alberta (where appetite for change is strongest) are most likely to agree with these statements.

Issues in Education	Total	BC	AB	PR	ON	QC	AT
<i>base size:</i>	(493)	(23*)	(28*)	(50*)	(268)	(90)	(27*)
Student engagement is a key challenge in education today.	8.3	8.8	8.8	8.1	8.4	8.4	7.4
Keeping pace with rapid world changes is a key challenge in education today.	8.1	8.1	9.0	7.8	8.1	8.3	7.8
Supporting teachers to teach the way they aspire to teach is a key challenge in education today.	7.9	8.2	7.4	7.7	8.0	8.0	7.7
Connecting schools to their local and broader communities is a key challenge in education today.	7.7	8.1	8.6	7.6	7.6	7.9	7.7
Connecting research to classroom practice is a key challenge in education today.	7.7	8.0	8.6	7.3	7.5	8.1	7.7
Over the past 20 years, students have changed to a significantly greater extent than the education system in which I operate.	7.5	7.9	8.3	7.2	7.5	7.7	7.4
It is very important to have a cross-Canada organization that focuses on education.	7.0	7.3	7.5	7.5	7.0	6.7	7.6

*Caution: small base size.

Indicates a statistically significant difference over the comparison group (at a 95% confidence level).

Q11c. To what extent do you agree or disagree with the following statements?