

BC Teachers & COVID-19: How Are Teachers Doing?

1,206 teachers in British Columbia, Canada, responded to a survey about their teaching experience and well-being in February 2021, 11 months into the COVID-19 pandemic. Below are six key findings from the provincial survey including messages from BC teachers.



1. DECLINES IN MENTAL HEALTH

80.5% of teachers reported that their mental health has been slightly or significantly worse since the start of the pandemic.



"This has been the hardest year of my teaching career."

~Elementary teacher, over 15 years' experience



2. FEWER OPPORTUNITIES TO CONNECT

69.4% of teachers reported fewer opportunities to form and maintain emotional connections with students.

92.7% of teachers reported fewer opportunities to connect with colleagues.



"I miss hugging and receiving hugs of support from my colleagues."

~Elementary teacher, over 5 years' experience



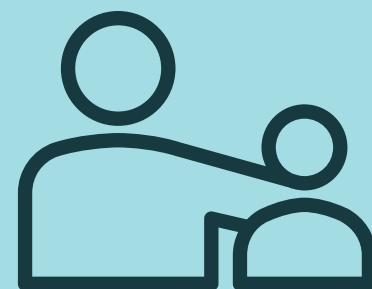
3. UNMET STUDENT NEEDS

42.8% of teachers felt that students' social and emotional needs were slightly or not at all met this year.



"There are far more students struggling with anxiety and mental health and we're struggling to provide enough support."

~Elementary teacher, over 10 years' experience



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4. INCREASED WORKLOAD

66.6% of teachers reported that their workload was more or a lot more than before the pandemic.



"Having to implement programs and support for remote students while simultaneously supporting in-person students has increased workload tremendously."

~Secondary teacher, over 20 years' experience

5. TURNOVER INTENTIONS

40.3% of teachers reported that they were now more likely to seek to leave the profession than before the pandemic.

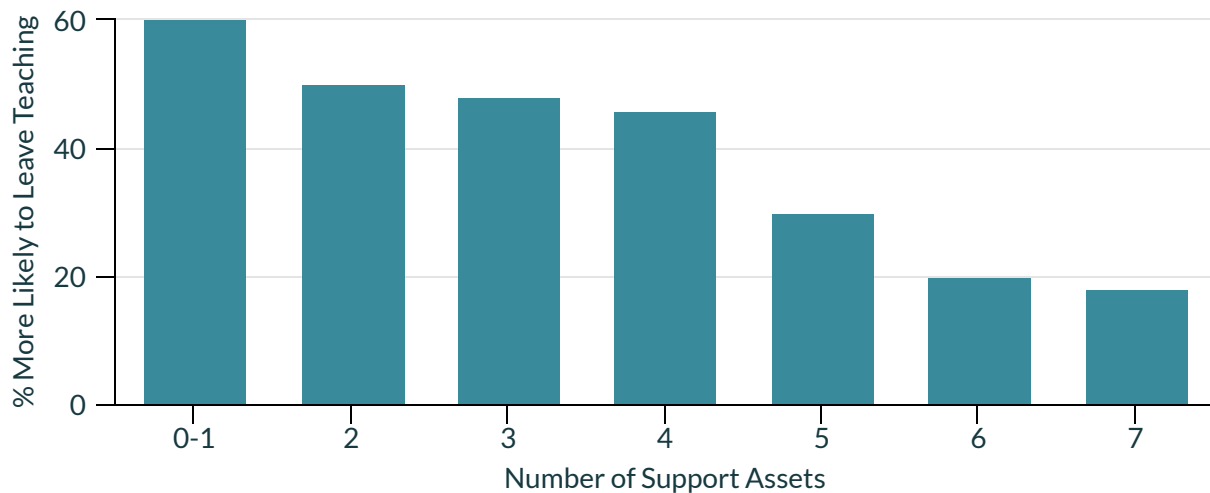


"I've never felt more discouraged, unappreciated and deflated while at the same time burned out. The way we've been treated during this pandemic has really changed my outlook on the profession."

~Elementary teacher, over 10 years' experience

6. FEELING SUPPORTED MAY PROTECT TEACHERS' WELL-BEING

Support Gradient



Note. Teachers rated to what extent each of the following were sources of support for them: principals and school-based administrators, school board, Ministry of Education, union, colleagues, recognition within their schools, and recognition within their communities outside of school. A support was considered to be present (i.e., a 'support asset') if the respondent indicated 'moderately true' to 'completely true' that this was a source of support for them. Given that there were seven types of support measured, the number of support assets a teacher could have ranged from 0 to 7.



Acknowledgements:

We gratefully acknowledge the BC teachers who took the time to complete the survey and those who offered their guidance on the original survey content.

We would also like to acknowledge and sincerely thank all of the teachers and those working with children and youth in schools and the community throughout the COVID-19 pandemic. We see you and we deeply appreciate you.



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Download the full report:

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This infographic presents research conducted by researchers at the Human Early Learning Partnership (HELP) and Centre for Health Evaluation & Outcome Sciences (CHÉOS), which was informed by a partnership with the BC Ministry of Education as well as a partnership with the BC Teachers' Federation. The infographic and full report were produced and published by HELP, School of Population and Public Health, University of British Columbia, June 2021.