



Summary Report-

QPAT Emergency Remote Learning Survey

6/15/2020 10:21:41 AM

Demographic Questions

Please select your teaching level that reflects the majority of your teaching assignment

Respondents: 2704

Choice	Percentage	Count
Pre-Kindergarten/Preschool	2.63%	71
Kindergarten	5.70%	154
Elementary	47.04%	1272
Secondary	37.20%	1006
Adult education	7.43%	201
Total	100%	2704

Please select your main area of teaching (elementary)

Respondents: 2703

Choice	Percentage	Count
English generalist	30.82%	833
French immersion	19.35%	523
Physical education	2.96%	80
Arts (Visual, Drama, Music, Dance)	2.63%	71
Other	10.28%	278
Not applicable	33.96%	918
Total	100%	2703



Please select your main area of teaching (secondary and Adult education)

Respondents: 2703

Choice	Percentage	Count	
English	17.35%	469	
French	11.88%	321	
Mathematics	8.84%	239	
Sciences	5.92%	160	
Social Sciences	5.14%	139	
Physical Education	2.63%	71	
Arts (Visual, Drama, Music, Dance)	3.11%	84	
Other	6.22%	168	
Not applicable	38.92%	1052	
Total	100%	2703	

Access to Information Technology

Please select the statement that most closely reflects your current situation

Respondents: 2671

Choice	Percentage	Count	
I have high speed internet at home	85.62%	2287	
I do not have high speed internet at home, but I could upgrade	9.62%	257	
I do not have access to high speed internet in the area of my residence	3.33%	89	
I only have internet access through my phone or mobile plan	1.09%	29	
I do not have any personal internet access	0.34%	9	
Total	100%	2671	



Please select the statement that most closely reflects your current situation

Respondents: 2671

Choice	Percentage	Count	
I have a personal computer at home for my exclusive use	49.23%	1315	
I have a personal computer at home that is shared	20.40%	545	
I do not have a personal computer, but I have borrowed one from school	27.63%	738	
I do not have a personal computer, but I can borrow one from school	2.17%	58	
I do not have access to a personal computer	0.56%	15	
Total	100%	2671	

Use of Information Technology for Emergency Remote Learning

How would you rate your level of ability using information technology for remote learning?

Respondents: 2628

Choice	Percentage	Count	
Above average	21.65%	569	
Average	58.71%	1543	
Below average	18.65%	490	
Prefer not to answer	0.99%	26	
Total	100%	2628	



From the questions below, please indicate the amount of training you have received:

Respondents: 2621

	0 hours	1-3 hours	4-6 hours	7-9 hours	10 or more hours	Total
How many hours of training have you received to know how to use technology to present classes online?	29.84% (782)	49.64% (1301)	12.74% (334)	3.24% (85)	4.54% (119)	100% (2621)
How many hours of training have you received in preparation and planning of online learning?	58.46% (1531)	30.24% (792)	6.61% (173)	1.72% (45)	2.98% (78)	100% (2619)
How many hours of training have you received in evaluation of online learning?	82.12% (2149)	14.83% (388)	1.41% (37)	0.50% (13)	1.15% (30)	100% (2617)

Use of Information Technology for Emergency Remote Learning

From the questions below, please indicate how useful training was:

Respondents: 2582

	Not useful	Somewhat useful	Generally useful	Very useful	Not applicable/no training received	Total
How useful was the training you received to use technology to present classes online?	5.93% (153)	25.29% (653)	25.76% (665)	14.68% (379)	28.35% (732)	100% (2582)
How useful was the training you received in preparation and planning of online learning?	8.48% (219)	19.13% (494)	13.75% (355)	6.39% (165)	52.25% (1349)	100% (2582)
How useful was the training in evaluation of online learning?	11.04% (285)	8.95% (231)	6.82% (176)	2.32% (60)	70.86% (1829)	100% (2581)



What proportion of your students have logged in or connected to your online lessons or classes?

Respondents: 2574

Choice	Percentage	Count	
Less than 20%	17.44%	449	
20-40%	18.96%	488	
40-60%	20.71%	533	
60-80%	20.05%	516	
80% or more	25.49%	656	
Total	100%	2574	

Educational and Complementary Services for Students

How have you determined the new material (i.e. "essential knowledge" not taught before March 13, 2020) that you are teaching in May and June 2020?

Respondents: 2519

Choice	Percentage	Count	
I have determined it on my own	33.74%	850	
I have determined it based on discussions with members of the school team (e.g. cycle teams, subject teams, school administration, resource/supporting teacher, etc.)	46.05%	1160	
I have determined it based on discussions with or recommendations from school board consultants	2.58%	65	
I have been directed to teach certain material by the school administration or the school board	2.10%	53	
No new material has been determined	15.52%	391	
Total	100%	2519	



Who was involved in determining the procedures to be put in place to support students with special needs who are learning remotely?

Respondents: 2516

Choice	Percentage	Count	
The school team determined the procedures (school administrator and teachers, resource/supporting teachers, support staff)	41.65%	1048	
The school administrator determined the procedures	16.14%	406	
Teachers determined the procedures	10.10%	254	
No procedures have been determined	9.98%	251	
I do not know	22.14%	557	
Total	100%	2516	

What services have been implemented for students with special needs who are learning remotely?

Respondents: 2517

Choice	Percentage	Count	
Services by non-teaching professionals (Psychologist, Speech Therapist, Occupational Therapist, Guidance Counsellor)	16.57%	417	
Services by resource/supporting teachers	48.55%	1222	
Services by support staff (Special Ed. tech, attendant, aide)	35.24%	887	
No services have been implemented	7.83%	197	
I do not know	33.81%	851	
Total	100%	2517	



Educational and Complementary Services for Students

What ongoing support is available for students with special needs who are learning remotely?

Respondents: 2489

Choice	Percentage	Count
Ongoing support by non-teaching professionals (Psychologist, Speech Therapist, Occupational Therapist or Guidance Counsellor)	15.39%	383
Ongoing support by resource/supporting teachers	50.54%	1258
Ongoing support by support staff (Special Ed. tech, attendant, or aide)	34.83%	867
No ongoing support is available	6.23%	155
I do not know	34.55%	860
Total	100%	2489

Who was involved in revising already established IEPs for students who are learning remotely?

Respondents: 2487

Choice	Percentage	Count
The school team (School administrator, teachers, resource/supporting teachers, non-teaching professionals, support staff)	21.11%	525
The school administrator	1.21%	30
Teachers	13.99%	348
IEPs have not been revised	30.04%	747
I do not know	33.66%	837
Total	100%	2487



Who was involved in creating new IEPs for students who are learning remotely?

Respondents: 2487

Choice	Percentage	Count	
The school team (School administrator, teachers, resource/support teachers, non-teaching professionals, support staff)	12.87%	320	
The school administrator	0.88%	22	
Teachers	7.48%	186	
No new IEPs have been created	40.41%	1005	
I do not know	38.36%	954	
Total	100%	2487	

Summary of responses to open-ended questions - Q1 and Q2

Respondents Q1: 1744

Q1: In the text box below, please tell us what you would need to help you better implement emergency remote learning next school year (2020-2021) should it be required.

Elementary teachers: 868 respondents

Needs identified

Training was mentioned frequently in these ways:

- How to use online (learning) platforms (Zoom, Microsoft Teams, Google Meet...)
- How to plan/evaluate online learning
- How to use/access technology (training for parents, students, teachers)

Technology was mentioned frequently in these ways:

- Need for more tools
- Need for more access to better technology/tools (teachers and students)
 - Outdated laptops
 - Poor internet access
 - Increased cost (internet consumption at home, upgrading of tech/internet)
- Need for tech support for teachers and parents
- Need for appropriate technology for students



- Tools that match student needs (tablets for K students but not a match for Cycle 3 – need laptops)

Time was mentioned often in these ways:

- Teachers need more time for planning
- Teachers need more time to work/collaborate with other teachers
 - Sharing/discussing material, evaluation
 - 4 days teaching student/1 day to plan/collaborate
- Set times for working with students
- Set subject times
- Teach online OR in classroom – not both

Clarity-Consistency was mentioned often in these ways:

More clarity and consistency needed with:

- Government directives
- Government plan
- Guidelines from SBs
- Expectations for parents and students
 - Attendance/online participation
- Expectations for teachers
 - Schedules
 - Instructions/procedures
 - Evaluation
 - Too much information coming from everywhere; none of it clear

Secondary teachers: 729 respondents

Needs identified

Training was mentioned frequently in these ways:

- For teachers
 - How to use online (learning) platforms (Zoom, Microsoft Teams, Google Meet...)
 - How to plan/evaluate online learning
 - Hands on and interactive training
 - Training should be consistent across the board
- For Parents and Students



- How to use/access technology
- Code of conduct for online learning

Technology was mentioned frequently in these ways:

- Need for up to date devices for students and teachers (many outdated laptops which were not functional)
- Need for access to high-speed internet connection for teachers and students
- Need for tech support for teachers and parents
- Need access to budgets for supplies and additional costs incurred by teachers while teaching from home (upgrade of internet services, printing, other supplies)

Platform was mentioned often in these ways:

- Selection of a single/appropriate online platform within the same school or school board
 - The use of multiple platforms caused confusion for teachers, parents, and students
 - Using the same platform allows for consistency in training and delivery
 - Some platforms are not always safe or appropriate for online learning

Time was mentioned several times in these ways:

- Teachers need more time for planning ahead before the end of the school year and before the start of the new school year (training on the use of online platforms, pedagogical planning, etc.)
- Teachers need more time to work/collaborate with school team
 - Sharing/discussing material, evaluation
 - Schedules adapted to teaching online (decrease length of classes, time for remediation of students who need it)
- Better coordination - time devoted to subjects...

Clarity - Consistency was mentioned several times in these ways:

More clarity and consistency needed with:

- Governmental plan and MEES directives
 - The lack of clear and consistent guidelines caused a lot of stress and anxiety for teachers, parents, and students.
 - Clear plan determined much ahead of time and stick to it – avoid last minute decisions
- Guidelines and directives from SBs
- Expectations from parents/students
 - Attendance



- Behaviour on platforms
- Expectations for teachers
 - Schedules
 - Course content to be covered in each subject (essential knowledges)
 - Evaluation/Assessment

Support was mentioned several times in these ways:

- Need for technical support when using technology
- Need for support by attendants/technicians when teaching online to help with special needs students

Adult Education teachers: 147 respondents

Needs identified

Training was mentioned frequently in this way:

- More/better training for teachers for remote learning

Technology was mentioned frequently in these ways:

- Equipment and technical support for teachers, including internet access
- Equipment availability and support for students, including internet access

Clarity – Consistency was mentioned several times in this way:

- Improvement in school board or centre leadership, practices, decisions
-



Summary of responses to open-ended question Q2

Respondents Q2: 1245

Q2: In the text box below, please feel free to provide additional information or comments regarding:

- *access to technology*
- *training for (emergency) remote learning*
- *educational services for students*
- *complementary services for students*
- *online interactions with students or parents*

or any other challenges you have encountered as a teacher in the context of emergency remote learning since the beginning of the COVID-19 pandemic.

Elementary teachers: 509 respondents

Concerns/challenges associated with ERL

Students were mentioned frequently in these ways:

- Attendance – At-risk students most likely to not attend on-line learning
- Students with physical and intellectual disabilities: online learning is unrealistic
- MEES learning kits did not contain any material for students with special needs
- Students spending too much time in front of screens, especially young students
- Students lacking motivation to learn online
- Lack of access to technology: learning barrier for students
- Distractions while learning; parents yelling in background, dogs barking...
- Burden/Stress for students: too many different teachers contacting same student daily/weekly
 - Use of too many platforms
 - Too many changes in short period of time difficult for students to process

Parents were mentioned frequently in these ways:

- Relying on teachers for answers to government decisions, tech support/training
 - Teachers had to ensure students had devices, parents had passcodes or fixing passcodes for parents
- Not invested in their child's education



- Not capable of helping child academically; parents need support training in this area
 - Parents feeling frustrated by this and the government's constant changes
- Range of parent support vast; from nothing to sitting beside child whispering answers in ear
- Parents overwhelmed with sharing devices with child, while having to work from home
 - Added cost of remote learning; internet consumption, needing more devices, needing upgrades
 - Service provider issues; unable to access service/support due to quarantine restrictions

Mental health concerns or issues were mentioned several times in these ways:

Teachers experienced:

- Stress/extreme stress due to constant changes/unclear directives by MEES
- Insomnia
- Health issues due to physical/mental stress
- Sadness, feeling demoralized-incapable of meeting needs/demands of situation
 - Workload/hours per day excessive
 - Choosing to retire sooner
- Increase in family issues

Other challenges mentioned several times:

- Lack of proper training on the use of platforms
- No training on online pedagogical planning and evaluation
- Too many different platforms being used, some of which are not necessarily appropriate for online education
- Unavailability of online resources for students with special needs.
- Difficult to assess if what is being done online with students is having positive impact on their learning
- Challenge to teach certain subjects online
- Challenge to support special needs students while teaching online



Secondary teachers – 509 respondents

Concerns/challenges associated with ERL

Students were mentioned several times in this way:

- Attendance – low attendance, particularly of students at-risk and higher-grade levels (sec. 3-4-5)
- Difficult to address the needs of vulnerable/special needs students online
- Students' motivation and engagement one of the main challenges (cancellation of exams, school not mandatory)
- Mention that secondary 5 students would have needed some form of closure
- Lacking access to proper technological device/connection (use of cellphone or tablet if not ideal for online learning)
- Students do not always have the proper environment for learning at home

Mental health concerns or issues were mentioned several times in these ways:

- Stress/extreme stress due to constant changes/unclear directives by MEES
- Anxiety due to uncertainty and constant changes
- Difficult to cope when teaching and taking care of children at home at the same time
- Stress for students and parents: too many teachers contacting same student daily/weekly with different platforms

Other challenges mentioned several times:

- Lack of proper training on the use of platforms
- No training on online pedagogical planning and evaluation
- Too many different platforms being used, some of which are not necessarily appropriate for online education
- Unavailability of online resources for students with special needs.
- Difficult to assess if what is being done online with students is having positive impact on their learning
- Challenge to teach certain subjects online
- Challenge to support special needs students while teaching online



Adult Education teachers: 100 respondents

Concerns/challenges associated with ERL

Students were mentioned several times in these ways:

- Students lacking motivation
- Issues with retention
- Students requiring equipment and material support

