The **Teacher Engagement Online Survey** on remote and recovery learning was co-developed by The Manitoba Teachers' Society and Manitoba Education and conducted by ViewPoints Research from June 1 -10, 2020. All active members of The Manitoba Teachers' Society, with valid email addresses, were invited to participate. The response was overwhelming, with 4,641 participants.

Purpose of Survey

The purpose of the survey was
- to provide insight about teachers current experiences and challenges with remote teaching and learning;
- to inform and shape the plan for recovery learning; and
- to assist in long-term education planning.

Content of Survey

The survey explored
- participants' job satisfaction;
- the challenges of contacting and engaging students while in-school teaching has been suspended;
- perceived levels of student internet/tech access, involvement in remote learning and use of print-based materials and online learning platforms;
- the frequency of direct instruction to students during the COVID crisis;
- perceptions of the challenges ahead as in-school teaching and learning resumes; and
- the importance of initiatives that could be implemented to support students' transition back to school.

Participants/Profile

- 4641 Manitoba public school teachers completed survey (represents 1 in 4 MTS members)
- 62% are classroom teachers; 11% student services; 10% classroom teacher+school leader; 4% school leaders
- 51% participants teach in Winnipeg/ 49% in Rural/North
- 47% participants have been teaching for 16+ years/28% 9-15 years/13% 5-8 years/11% 0-4 years

Overarching Themes

1. **Trust teachers**. Teachers have used their professional judgement and professional networks to adapt teaching and learning to meet the needs of their students and their daily realties.
2. **Improve communication**. There is significant room for improvement in communication strategies. Last minute announcements and changes caused a lot of uncertainty.
3. **This is a team effort**. Planning and engaging with teachers and providing teachers with the opportunity to engage with their circles of professional practice will ensure that student learning continues.
4. **Relationships are paramount**. Teachers worked together with their communities, school leaders, and each other to adapt and address the needs of their students. Online relationships can never replace the connections that are made in the classroom.
5. **Address inequities**. How do we ensure that all students are able participate in their education (access to technology, access to internet, mental health supports, EAL supports etc…)?

Remote Teaching/Learning

- 6 in 10 teachers report being satisfied with their job as educator during Covid-19 School Closures
- **Prevalent** Challenges to majority include:
    - *Expectations for teaching and learning*
    - *Student access to tech/connectivity to participate in remote learning*
    - *Personal challenges of teaching from home and family responsibilities*
- Additional/**less prevalent** challenges:
    - *Access to professional learning to support remote teaching and learning*
    - *Access to teaching and learning resources*
    - *Teacher access to tech/connectivity*
    - *Access to colleagues*
- Half of participants said 50% + of their students consistently participated in remote learning during COVID
- More than 6 in 10 participants said 50% or less of their students participated in remote learning using print-based materials
- Half of participants said 50%+ of their students participated in remote learning using online learning platforms
- 2/3 of participants said 50%+ of their students had regular internet access
- 7 in 10 participants were able to provide direct instruction to their students at least weekly during COVID, including 3 in 10 who were able to do so daily. 2 in 10 said rarely/never.

Return to School Instruction

In each of these areas, the likelihood members think it will be an issue for them compared to a typical year decreases as job satisfaction during COVID increases

- 84% are concerned with maintaining good public health practices compared to previous year
- 53% feel supporting students and maintain their own health will be an issue.
- 38% think re-establishing connection and community in the classroom will be an issue.
- *6 in 10 participants feel these initiatives are important to support students transition back to school:*
  - 95% reduced class size to allow for proper physical distancing practices
  - 84% collaborative planning time to support recovery learning
  - 71% procedures and policies for dealing with student and staff illnesses
  - 62% guidelines and training on best practices for hygiene and physical distancing measures
- *Fewer members feel these initiatives are important to support students' transition back to school:*
  - 58% access to community based mental health supports for students
  - 51% professional development on accelerated learning strategies
  - 45% parent resources to support recovery learning
  - 34% additional online learning tutorials, games and tools

Open-ended Questions:

What students and families need for a successful return to school?

- Clear plan, well communicated and consistently implemented is key to ensuring family and student buy in
- Looking for provincial and divisional planning and leadership that adapts and adheres to current public health directives
- Put planning and health before all while striving for a return to routine and normalcy
- Mental health supports
- Trust in teacher professional judgement and efficacy
- Strengthen parent-school connections
- Support for recovery learning (define the goals, smaller class sizes, access to educational assistants, external support for mental health services, pause on standardized assessments to allow teachers to focus on teaching)

Concerns about students returning to school?

- Mental and physical health and safety of students, staff and their loves ones.
- Adhering to public health protocols (physical distancing, spaces, bussing)
- Concerns about being immune-supressed themselves or of bringing COVID home to at-risk loved ones

- Loss of professional development days
- Balancing in-person and remote teaching simultaneously
- Addressing learning gaps

Additional Comments

- Teachers are concerned professional development days will be repurposed to instructional days
- Teachers are interested in professional learning on a range of topics including engagement, assessment, use of technology as a support to effective pedagogy and communication; and differentiated strategies for teaching remotely or in a blended format.
- Teachers want to collaborate with others and have time to plan and prepare for remote teaching/learning
- Teachers used words such as clear, consistent and streamlined to describe the quality of planning and messaging they would like to see from government, division, and administration.
- Some would like to see province wide plan, others like flexibility of Divisions and teacher to adapt to their own circumstances
- Teachers want a voice in decision making
- Many teachers stressed the importance of in-person contact with students. Many noted the importance of human relationships and teacher student connections as being integral to student learning and pointed out the challenges of keeping students engaged on line.
- Teachers recognize how important it is to work with parents to support student learning
- Teachers understand that collaboration and resource sharing is critical
  - Allow teachers time to meet and provide an opportunity to teachers to consult on best practices used during the pandemic
  - Blog or sharepoint where teachers can learn from other teachers.
  - Establish a representative committee of teachers to develop remote learning guidelines