



Summary of 2010 CTF National Issues Poll Results

How do Canadians Grade the Schools?

- Canadians surveyed continue to give higher grades to schools in their community than to schools in their province/territory, with shares of 61% and 53% of respondents respectively grading these schools “A” or “B” in 2010.

Highest Priority Spending Areas in Public Education

- If more money was spent on public education, Canadians believe that “Reducing class sizes” should be the highest priority among 8 surveyed issues, with over 1 in 4 respondents (27%) expressing this view, followed by “Improving the curriculum” (23%); “Efforts to help students feel more respected, welcome and included at school” (12%); “More services for students with special needs” (12%); “Teacher training and upgrading and professional development” (10%); “Improving safety and security in the schools” (7.0%); “Province-wide/territory-wide student achievement tests” (6.0%); and “Programs to promote personal health by educating students about illness and disease prevention” (4.0%).

Measuring Student Achievement

- Two-thirds of Canadians surveyed believe the best way to measure student achievement in school is by “Teacher evaluation of their students’ work including tests, homework, classroom work and other assigned projects”, while one-third prefer “Standardized province-wide/territory-wide student achievement tests”.

Public Support for Increased Government Funding for Public Schools

- 87% of Canadians surveyed in 2010 would support increased government funding for public elementary schools, and the same share would support increased funding for public secondary or high schools.

Rating the Job the Public Schools in Your Community are Doing in Handling 6 Surveyed Issues

- The majority of Canadians surveyed believe the public schools in their community are doing a “good” or “excellent” job with respect to each of the 6 issues surveyed in 2010, with shares ranging as follows:
 - 78% with respect to “Giving boys and girls an equal chance to succeed in school”.
 - 70% with respect to “Making sure all students regardless of their ethnic or religious background, feel respected, welcome and included by teachers and students in the mainstream of the school's activities”.
 - Two-thirds of respondents (67%) with respect to “Making sure children of Aboriginal and other minority racial groups have the same chance to succeed in school as white children”.

- 62% with respect to “Making sure all students regardless of their sexual orientation feel respected, welcome and included by teachers and students in the mainstream of the school’s activities”.
- 61% with respect to “Giving children from rich and poor families an equal chance to succeed in school”.
- 60% with respect to “Making sure all students regardless of their physical, emotional or learning disabilities feel respected, welcome and included by teachers and students in the mainstream of the school’s activities”.

Values and Ethical Behaviour, Human Rights, Participatory Democracy, Peacemaking, and Environmental Protection

Canadians Surveyed Believe that Public Schools Should Teach Students About 5 Surveyed Issues

- Canadians surveyed in 2010 overwhelmingly agree (“strongly” or “somewhat”) that public elementary and secondary schools should teach their students about “Values and ethical behaviour” (96%), “Human rights” (96%), “Peacemaking” (95%), “Environmental protection” (95%), and “Participatory democracy – taking an active role in democracy, not just voting in elections” (91%).

Canadians Surveyed Agree that Public Schools Should be Involved in Community Projects

- Virtually all Canadians surveyed in 2010 (96%) agree (“strongly” or “somewhat”) that public elementary and secondary schools should be active participants in community projects such as recycling, community gardens and food drives, including 64% who “strongly agree”.

When Community Organizations Support Community School Projects it Fosters Citizenship and Nurtures Community-School Relationships

- Virtually all respondents (97%) agree (“strongly” or “somewhat”) that “When community organizations support community school projects it fosters responsible citizenship”, including 53% who “strongly agree”.
- Virtually all respondents (97%) also agree (“strongly” or “somewhat”) that “When community organizations support community school projects it nurtures community-school relationships”, including 55% who “strongly agree”.

Canadians Agree that it is Possible for Student-Led Projects to Bring About Positive Change in a Community

- Virtually all respondents (97%) agree (“strongly” or “somewhat”) that it is possible for student-led projects to bring about positive change in a community, including 58% who “strongly agree”.

Canadians Believe it is Important that Public Schools Develop Students’ Critical Thinking Skills

- Almost all Canadians surveyed (98%) believe that it is important (“very” or “rather”) that public elementary and secondary schools develop students’ critical thinking skills, including 68% who believe it is “very important”.