

Parachute.

AT-A-GLANCE

Spring 2026
Deprofessionalization



PARTICIPATION

- 6,175 completed responses
- K-12 teachers, principals, vice-principals, and education workers
- Career level segmentations:
 - Early career = less than 5 years' experience (n=528)
 - Mid-career = 5-19 years' experience (n=2,189)
 - Later career = 20 years' experience or more (n=2,650)
- Survey period: 4 weeks, April 21, 2026 — May 21, 2026



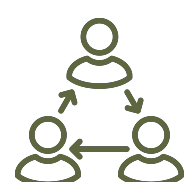
A profession defined by expertise without authority

- 92% of educators rate student success as “very important” to feeling like a professional.
- Over 90% of educators say they have professional expertise — but only about 60% say they have the authority to act on it.
- Over 60% of respondents have more than 15 years' experience, and almost 40% hold master's degrees.



A profession on life support

- 40% of educators feel they do not have work-life harmony.
- Nearly 30% of educators say they have poor working conditions.
- 4 in 10 early career educators (under 5 years) do not feel positive about the future in public education.



A profession built on relationships

- Nearly 90% of educators rate being trusted by parents/guardians as “very important” to their professional identity.
- 1 in 4 educators spend more than 3 hours per week supporting students with personal learning needs, over and above their regular planning and support time.
- While over 80% of mid-to-later career educators report that collaborating with colleagues “strongly” supports their professional experience, over 40% early career educators say they lack the time to do so.



A profession's status at the whim of public opinion

- 86% of educators see their professional status affected by media representations.
- Educators lack support from key duty holders:
 - 70% do not feel supported by their Ministries;
 - Nearly 60% do not feel supported by school board trustees;
 - 44% seldom feel supported by their school community.
- Provincial and territorial politics affect the status of the profession “to a large extent”:
 - 82% feel the effects of budgets;
 - 70% point to the party in power and its politics.



SOLUTIONS: RESTORING THE PROFESSION

Educators are calling on Ministries to enact systemic changes that:

- 1. protect their expertise** by setting student-teacher ratios that account for classroom complexity;
- 2. support them as public workers** by addressing misinformation and social media attacks on the profession;
- 3. shape parent/guardian relationships** through dedicated collaboration time and clear communication guidelines.

“While I have some ability to adapt content and meet needs, what I don’t have is the time to do it or the appropriate resources to work with. To avoid relapsing into burnout, I don’t spend additional time on adapting material because I can no longer shoulder the burden of a failing system through my own unpaid labour.”

— BCTF, elementary teacher, 15-19 years’ experience