**Surrey Schools**
LEADERSHIP IN LEARNING

# 2021 EMPLOYEE WELL-BEING REPORT

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# Executive Summary

**Overview of the Surrey School District Employee Well-Being Survey**

This report provides the results of the Surrey School District Employee Well-Being Survey completed by 2,328 Surrey School District employees. The survey was sent to all employees in the district on February 19th, 2021 and was closed on February 28th, 2021.

The 12-item survey includes a mix of quantitative Likert scale and open-ended questions and statements with the objective of gathering information regarding employees in the following areas: 1) well-being; 2) challenges faced; 3) accessibility and utility of resources and supports; and 4) barriers and needed resources and supports.

Data was split into three groups and analyzed.[1] The first was by Employee Group, which includes: 1) Teachers (STA; n = 1,259) Support Staff (CUPE; n = 907); 3) Principals, Directors of Instruction, Vice Principals, District Principals, and Assistant Superintendents (n = 102); and 4) EPEG (including Managers, Directors; n = 44) employees. The second grouping was by the age cohort respondents worked with most of the time: 1) Elementary School Employees (n = 1,369) and Secondary School Employees (n = 696). The third grouping was by Area School including: 1) City Centre (n = 304); 2) Cloverdale and Clayton (n = 315); 3) Guildford (n = 344); 4) Newton/Fleetwood (n = 518); and 5) Panorama/Sullivan (n = 175); and 6) South Surrey and White Rock (n = 312). Below is a summary of results.

**Results of the Comparative Analysis of Data Collection Instruments**

*Participation Background*

<u>By Employee Group</u>

➢ A total of 1,259 Teachers, 907 Support Staff, 102 Administrators, and 44 EPEG employees provided responses on the Surrey School District Employee Well-Being Survey.

<u>By Elementary School and Secondary School</u>

➢ A total of 1,369 employees working in Elementary Schools and 696 employees working in Secondary Schools provided responses on the Surrey School District Employee Well-Being Survey.

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[1] For each category, employees who did not indicate a category were removed from analysis.

➢ Among the employees working in schools who provided responses on the Surrey School District Employee Well-Being Survey, 304 are in City Centre schools, 305 are in Cloverdale and Clayton schools, 344 are in Guildford schools, 518 are in Newton and Fleetwood schools, 175 in Panorama and Sullivan schools, and 312 in South Surrey and White Rock schools.

## Calm and Confidence Levels

### By Employee Group

➢ Most employee groups said they feel calm and confident the majority of the time, including six in ten Support Staff, eight in ten Administrators, and about three-quarters of EPEG employees. Just under half of Teachers said they feel calm and confident the majority of the time.

### By Elementary School and Secondary School

➢ About half of both groups feel calm and confident the majority of the time, including 50.6% of Elementary employees and 53.3% of Secondary School employees.

### By Area School

➢ About half of employees in most Area Schools feel calm and confident the majority of the time. Closer to six in ten employees in South Surrey and White Rock indicated the same.

## Resiliency Questions

### By Employee Group

➢ About one-third of Teachers, half of Support Staff and EPEG employees, and three-quarters of Administrators, feel optimistic about how things are going at work most or all of the time. About one-third of Teachers, two in ten Support Staff and EPEG employees, and just 7% of Administrators feel optimistic a little or none of the time.

➢ Four in ten Teachers, six in ten Support Staff, eight in ten Administrators, and two-thirds of EPEG employees believe they deal well with challenges in the workplace most or all of the time. 5% of Administrators, and roughly two in ten Teachers, Support Staff, and EPEG employees said they believe this a little or none of the time.

➢ Roughly two-thirds of Teachers, Support Staff, and EPEG employees feel like they belong in the workplace most or all of the time, while nine in ten Administrators said the same.

- One in ten Elementary School employees feel like they belong in the workplace a little or none of the time, and two in ten Secondary School employees feel the same. 15% of Teachers, one in Support Staff and EPEG employees, and 5% of Administrators feel they belong a little or none of the time.

- Seven in ten Teachers, and eight in ten Support Staff, Administrators, and EPEG employees believe their work makes a difference most or all of the time. Just 8% of Teachers, 6% of Support Staff, 4% of Administrators, and 3% of EPEG employees believe this a little or none of the time.

- Three-quarters of Teachers, roughly eight in ten EPEG employees, and nine in ten Support Staff and Administrators feel confident in their abilities to do their work most or all of the time. About 7% of Teachers, 2% of Support Staff, 3% of Administrators, and 5% of EPEG employees feel confident in their abilities a little or none of the time.

- Eight in ten Teachers and Support Staff, nine in ten Administrators, and three-quarters of EPEG employees have at least one colleague they can go to for support most or all of the time. Roughly 8% of Teachers and Support Staff, 6% of Administrators, and 9% of EPEG employees said they have a colleague to go to only a little or none of the time.

- About two-thirds of Teachers, Support Staff, and EPEG employees feel they can go to a supervisor when they need support most or all of the time, while eight in ten Administrators feel the same. Around two in ten Teachers, Support Staff, and EPEG employees, and just 8% of Administrators, feel this way a little or none of the time.

- About two-thirds of Teachers and EPEG employees, seven in ten Support Staff, and eight in ten Administrators know where to seek out resources and supports when needed most or all of the time, while one in ten Teachers and EPEG employees, 7% of Support Staff, and 4% of Administrators selected a little or none of the time.

- Two-thirds of Teachers, three-quarters of Support Staff, eight in ten Administrators, and two-thirds of EPEG employees are confident in their abilities to rebound from a bad day at work. One in ten Teachers, 7% of Support Staff, 4% of Administrators and 14% of EPEG employees feel this way a little or none of the time.

- Close to half of Teachers, one-third of Support Staff and EPEG employees, and three-quarters of Administrators look forward to work most or all of the time. One-quarter of Teachers, one in ten Support Staff and Administrators, and one-fifth of EPEG employees look forward to work a little or none of the time.

- Across all resilience items, Teachers selected a little or none of the time most compared to the other employee groups, and Administrators answered a little or none of the time the least.

➢ Four in ten employees in both groups feel optimistic about how things are going at work most or all of the time, while three in ten said they feel optimistic a little or none of the time.

➢ Half of employees in both groups believe they deal well with challenges in the workplace most or all of the time. In both groups, two in ten said they believed this a little or none of the time.

➢ Seven in ten employees in both groups feel like they belong in the workplace most or all of the time. One in ten Elementary School employees feel like they belong in the workplace a little or none of the time, and two in ten Secondary School employees feel the same.

➢ Three-quarters of both Elementary and Secondary School employees believe their work makes a difference most or all of the time, and 7% believe this a little or none of the time.

➢ In both groups, eight in ten employees feel confident in their abilities to do their work most or all of the time, while about 5% feel confident in their abilities a little or none of the time. Similarly, in Elementary and Secondary Schools, eight in ten employees have at least one colleague they can go to for support most or all of the time, and 8% said they have a colleague to go to only a little or none of the time.

➢ Seven in ten Elementary School employees, and six in ten Secondary School employees, feel they can go to a supervisor when they need support most or all of the time. 15% of Elementary School employees and two in ten Secondary School employees feel this way a little or none of the time.

➢ About two-thirds of employees from both groups know where to seek out resources and supports when needed most or all of the time, while one in ten selected a little or none of the time. Two-thirds of Elementary and Secondary School employees are also confident in their abilities to rebound from a bad day at work, while around one in ten feel this way a little or none of the time.

➢ Six in ten Elementary and Secondary School employees look forward to work most or all of the time, while two in ten employees in both groups look forward to work a little or none of the time.

By Area School

➢ Four in ten employees in both groups feel optimistic about how things are going at work most or all of the time, while three in ten said they feel optimistic a little or none of the time.

➢ Half of employees in both groups believe they deal well with challenges in the workplace most or all of the time. In both groups, two in ten said they believed this a little or none of the time.

➢ Seven in ten employees in both groups feel like they belong in the workplace most or all of the time. One in ten Elementary School employees feel like they belong in the workplace a little or none of the time, and two in ten Secondary School employees feel the same.

- ➢ Three-quarters of both Elementary and Secondary School employees believe their work makes a difference most or all of the time, and 7% believe this a little or none of the time.

- ➢ In both groups, eight in ten employees feel confident in their abilities to do their work most or all of the time, while about 5% feel confident in their abilities a little or none of the time. Similarly, in Elementary and Secondary Schools, eight in ten employees have at least one colleague they can go to for support most or all of the time, and 8% said they have a colleague to go to only a little or none of the time.

- ➢ Seven in ten Elementary School employees, and six in ten Secondary School employees, feel they can go to a supervisor when they need support most or all of the time. 15% of Elementary School employees and two in ten Secondary School employees feel this way a little or none of the time.

- ➢ About two-thirds of employees from both groups know where to seek out resources and supports when needed most or all of the time, while one in ten selected a little or none of the time. Two-thirds of Elementary and Secondary School employees are also confident in their abilities to rebound from a bad day at work, while One in ten feel this way a little or none of the time.

- ➢ Six in ten Elementary and Secondary School employees look forward to work most or all of the time, while two in ten employees in both groups look forward to work a little or none of the time.

*Challenges Faced*

By Employee Group

- ➢ Four in ten Teachers, one-quarter of Support Staff, one-quarter of Administrators, and one in ten EPEG employees experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.

- ➢ Four in ten Teachers and one-quarter of Support Staff experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner, while one in ten Administrators and EPEG employees feel this is a challenge.

- ➢ Seven in ten Teachers, four in ten Support Staff, one-third of Administrators, and six in ten EPEG employees find the intensity of the workload to be challenging some or most of the time.

- ➢ About half of all Teachers experience feeling isolated and lonely some or most of the time, while three in ten Support Staff, three in ten Administrators, and one-quarter of EPEG employees feel this is a challenge.

- ➢ Six in ten Teachers, three in ten Support Staff, half of Administrators, and four in ten EPEG employees find it difficult balancing work and life some or most of the time.

- ➢ Nine in ten Teachers find it challenging dealing with stress and anxiety some or most of the time. Four in ten Support Staff, Administrators, and EPEG employees feel this is a challenge for them.

- About half of Teachers reported that uncertainty about expectations was a challenge some or most of the time. Three in ten Support Staff, three in ten Administrators, and four in ten EPEG employees feel this is challenging.

- Of the eight challenges, the majority of Teachers face challenges with five some or most of the time. The majority of Administrators and EPEG employees on the other hand face challenges with only one or two, while at most 46% of Support Staff said they experience any of the challenges some or most of the time. The challenge Teachers and Support Staff face most is dealing with stress and anxiety. Most Administrators faced challenges with balancing work and life and managing the intensity of the workload, the latter being the only challenge that the majority of EPEG experienced.

## By Elementary School and Secondary School

- Four in ten employees in both groups experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.

- Close to one-third of Elementary School employees and four in ten Secondary School employees experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner.

- Six in ten employees from both groups find the intensity of the workload to be challenging some or most of the time.

- Four in ten employees from both groups experience feeling isolated and lonely some or most of the time, while almost half of employees from both groups find it difficult balancing work and life some or most of the time.

- Six in ten employees in both Elementary and Secondary schools find it challenging dealing with stress and anxiety some or most of the time.

- Four in ten Elementary School employees and almost half of Secondary School employees feel uncertainty around expectations.

- At least 35% of employees in both groups face each of the eight challenges some or most of the time. Most employees in both groups face challenges with intensity of workloads and dealing with stress and anxiety.

## By Area School

- Between 75% and 80% of employees in all Area Schools indicated they experience at least 5 challenges.

- Around one third of employees working in all Area Schools experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.

➢ One third of employees working in South Surrey and White Rock, Newton and Fleetwood, City Centre and Cloverdale and Clayton experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner.  Closer to one in four employees working in Guildford and Panorama and Sullivan experience this challenge some or most of the time.

➢ Approximately six in ten employees working in all Area Schools find the intensity of the workload to be challenging some or most of the time.

➢ Less than half of the employees working in all Area Schools experience feeling isolated and lonely some or most of the time.  At 39%, Area Schools where the smallest percentage of employees indicated they experience feeling isolated and lonely some or most of the time was Newton and Fleetwood.

➢ About half of employees in all Area Schools find it difficult balancing work and life some or most of the time.

➢ Roughly six in ten employees in most Area Schools find it challenging dealing with stress and anxiety some or most of the time, while about half of employees at City Centre and South Surrey and White Rock said the same.  About four in ten employees working in all Area Schools feel uncertainty around expectations.

*Resources and Supports Found Useful*

<u>By Employee Group</u>

➢ The top three resources and supports were identical for all but one employee group. The resources and supports found most helpful include support from colleagues in school or the workplace, regular staff meetings led by administrators, and weekly video messages by the superintendent.

➢ The resources and supports found to be most helpful by EPEG employees include support from colleagues in school or the workplace, regular staff meetings led by administrators, and resources for extending learning at home.

➢ One-fifth of Teachers and Support Staff, three in ten EPEG employees, and four in ten Administrators utilized 5 or more resources and supports.

<u>By Elementary School and Secondary School</u>

➢ The top three resources and supports that employees from both groups found most helpful include support from colleagues in school or the workplace, regular staff meetings led by administrators, and weekly video messages by the superintendent. While one-quarter of Elementary School

employees and one in five Secondary School employees utilize five or more resources and supports, both groups had an average of three resources and supports they access.

By Area School

➢ The top three resources and supports that employees working in most Area Schools found helpful include colleague support in school or the workplace, regular staff meetings led by administrators, and weekly video messages from the superintendent.  For Panorama and Sullivan schools, resources employees found most helpful also include support from colleagues and weekly video messages, as well as professional learning opportunities and Covid-19 information provided on the HUB.

➢ About half of employees working in all Area Schools utilized two to four resources and supports they found helpful.

# 1.0. About This Report

This report was developed as part of a collaborative effort between the Developing Professional Capacity Department and the Research and Evaluation Department in the Surrey School District.
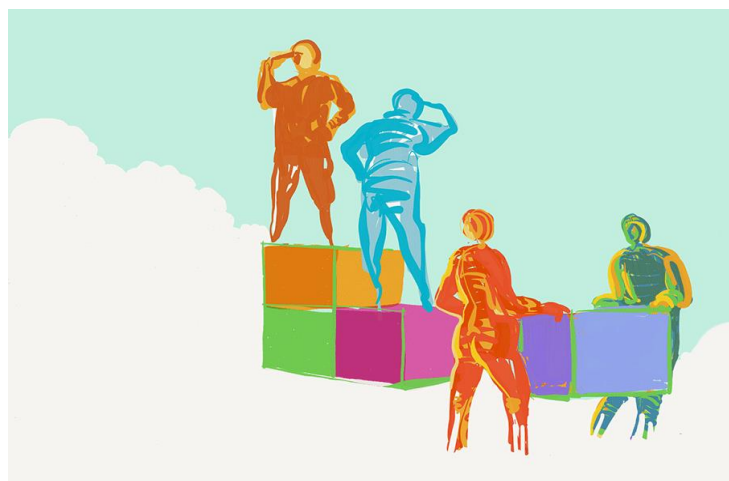
## 1.1. REPORT DEVELOPMENT TEAM



The **Human Resources Department** provides management for the life cycle of all Surrey School District employees and students.  Key aspects of the department are related to admissions, recruitment, and retention activities, employment and student record management, employee training, and policy development and monitoring related to health, safety, and equitable workplace environments.

*Role: The department was responsible for co-developing the Surrey School District Employee Well-Being Survey.*

The **Building Professional Capacity Department** endeavours to create opportunities for Surrey School District teachers, vice principals, principals, directors, managers, and other district staff with either a formal or informal leadership role to develop their leadership capacity.  The department does this by identifying and supporting emerging and current leaders and their leadership skills at both the school and district level.



*Role: The department was responsible for co-developing and administering the Surrey School District Employee Well-Being Survey and providing support with data analysis and report development.*

Surrey School District's **Research and Evaluation Department** supports program planning and evaluation, implementation of diverse qualitative and quantitative research methodologies, and skills utilizing a wide-range of data analysis tools. The department supports planning, gathering and analyzing data, and reporting of District-provided programs and supports, including broad student, teacher, and school outcomes in the District.

***Role:*** *The department was responsible for reviewing and refining the Surrey School District Employee Well-Being Survey, providing analysis of survey data, and developing this report.*

## 1.2.　ORGANIZATION OF THIS REPORT

Section 2.0 of this report provides an overview of the Surrey School District Employee Well-Being Survey, data collection procedures, and analytical treatment of the data.  Section 3.0 to Section 5.0 of this report provides the results of the analysis of survey data by:

1.　Employee Group: a) Teachers (STA); b) Support Staff (CUPE); c) Principals, Directors of Instruction, Vice Principals, District Principals, Assistant Superintendents; and d) EPEG (including Managers, Directors);

2.　Elementary Schools and Secondary Schools where employees work; and

3.　Area School: a) City Centre b) Cloverdale and Clayton; c) Guildford; d) Newton and Fleetwood; e) Panorama and Sullivan; and f) South Surrey and White Rock

This report concludes with an appendix containing the Surrey School District Employee Well-Being Survey.

# 2.0. Approach to Understanding Employee Well-Being

This section provides the survey approach to understanding Employee well-being in the Surrey School District, followed by a description of the analytical treatment survey data underwent.

## 2.1. DATA COLLECTION INSTRUMENT

The 12-item Surrey School District Employee Well-Being Survey (see Appendix A) includes a mix of quantitative (Likert scale) and qualitative (open-ended) questions with the objective of gathering information regarding employees in the following areas: 1) well-being; 2) challenges faced; 3) accessibility and utility of resources and supports; and 4) barriers and needed resources and supports. Questions in the survey included:

1. What is your employee group?

2. Please choose the student age group with whom you work most or all of the time.

3. How long have you been in your current career?

4. If you work in a school, which geographic region best describes your location

5. Using the continuum below, choose the descriptor that best describes how you are feeling.

6. Please indicate the number on the scale that best describes generally how you have been feeling over the last month for each of the statements.

7. In our last survey, we asked what challenges employees were facing. We want to know if you are currently facing the challenges you may have previously identified.

8. If the challenge you currently face is not listed above, please list it briefly.

9. Based on employee responses to the previous Surrey School District Employee Well-being Survey, we implemented resources and supports in a variety of ways. Please select as many resources and supports that you found most helpful.

10. Were there other resources or supports that you needed that were not made available?

11. When thinking about the rest of this school year, tell us the information that you would most need to help you in your work.

12. Would you be interested in responding anonymously to questions related to employee well-being in future surveys?

## 2.2. DATA COLLECTION PROCEDURES AND ANALYTICAL TREATMENT

The Surrey School District Employee Well-Being Survey was sent to all employees in Surrey Schools on February 19th, 2021 and was closed on February 28th, 2021. Data was compiled into Excel sheets and prepared for analysis.

### Approach to Analysis

Quantitative data from close-ended reflectionnaire items (i.e., Likert scale) were split into three groups: 1) Employee Groups; 2) Elementary and Secondary; and 3) Area Schools. Responses from survey participants were calculated and displayed in a series of figures that provide raw counts and percentages.

Qualitative data underwent deductive and inductive analyses borrowed from well-established procedures in qualitative research.[2] Analysis began by first engaging in line-by-line analysis of open-ended questions, identifying and coding salient features in the data. These codes were then collated into higher-level themes, refined, and compared with results of the quantitative evidence findings. The data analysis technique allowed for an examination of alternative explanations of results from each data source, enhancing the strength of findings and related recommendations.

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[2] Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. URL: https://www.tandfonline.com/doi/abs/10.1191/1478088706qp063oa

# 3.0. Results By Employee Group

The following provides the summary of findings by Employee Group for the Employee Well-Being Report. Sub-sections are broken down by four Employee Groups: 1) Teachers; 2) Support Staff; 3) Principals, Directors of instruction, Vice Principals District Principals, and Assistant Superintendents; and 4) EPEG (including Managers, Directors) employees.

The summary includes the responses of 2,312 respondents, of which 1,259 employees are Teachers, 907 employees are Support Staff, 102 employees are Principals, Directors of instruction, Vice Principals District Principals, and Assistant Superintendents, and 44 employees are EPEG. An additional 16 respondents did not select an employee group and are not part of the results provided in this section. See Figure 1 below for additional information.



Figure presenting horizontal bar chart of Employee Groups:

- Teacher (STA): 54.08% (n = 1,259)
- Support Staff (CUPE): 38.96% (n = 907)
- Principals, Directors of Instruction, Vice Principals, District Principals, Assistant Superintendents: 4.38% (n = 102)
- EPEG (including Managers, Directors): 1.89% (n = 44)
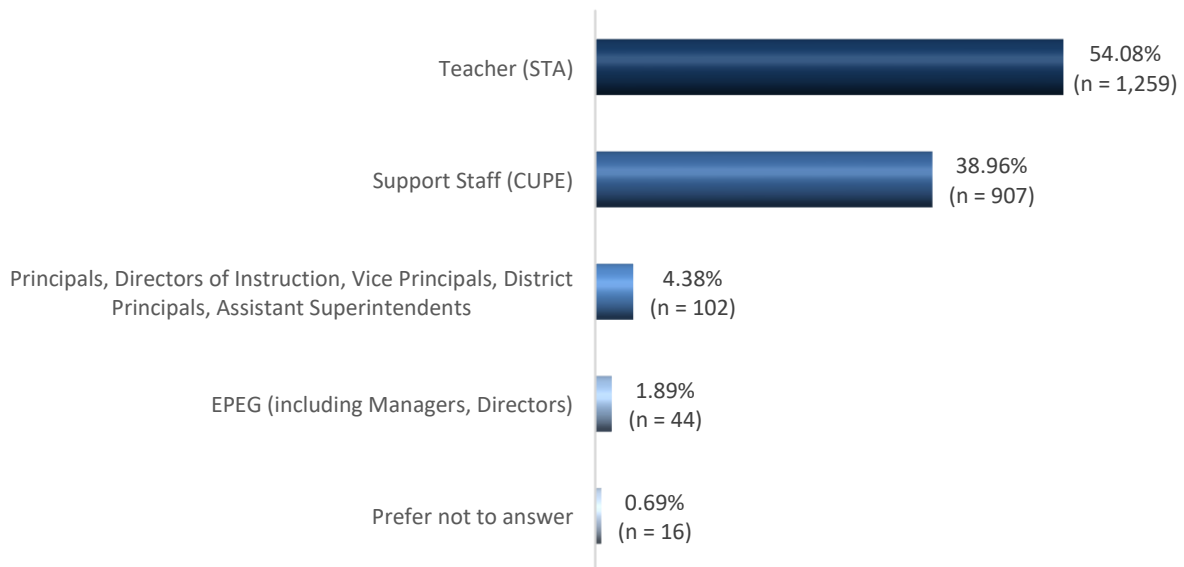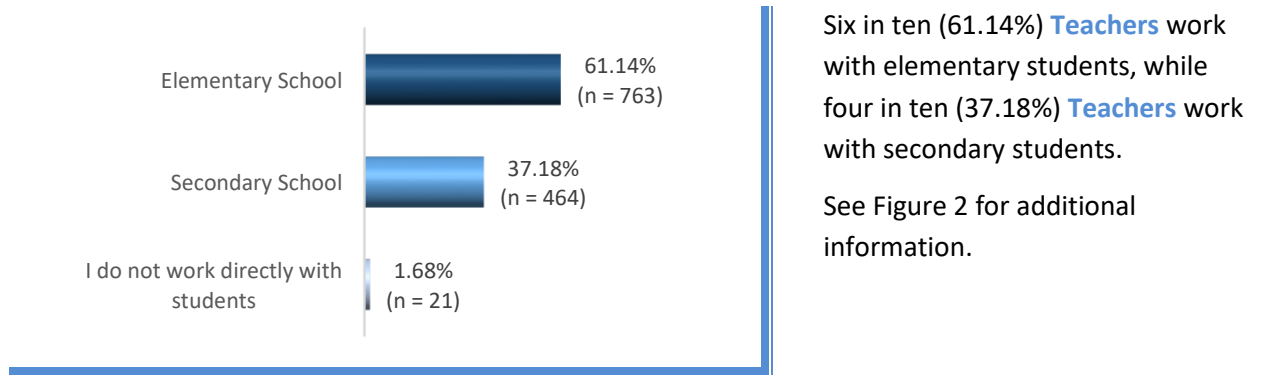- Prefer not to answer: 0.69% (n = 16)

**Figure 1.** Employee Groups

## 3.1. EMPLOYEE GROUP RESULTS: TEACHERS

A total of 1,259 **Teachers** provided responses to the Employee Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

**Figure 2.** Student Age Group Teachers Work With Most or All of the Time



Six in ten (61.14%) **Teachers** work with elementary students, while four in ten (37.18%) **Teachers** work with secondary students.

See Figure 2 for additional information.

Six in ten (60.89%) **Teachers** participating in the survey represent three School Areas, including Newton and Fleetwood (25.7%), Guildford (18.38%) and South Surrey and White Rock (16.81%).
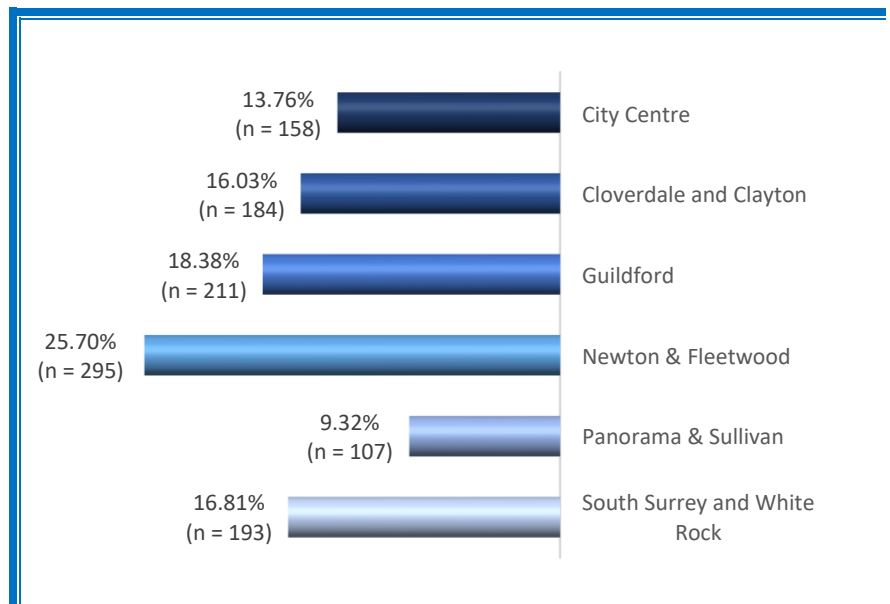
See Figure 3 for additional information.



**Figure 3.** Geographic Region Where Teachers Work

Nearly half (45%) of **Teachers** have been in their current career for 16 or more years, while almost one-quarter (22.78%) have been in their current career for 5 years or less.
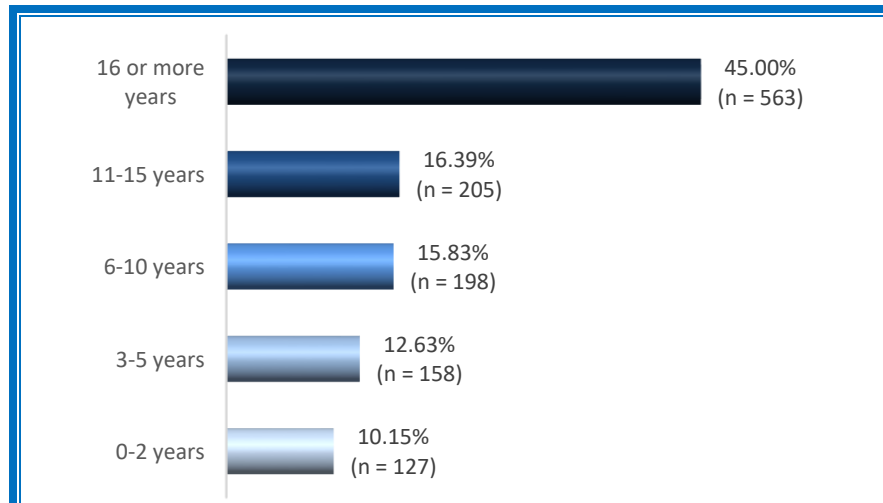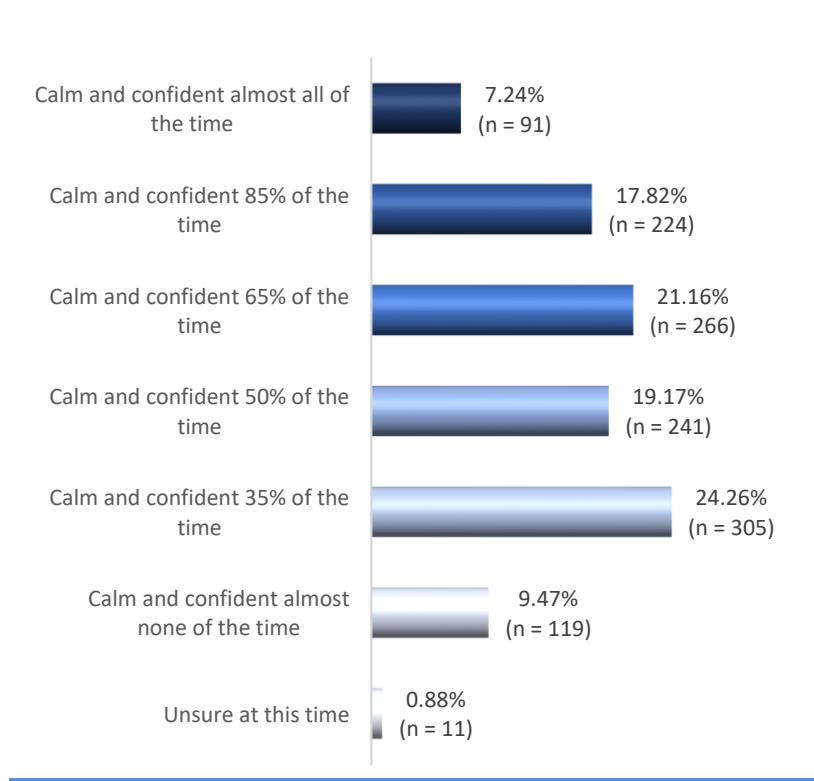
See Figure 4 for additional information.

| Category | Percentage |
|----------|-----------|
| 16 or more years | 45.00% (n = 563) |
| 11-15 years | 16.39% (n = 205) |
| 6-10 years | 15.83% (n = 198) |
| 3-5 years | 12.63% (n = 158) |
| 0-2 years | 10.15% (n = 127) |

**Figure 4.** Number of Years Teachers Have Been in their Current Career

**Figure 5.** Descriptors Chosen by Teachers that Best Describes How They are Feeling

| Descriptor | Percentage |
|-----------|-----------|
| Calm and confident almost all of the time | 7.24% (n = 91) |
| Calm and confident 85% of the time | 17.82% (n = 224) |
| Calm and confident 65% of the time | 21.16% (n = 266) |
| Calm and confident 50% of the time | 19.17% (n = 241) |
| Calm and confident 35% of the time | 24.26% (n = 305) |
| Calm and confident almost none of the time | 9.47% (n = 119) |
| Unsure at this time | 0.88% (n = 11) |

Almost half (46.22%) of **Teachers** indicated they are calm and confident 65% or more of the time.

Over half (53.78%) of **Teachers** indicated they are calm and confident either half or less than half of the time.

See Figure 5 for additional information.

Three in ten (31.42%) **Teachers** feel optimistic most or all of the time while one-third (34.37%) feel optimistic little or none of the time. Four in ten (44.71%) **Teachers** deal with challenges well in the workplace most or all of the time, with two in ten (22.96%) selecting little or none of the time. See Figures 6 and 7 for additional information.

**Figure 6.** Amount of Time Teachers Feel Optimistic About How Things Are Going in the Workplace
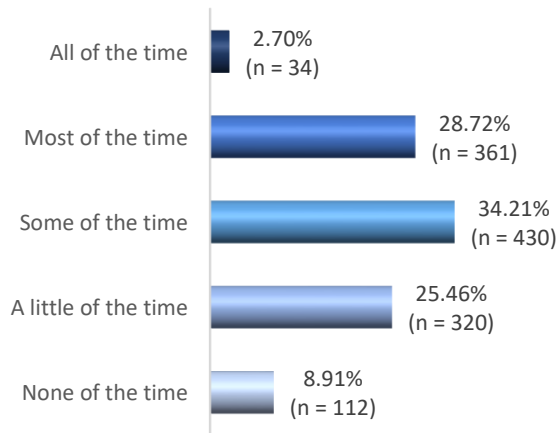
All of the time — 2.70% (n = 34)
Most of the time — 28.72% (n = 361)
Some of the time — 34.21% (n = 430)
A little of the time — 25.46% (n = 320)
None of the time — 8.91% (n = 112)

**Figure 7.** Amount of Time Teachers Deal Well with Challenges in the Workplace

All of the time — 4.98% (n = 62)
Most of the time — 39.73% (n = 495)
Some of the time — 32.34% (n = 403)
A little of the time — 17.98% (n = 224)
None of the time — 4.98% (n = 62)

All of the time — 28.25% (n = 352)
Most of the time — 38.28% (n = 477)
Some of the time — 18.22% (n = 227)
A little of the time — 11.88% (n = 148)
None of the time — 3.37% (n = 42)

All of the time — 27.11% (n = 338)
Most of the time — 44.51% (n = 555)
Some of the time — 20.53% (n = 256)
A little of the time — 6.26% (n = 78)
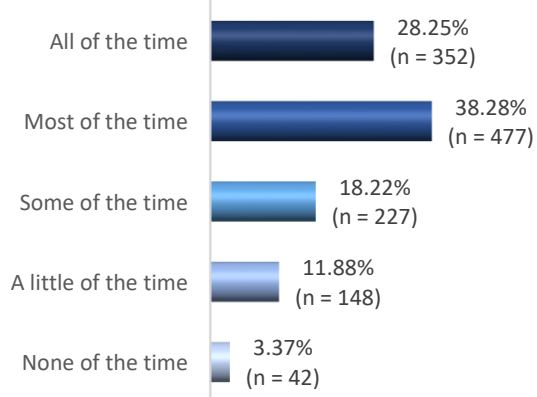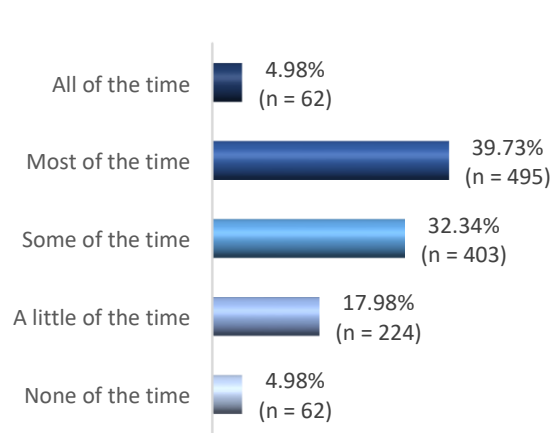None of the time — 1.60% (n = 20)

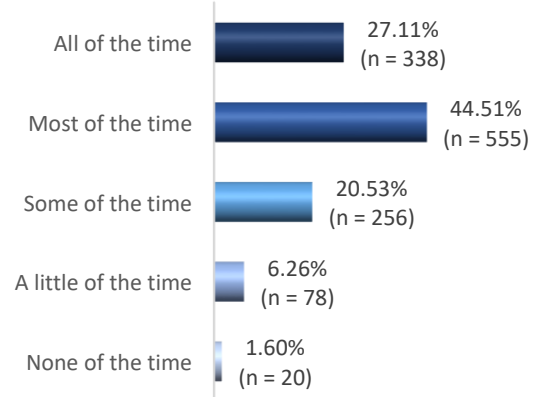**Figure 8.** Amount of Time Teachers Feel They Belong in the Workplace

**Figure 9.** Amount of Time Teachers Believe the Work They Do Makes a Difference

Two-thirds (66.53%) of **Teachers** feel they belong in the workplace most or all of the time, while one in ten (15.25%) feel they belong little or none of the time. Seven in ten (71.62%) **Teachers** believes their work makes a difference most or all of the time, with 7.86% believes this a little or none of the time. See Figures 8 and 9 for additional information.

Nearly three-quarters (73.38%) of **Teachers** feel confident in their abilities to do their work most or all of the time, and 6.74% selected a little or none of the time. Eight in ten (83.36%) **Teachers** can go to at least one colleague for support most or all of the time, and 7.52% selected a little or none of the time. See Figures 10 and 11 for additional information.

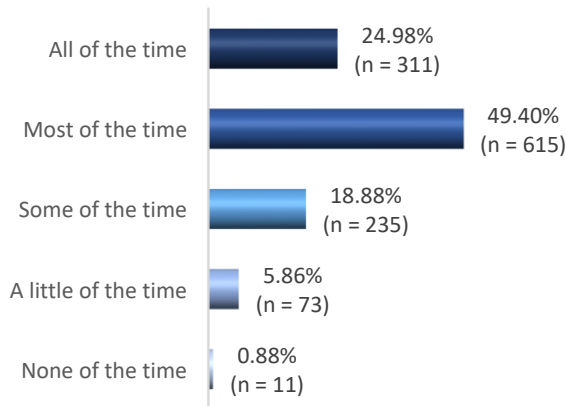**Figure 10.** Amount of Time Teachers Feel Confident in Their Work Ability

All of the time — 24.98% (n = 311)
Most of the time — 49.40% (n = 615)
Some of the time — 18.88% (n = 235)
A little of the time — 5.86% (n = 73)
None of the time — 0.88% (n = 11)

**Figure 11.** Amount of Time Teachers Feel They Have At least One Colleague They Can Go to For Support

All of the time — 55.04% (n = 688)
Most of the time — 28.32% (n = 354)
Some of the time — 9.12% (n = 114)
A little of the time — 5.20% (n = 65)
None of the time — 2.32% (n = 29)
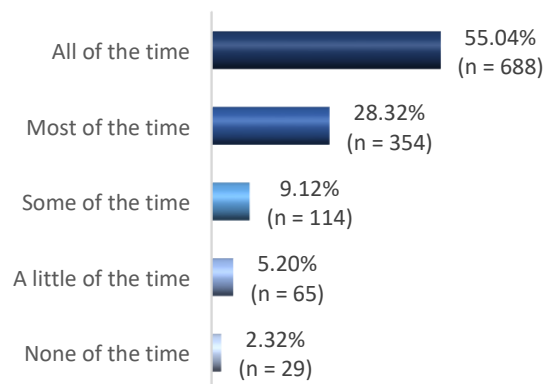
**Figure 12.** Amount of Time Teachers Feel They Can Go to a Supervisor

All of the time — 29.51% (n = 368)
Most of the time — 33.04% (n = 412)
Some of the time — 19.09% (n = 238)
A little of the time — 12.43% (n = 155)
None of the time — 5.93% (n = 74)
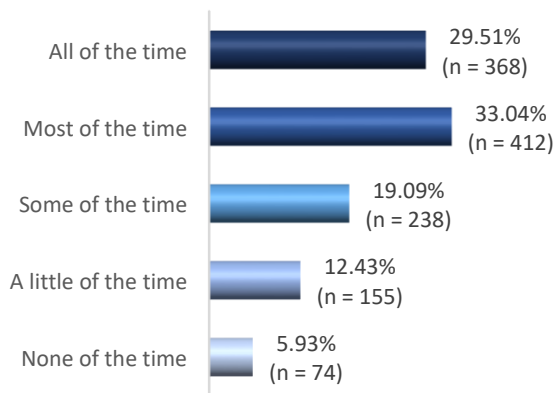
**Figure 13.** Amount of Time Teachers Know Where to Seek Resources and Supports

All of the time — 19.73% (n = 247)
Most of the time — 43.77% (n = 548)
Some of the time — 25.88% (n = 324)
A little of the time — 9.35% (n = 117)
None of the time — 1.28% (n = 16)
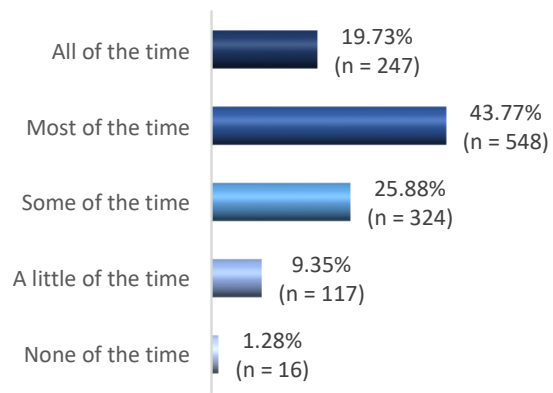
Six in ten (62.55% of) **Teachers** can go to a supervisor when support is needed most or all of the time, while two in ten (18.36%) selected a little or none of the time. Six in ten (63.5%) **Teachers** know where resources and supports are when needed all or most of the time, with one in ten (10.63%) selecting a little or none of the time. See Figures 12 and 13 for additional information.

Six in ten (62.69%) **Teachers** feel able to rebound from a bad day at work most or all of the time, and one in ten (10.97%) selected a little or none of the time. Almost half (49.35%) of **Teachers** look forward to work each day most or all of the time, while one-quarter (24.6%) selected little or none of the time. See Figures 14 and 15 for additional information.

**Figure 14.** Amount of Time Teachers Are Confident in their Ability to Rebound/Overcome a Bad Day at Work
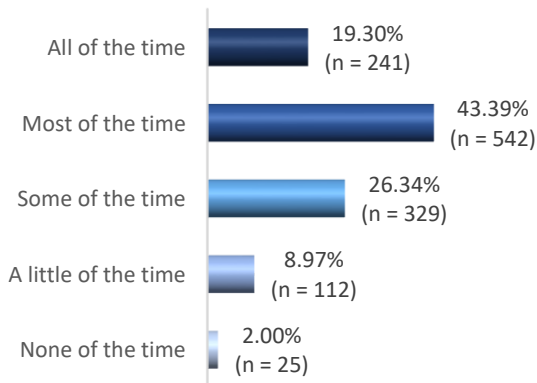
| Category | Value |
|---|---|
| All of the time | 19.30% (n = 241) |
| Most of the time | 43.39% (n = 542) |
| Some of the time | 26.34% (n = 329) |
| A little of the time | 8.97% (n = 112) |
| None of the time | 2.00% (n = 25) |

**Figure 15.** Amount of Time Teachers Look Forward to Work Each Day

| Category | Value |
|---|---|
| All of the time | 11.53% (n =143) |
| Most of the time | 37.82% (n = 469) |
| Some of the time | 26.05% (n = 323) |
| A little of the time | 17.50% (n = 217) |
| None of the time | 7.10% (n = 88) |

Yes 55.52% (n = 699)

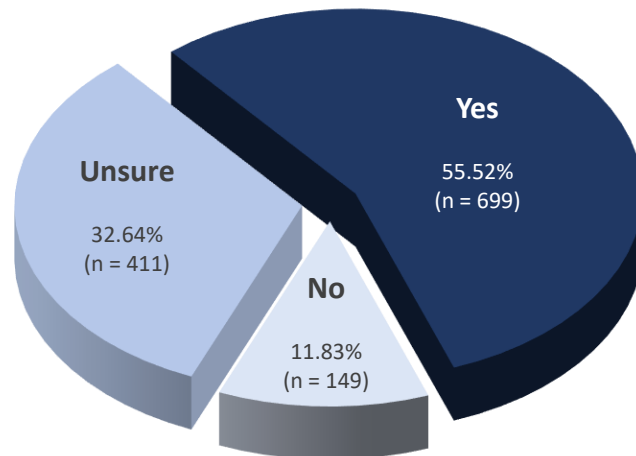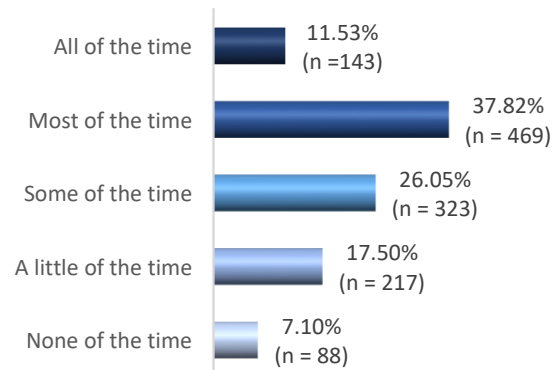Unsure 32.64% (n = 411)

No 11.83% (n = 149)

**Figure 16.** Interest Among Teachers in Completing an Employee Well-Being Survey with More Domains

Over half (55.52%) of **Teachers** are interested in completing an employee well-being survey with more domains, while one-third (32.64%) are unsure. See Figure 16 for additional information.

Four in ten (42.39%) **Teachers** indicated that using technology software or programs, poses a challenge some or most of the time. Similarly, four in ten (45.54%) **Teachers** indicated that technology hardware issues are challenging some or most of the time. See Figures 17 and 18 for additional information.

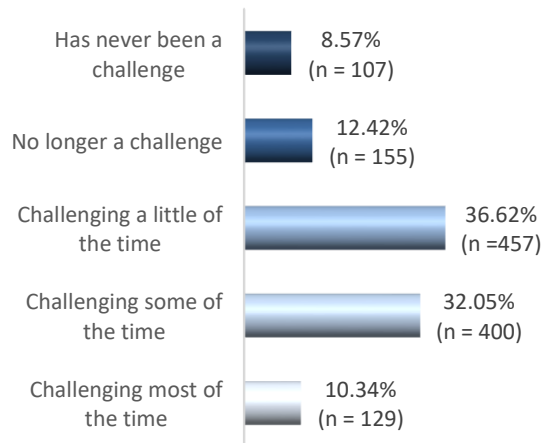**Figure 17.** Level of Teacher Challenge: Technology – Software or Program Issues (e.g., Teams)

| Category | Value |
|---|---|
| Has never been a challenge | 8.57% (n = 107) |
| No longer a challenge | 12.42% (n = 155) |
| Challenging a little of the time | 36.62% (n =457) |
| Challenging some of the time | 32.05% (n = 400) |
| Challenging most of the time | 10.34% (n = 129) |

**Figure 18.** Level of Teacher Challenge: Technology – Hardware Issues

| Category | Value |
|---|---|
| Has never been a challenge | 11.47% (n = 139) |
| No longer a challenge | 10.56% (n =128) |
| Challenging a little of the time | 32.43% (n = 393) |
| Challenging some of the time | 32.59% (n = 395) |
| Challenging most of the time | 12.95% (n = 157) |

| Category | Value |
|---|---|
| Has never been a challenge | 15.61% (n = 194) |
| No longer a challenge | 12.71% (n =158) |
| Challenging a little of the time | 29.85% (n = 371) |
| Challenging some of the time | 23.73% (n = 295) |
| Challenging most of the time | 18.10% (n = 225) |

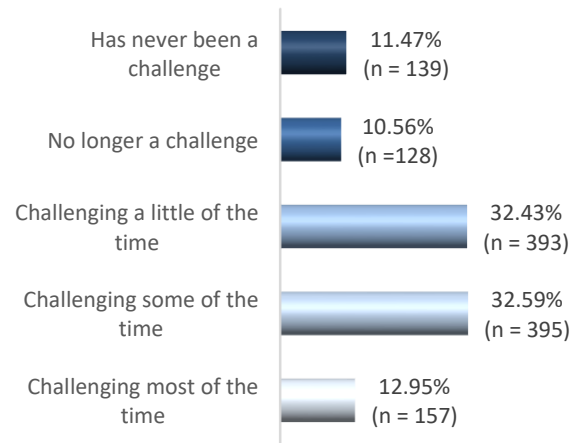| Category | Value |
|---|---|
| Has never been a challenge | 4.59% (n = 57) |
| No longer a challenge | 6.36% (n = 79) |
| Challenging a little of the time | 20.68% (n = 257) |
| Challenging some of the time | 33.55% (n = 417) |
| Challenging most of the time | 34.84% (n = 433) |

**Figure 19.** Level of Teacher Challenge: Receiving Adequate Information about Health and Safety in a Timely Manner
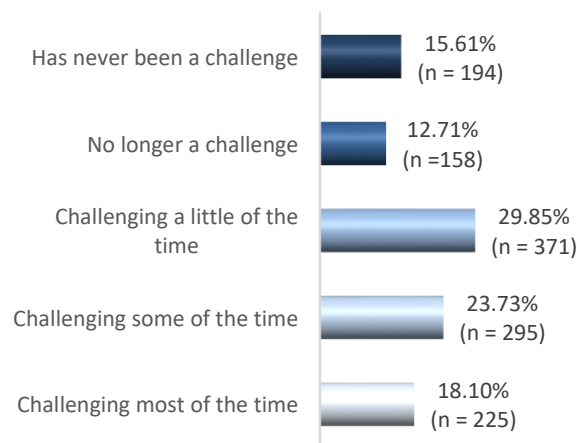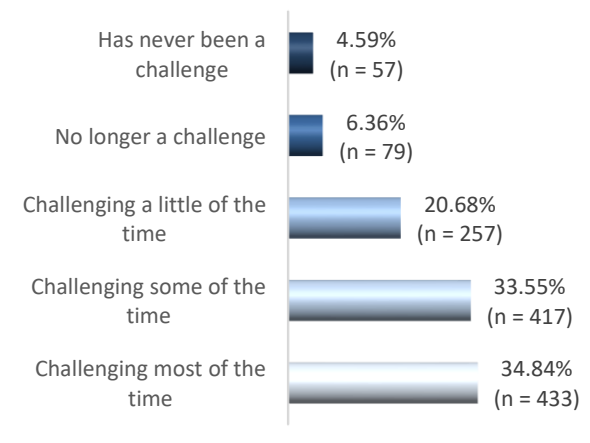
**Figure 20.** Level of Teacher Challenge: Intensity of the Workload

Four in ten (41.83%) **Teachers** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Over two-thirds (68.39%) of **Teachers** indicated that intensity of the workload is challenging some or most of the time. See Figures 19 and 20 for additional information.

Over half (52.86%) of **Teachers** indicated that feeling isolated and lonely has been challenging some or most of the time.   Similarly, over half (58.13%) of **Teachers** indicated that balancing work and life has been challenging some or most of the time.  See Figures 21 and 22 for additional information.

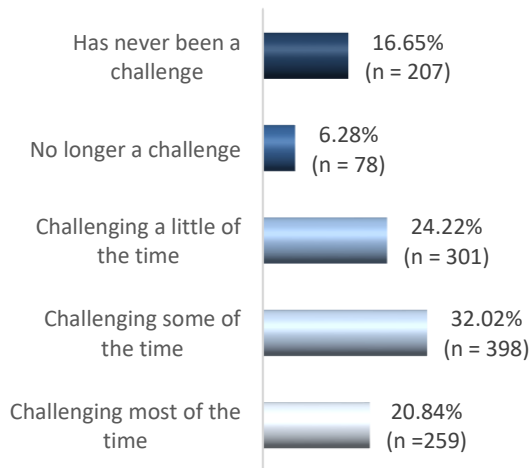**Figure 21.** Level of Teacher Challenge: Feeling Isolated and Lonely

**Figure 22.** Level of Teacher Challenge: Balancing Work and Life

| | Figure 21 | | Figure 22 |
|---|---|---|---|
| Has never been a challenge | 16.65% (n = 207) | Has never been a challenge | 9.10% (n = 113) |
| No longer a challenge | 6.28% (n = 78) | No longer a challenge | 9.02% (n = 112) |
| Challenging a little of the time | 24.22% (n = 301) | Challenging a little of the time | 23.75% (n = 295) |
| Challenging some of the time | 32.02% (n = 398) | Challenging some of the time | 31.16% (n = 387) |
| Challenging most of the time | 20.84% (n =259) | Challenging most of the time | 26.97% (n = 335) |

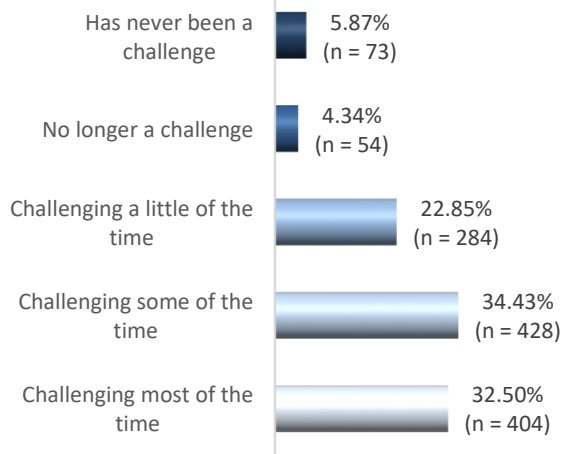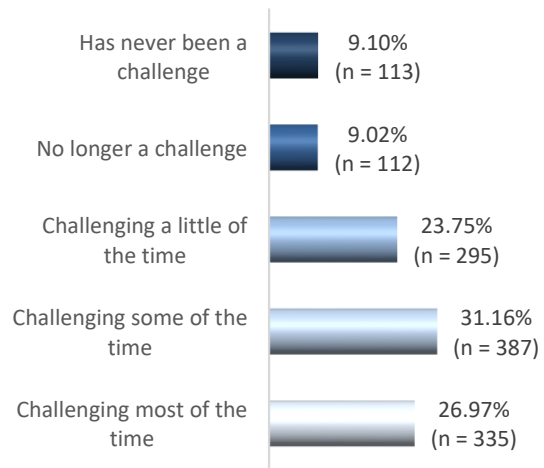| | Figure 23 | | Figure 24 |
|---|---|---|---|
| Has never been a challenge | 5.87% (n = 73) | Has never been a challenge | 10.05% (n =123) |
| No longer a challenge | 4.34% (n = 54) | No longer a challenge | 7.92% (n = 97) |
| Challenging a little of the time | 22.85% (n = 284) | Challenging a little of the time | 29.25% (n = 358) |
| Challenging some of the time | 34.43% (n = 428) | Challenging some of the time | 30.56% (n = 374) |
| Challenging most of the time | 32.50% (n = 404) | Challenging most of the time | 22.22% (n = 272) |

**Figure 23.** Level of Teacher Challenge: Dealing with Stress and Anxiety
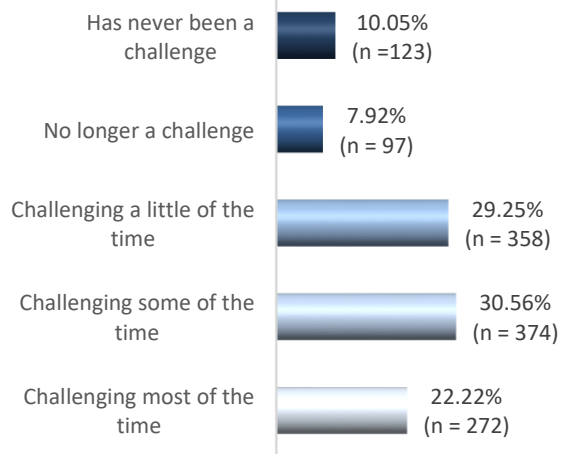
**Figure 24.** Level of Teacher Challenge: Uncertainty About Expectations

About two-thirds (66.93%) of **Teachers** indicated that dealing with stress and anxiety has been challenging some or most of the time.  Just over half (52.78%) of **Teachers** indicated challenges with uncertainty around expectations, some or most of the time.  See Figures 23 and 24 for additional information.

Overall, **Teachers** face closer to six challenges (*M* = 6.36) on average.

Eight in ten (84.56%) **Teachers** indicated they are facing at least five challenges, with four in ten (38%) facing all eight challenges.

Only 2.55% of **Teachers** indicated they only face one challenge or do not face any challenges.
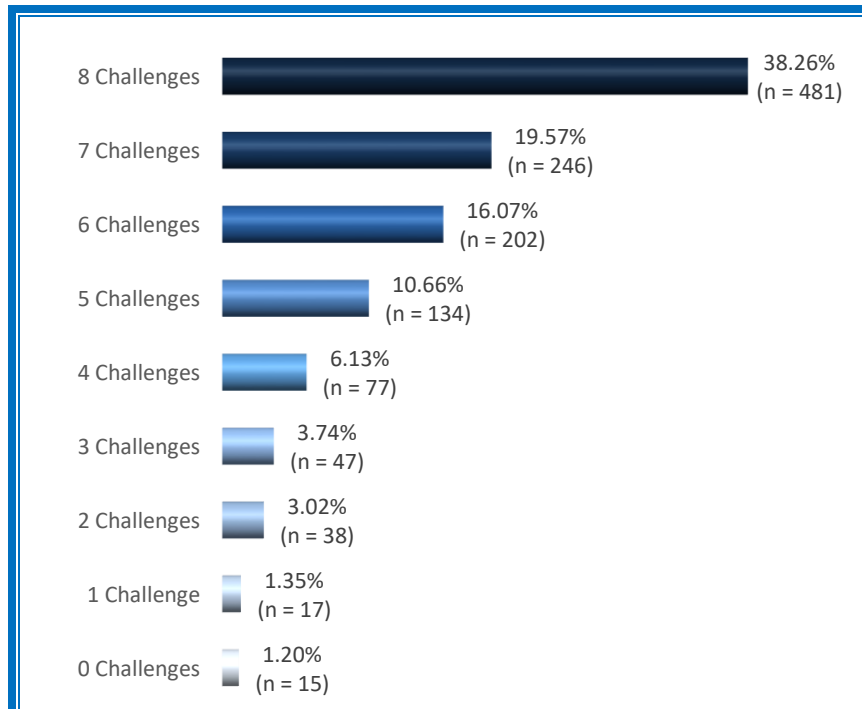
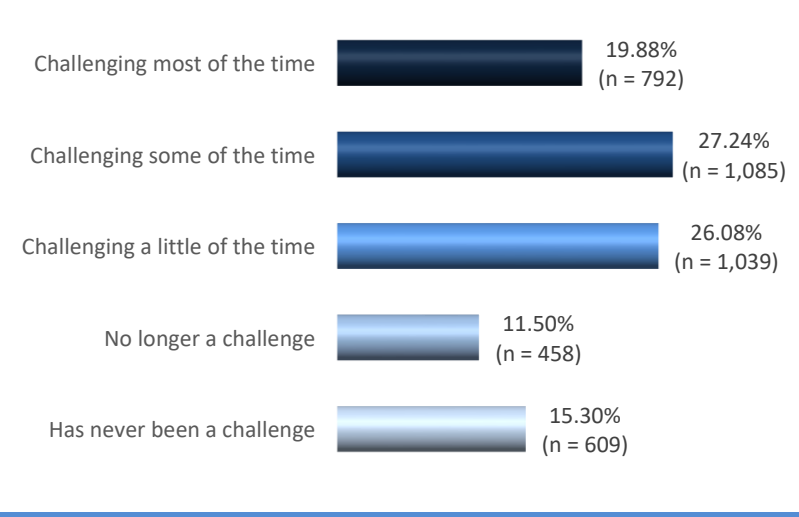See Figure 25 for additional information.

| | |
|---|---|
| 8 Challenges | 38.26% (n = 481) |
| 7 Challenges | 19.57% (n = 246) |
| 6 Challenges | 16.07% (n = 202) |
| 5 Challenges | 10.66% (n = 134) |
| 4 Challenges | 6.13% (n = 77) |
| 3 Challenges | 3.74% (n = 47) |
| 2 Challenges | 3.02% (n = 38) |
| 1 Challenge | 1.35% (n = 17) |
| 0 Challenges | 1.20% (n = 15) |

**Figure 25.** Total Number of Challenges Teachers Face

**Figure 26.** Amount of Time Teachers Are Faced With Challenges

| | |
|---|---|
| Challenging most of the time | 19.88% (n = 792) |
| Challenging some of the time | 27.24% (n = 1,085) |
| Challenging a little of the time | 26.08% (n = 1,039) |
| No longer a challenge | 11.50% (n = 458) |
| Has never been a challenge | 15.30% (n = 609) |

Across all challenges, about half (47.12%) of **Teachers** face a challenge some or most of the time.

When any **Teacher** faces a challenge, they are more likely to face the challenge most of the time (*M* = 2.74)
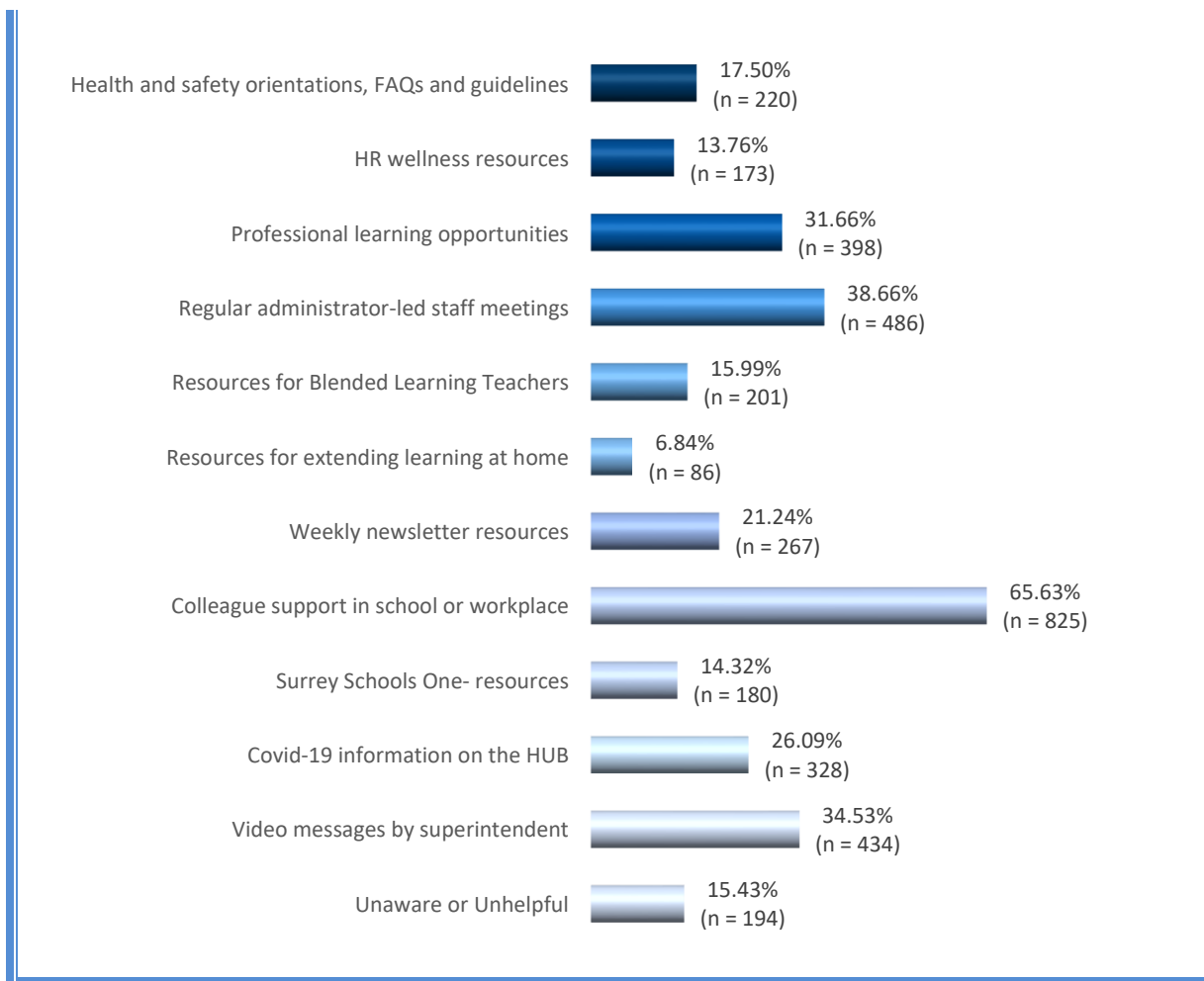
See Figure 26 for additional information.

Between 45% and 66% of **Teachers** found the following resources and supports the most helpful: 1) support from colleagues in school or the workplace (65.63%), 2) regular staff meetings led by administrators (38.66%), and 3) weekly video messages by the superintendent (34.53%).

See Figure 27 for additional information.

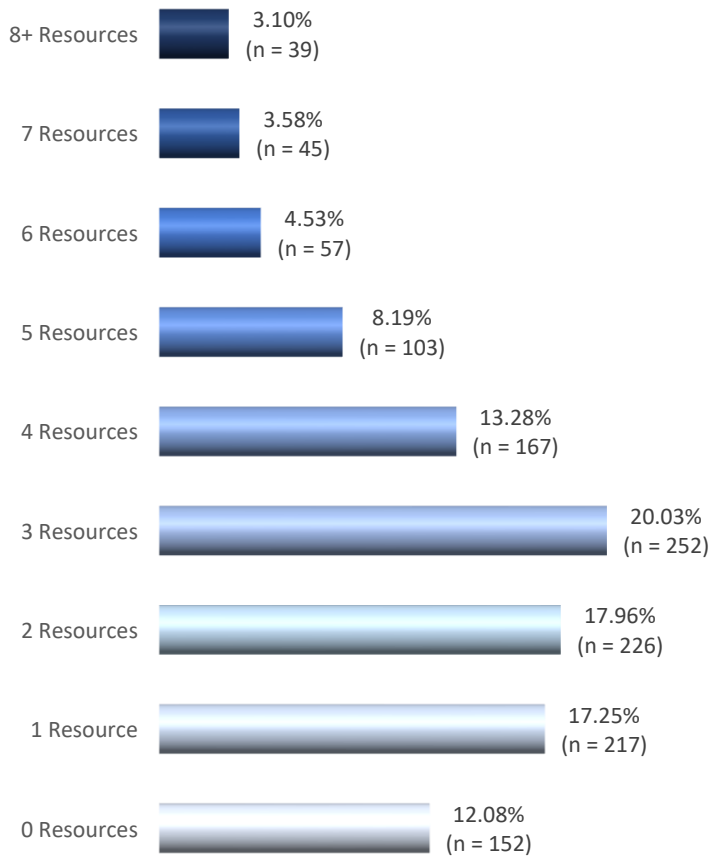**Figure 27.** Resources and Supports Teachers Found Most Helpful

| Resource | Percentage |
|----------|-----------|
| Health and safety orientations, FAQs and guidelines | 17.50% (n = 220) |
| HR wellness resources | 13.76% (n = 173) |
| Professional learning opportunities | 31.66% (n = 398) |
| Regular administrator-led staff meetings | 38.66% (n = 486) |
| Resources for Blended Learning Teachers | 15.99% (n = 201) |
| Resources for extending learning at home | 6.84% (n = 86) |
| Weekly newsletter resources | 21.24% (n = 267) |
| Colleague support in school or workplace | 65.63% (n = 825) |
| Surrey Schools One- resources | 14.32% (n = 180) |
| Covid-19 information on the HUB | 26.09% (n = 328) |
| Video messages by superintendent | 34.53% (n = 434) |
| Unaware or Unhelpful | 15.43% (n = 194) |

| | | |
|---|---|---|
| 8+ Resources | | 3.10% (n = 39) |
| 7 Resources | | 3.58% (n = 45) |
| 6 Resources | | 4.53% (n = 57) |
| 5 Resources | | 8.19% (n = 103) |
| 4 Resources | | 13.28% (n = 167) |
| 3 Resources | | 20.03% (n = 252) |
| 2 Resources | | 17.96% (n = 226) |
| 1 Resource | | 17.25% (n = 217) |
| 0 Resources | | 12.08% (n = 152) |

**Figure 28.** Number of Resources and Supports Per Teacher that was Found Most Helpful

On average, **Teachers** utilized close to three resources and supports they found most helpful (*M* = 2.88).

One-fifth (19.4%) of **Teachers** utilized five or more resources and supports while three in ten (29.33%) **Teachers** utilized one resource or support or did not access any resources and supports at all.

See Figure 28 for additional information.

Outside of the challenges listed above, the challenges **Teachers** mentioned most were related to the theme of health and safety protocols and practices (33.1%). The most mentions for any sub-theme was about the consideration of workload and schedules (10.6%). See Table 1 for a breakdown of the number of themes, sub-themes, and mentions of challenges faced by **Teachers**.

**Table 1.** Challenges Faced by Teachers

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| **1. Health and Safety Protocols and Practices** (*n* = 273; 33.1%) | a. Exposure risk | 83 | 10.4% |
| | b. Barriers and challenges to following and implementing protocols | 70 | 8.7% |
| | c. Compliance with safety protocols | 48 | 6.0% |
| | d. Effective and consistent communication | 41 | 5.1% |
| | e. Lack of safety protocols, precautions, and enforcement | 31 | 3.9% |
| **2. Workload, Scheduling, and Roles** (*n* = 227; 27.6%) | a. Consideration of workload and schedules | 85 | 10.6% |
| | b. Uncertain and challenging expectations of roles, responsibilities, compensation | 79 | 9.9% |
| | c. District, school, and administration support, communication and access to information | 63 | 7.4% |
| **3. Support for Personal, Social, Emotional Wellbeing and Mental Health** (*n* = 154; 18.7%) | a. Maintaining morale, motivation, connection with others | 48 | 6.0% |
| | b. Being acknowledged, respected and valued | 38 | 4.7% |
| | c. Staff access to mental healthcare | 17 | 2.1% |
| | d. Personal health, home, and family challenges | 15 | 1.8% |
| | e. Workplace conflicts, managing colleague wellbeing | 14 | 1.7% |
| **4. Managing Student Behavioural, Social, Mental Health, Academic Challenges** (*n* = 115; 14.0 %) | a. Lack of resources and supports to meet student needs | 40 | 5.0% |
| | b. Student learning and wellbeing challenges | 39 | 4.9% |
| | c. Addressing and managing student wellbeing | 19 | 2.4% |
| | d. Working with students with behaviour challenges | 17 | 2.1% |
| **5. Materials, Resources, and the Physical Work Environment** (*n* = 54; 6.6%) | a. Access to materials, resources, and funding | 28 | 3.5% |
| | b. Challenges and adaptations to the physical work environment | 26 | 3.2% |
| **Total** | | **824 mentions** | |

Table 2 includes a sample of quotes from **Teachers**.

**Table 2.** Sample Quotes of Challenges Faced by Teachers for Each Theme

| Themes | Sample Quotes |
|---|---|
| 1. Health and Safety Protocols and Practices | *I feel like masks should be mandatory. I feel like classes should be smaller to ensure social distancing. I feel like it is not possible to keep an acceptable distance in classrooms and therefore, at the least, masks should be mandatory.* |
| 2. Workload, Scheduling, and Roles | *Not enough enrolling staff and these responsibilities are falling on others.* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *Feeling more isolated and disconnected with co-workers and school community, in general.* |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges | *The divisions of the haves and Have-NOTs is growing daily. I have many students that still don't have the support or the materials needed to do daily work.* |
| 5. Materials, Resources, and the Physical Work Environment | *Extreme limitations of School Provided Tech Hardware (I buy my own personal machine for work because IMS is unable to keep up with the demands of hardware for teaching during a pandemic).* |

A total of 907 **Support Staff** provided responses to the Employee Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

**Figure 29.** Student Age Group Support Staff Work With Most or All of the Time
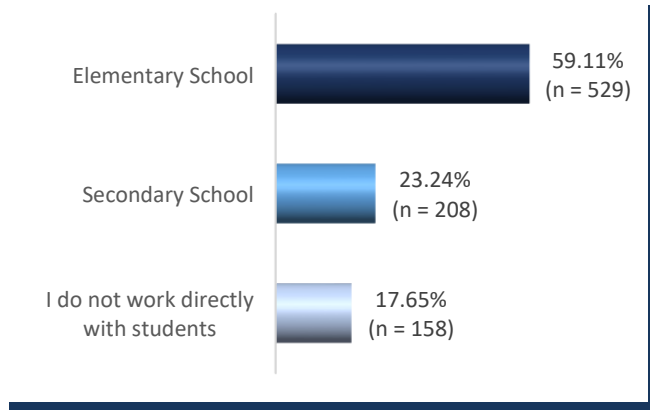


Six in ten (59.11%) **Support Staff** work with Elementary School students, while about one-quarter (23.24%) work with secondary students. Nearly one-fifth (17.65%) of **Support Staff** members do not work directly with students.

See Figure 29 for additional information.

Six in ten (62.75%) **Support Staff** participating in the survey represent three School Areas, including Newton and Fleetwood (29.97%), City Centre (16.95%) and Guildford (15.83%).

See Figure 30 for additional information.
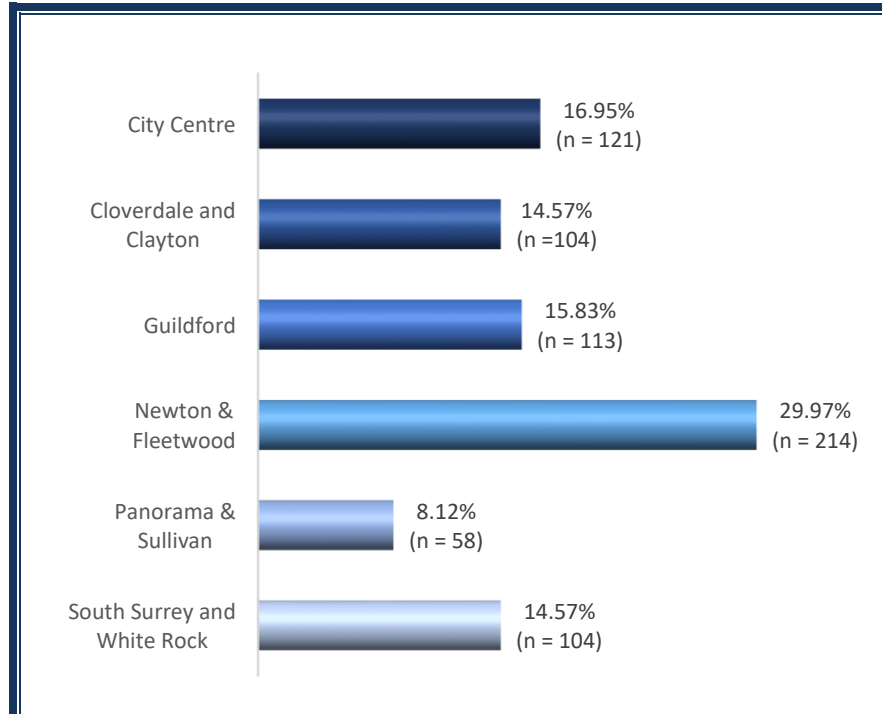


**Figure 30.** Geographic Region Where Support Staff Work

**Figure 31.** Number of Years Support Staff Have Been in Their Current Career

| Years | Percent |
|---|---|
| 16 or more years | 20.53% (n = 185) |
| 11-15 years | 15.65% (n = 141) |
| 6-10 years | 16.43% (n =148) |
| 3-5 years | 23.86% (n = 215) |
| 0-2 years | 23.53% (n = 212) |
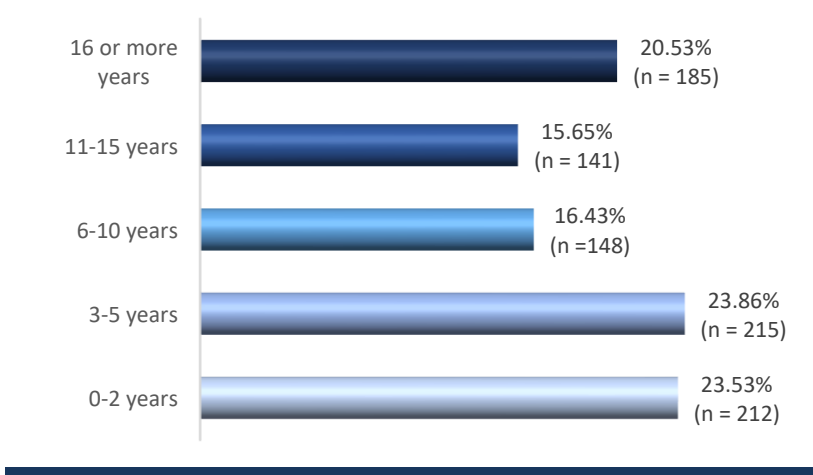
One-fifth (20.53%) of **Support Staff** have been in their current career for at least 16 years, while almost half (47.39%) have been in their current career for 5 years or less.

See Figure 31 for additional information.

**Figure 32.** Descriptors Chosen by Support Staff that Best Describes How They are Feeling

Six in ten (60.74%) **Support Staff** indicated they are calm and confident 65% or more of the time, while four in ten (38.26%) **Support Staff** indicated they are calm and confident either half or less than half of the time.

See Figure 32 for additional information.

| Descriptor | Percent |
|---|---|
| Calm and confident almost all of the time | 14.17% (n = 126) |
| Calm and confident 85% of the time | 27.78% (n = 247) |
| Calm and confident 65% of the time | 18.79% (n = 167) |
| Calm and confident 50% of the time | 16.99% (n = 151) |
| Calm and confident 35% of the time | 15.30% (n = 136) |
| Calm and confident almost none of the time | 6.97% (n = 62) |
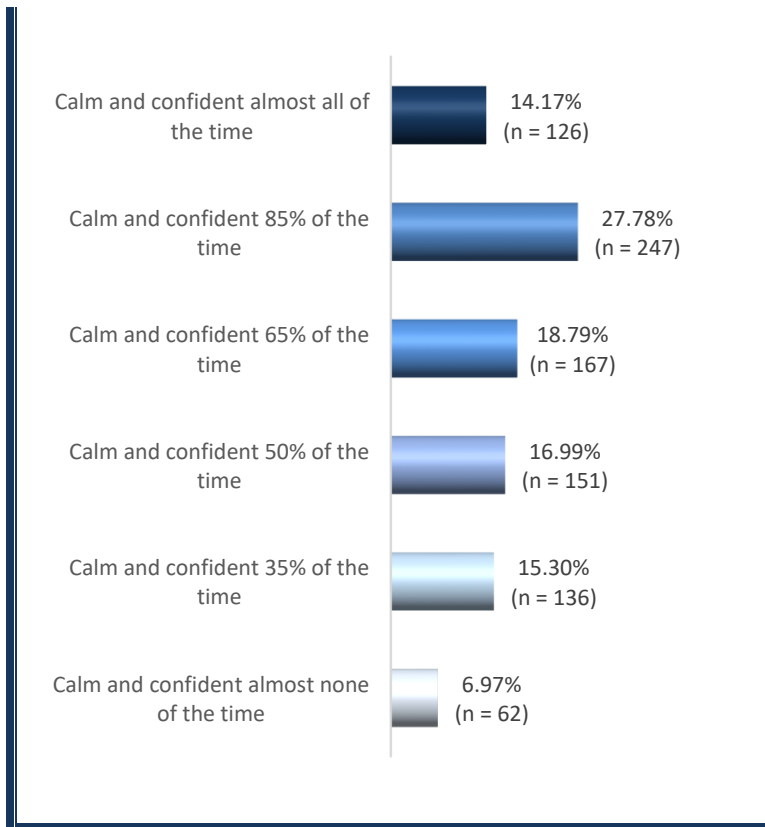
Close to half (46.95%) of **Support Staff** feel optimistic most or all of the time, with two in ten (21.32%) selecting little or none of the time.  Over half (57.61%) of **Support Staff** deal with challenges well in the workplace all or most of the time, with 15.34% selecting little or none of the time.  See Figures 33 and 34 for additional information.

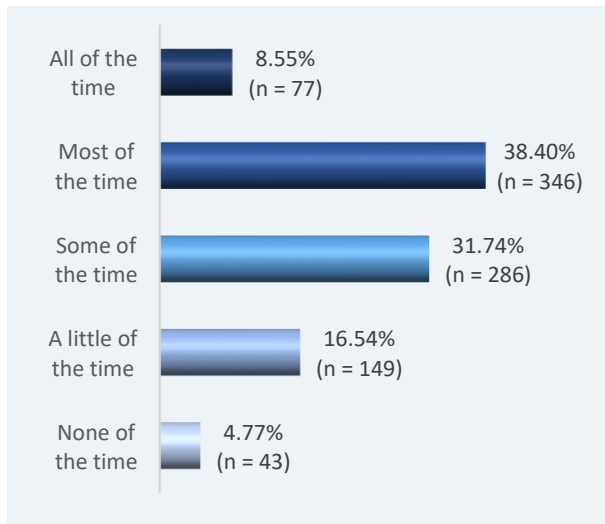**Figure 33.**  Amount of Time Support Staff Feel Optimistic About How Things Are Going in the Workplace

| | |
|---|---|
| All of the time | 8.55% (n = 77) |
| Most of the time | 38.40% (n = 346) |
| Some of the time | 31.74% (n = 286) |
| A little of the time | 16.54% (n = 149) |
| None of the time | 4.77% (n = 43) |

**Figure 34.**  Amount of Time Support Staff Deal Well with Challenges in the Workplace

| | |
|---|---|
| All of the time | 13.41% (n = 118) |
| Most of the time | 44.20% (n = 389) |
| Some of the time | 27.05% (n = 238) |
| A little of the time | 11.93% (n = 105) |
| None of the time | 3.41% (n = 30) |
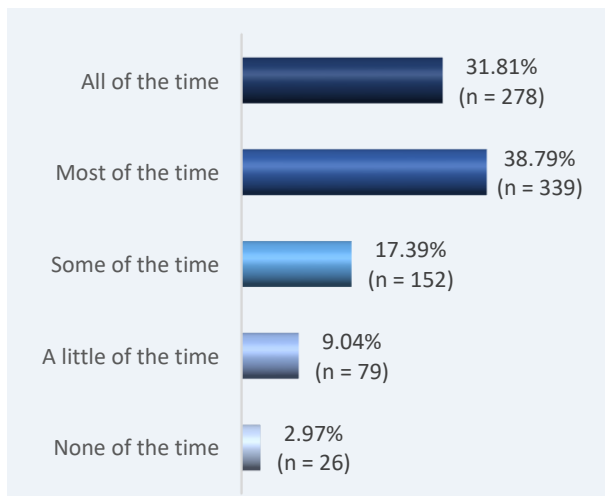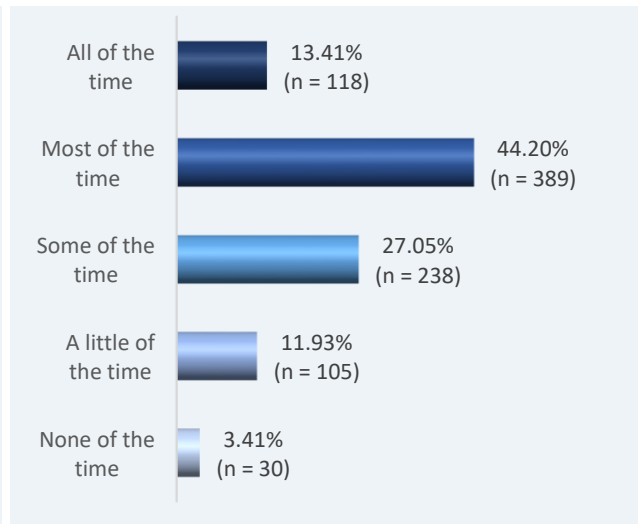
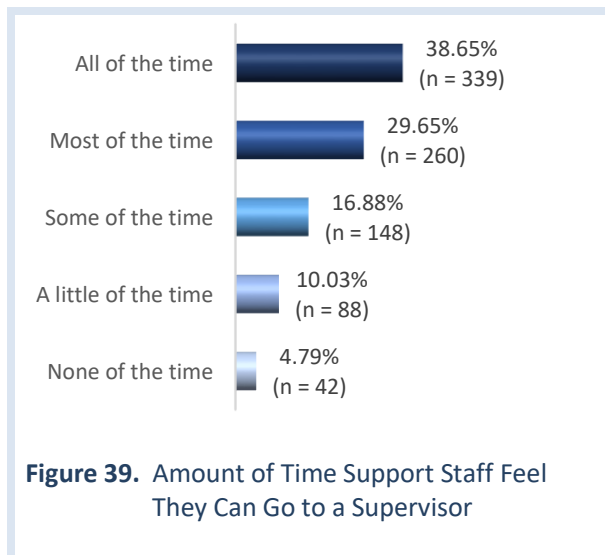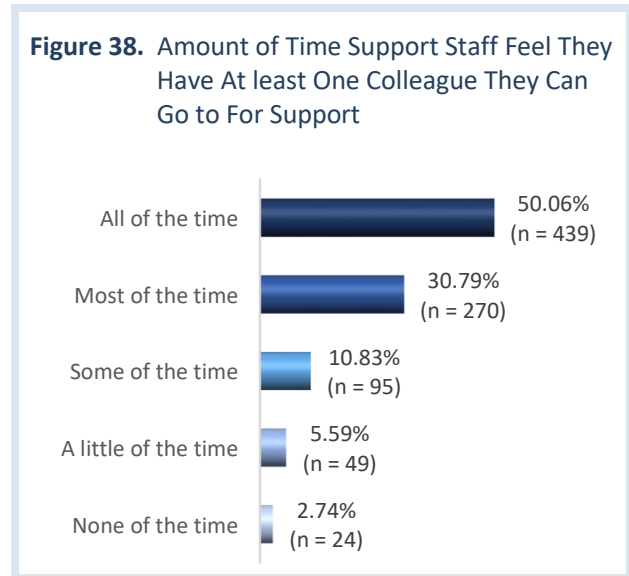**Figure 35.**  Amount of Time Support Staff Feel They Belong in the Workplace

| | |
|---|---|
| All of the time | 31.81% (n = 278) |
| Most of the time | 38.79% (n = 339) |
| Some of the time | 17.39% (n = 152) |
| A little of the time | 9.04% (n = 79) |
| None of the time | 2.97% (n = 26) |
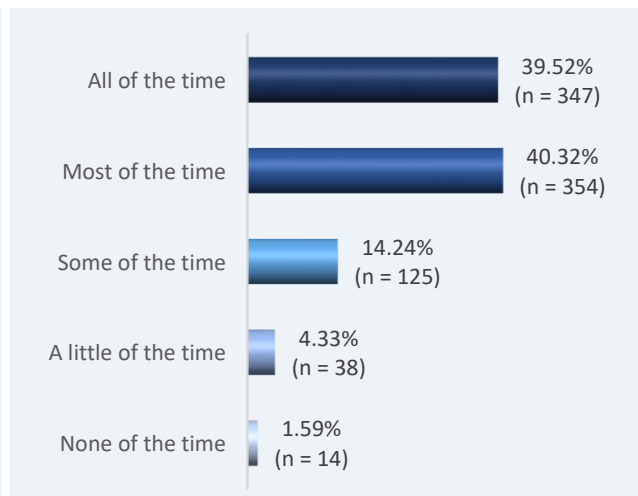
**Figure 36.**  Amount of Time Support Staff Believe the Work They Do Makes a Difference

| | |
|---|---|
| All of the time | 39.52% (n = 347) |
| Most of the time | 40.32% (n = 354) |
| Some of the time | 14.24% (n = 125) |
| A little of the time | 4.33% (n = 38) |
| None of the time | 1.59% (n = 14) |

Seven in ten (70.6%) **Support Staff** feel they belong in the workplace most or all of the time, while one in ten (12.01%) feel they belong little or none of the time.  Eight in ten (79.84%) **Support Staff** believes their work makes a difference most or all of the time, while 5.92% believe this a little or none of the time.  See Figures 35 and 36 for additional information.

Nine in ten (90.66%) **Support Staff** feel confident in their abilities to do their work most or all of the time, with 1.93% selecting little or none of the time. Eight in ten (80.85%) **Support Staff** can go to at least one colleague for support most or all of the time, with 8.33% selecting little or none of the time. See Figures 37 and 38 for additional information.

**Figure 37.** Amount of Time Support Staff Feel Confident in Their Work Ability

All of the time — 42.60% (n = 374)
Most of the time — 48.06% (n = 422)
Some of the time — 7.40% (n = 65)
A little of the time — 1.82% (n = 16)
None of the time — 0.11% (n = 1)

**Figure 38.** Amount of Time Support Staff Feel They Have At least One Colleague They Can Go to For Support

All of the time — 50.06% (n = 439)
Most of the time — 30.79% (n = 270)
Some of the time — 10.83% (n = 95)
A little of the time — 5.59% (n = 49)
None of the time — 2.74% (n = 24)

All of the time — 38.65% (n = 339)
Most of the time — 29.65% (n = 260)
Some of the time — 16.88% (n = 148)
A little of the time — 10.03% (n = 88)
None of the time — 4.79% (n = 42)

**Figure 39.** Amount of Time Support Staff Feel They Can Go to a Supervisor

All of the time — 28.39% (n = 249)
Most of the time — 42.99% (n = 377)
Some of the time — 21.21% )n = 186)
A little of the time — 5.13% (n = 45)
None of the time — 2.28% (n = 20)

**Figure 40.** Amount of Time Support Staff Know Where to Seek Resources and Supports

Over two-thirds (68.3%) of **Support Staff** can go to a supervisor when support is needed most or all of the time, while one in ten (14.82%) selected a little or none of the time. Seven in ten (71.38%) **Support Staff** know where resources and supports are when needed most or all of the time, and 7.41% selected a little or none of the time. See Figures 39 and 40 for additional information.

Almost three-quarters (73.78%) of **Support Staff** feel able to rebound from a bad day at work most or all of the time, and 7.38% selected little or none of the time. Nearly two-thirds (64.97%) of **Support Staff** look forward to work each day most or all of the time, and 13.3% selected little or none of the time. See Figures 41 and 42 for additional information.
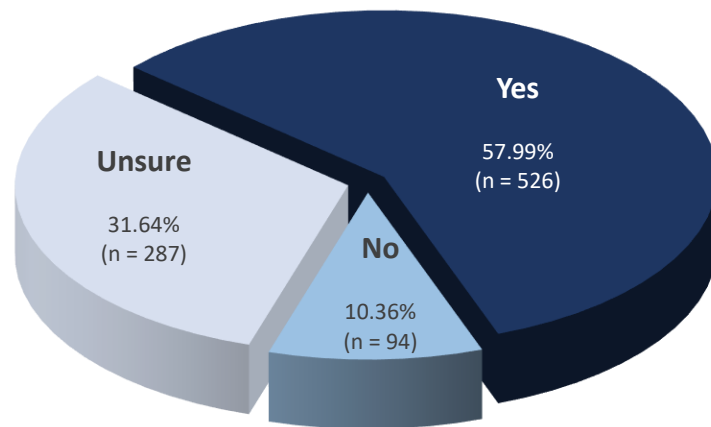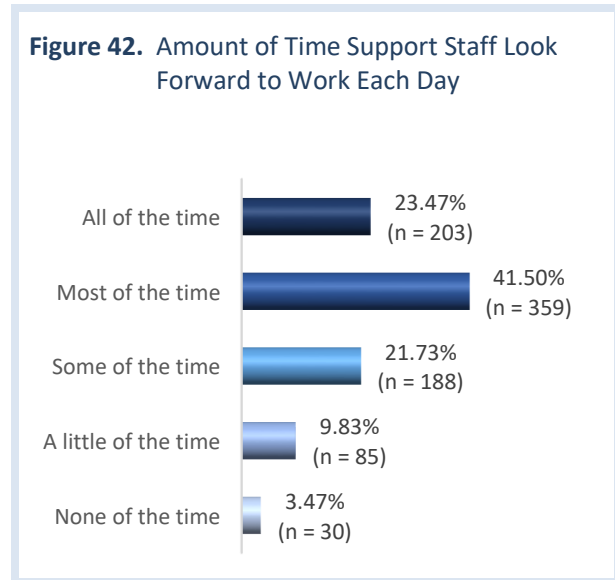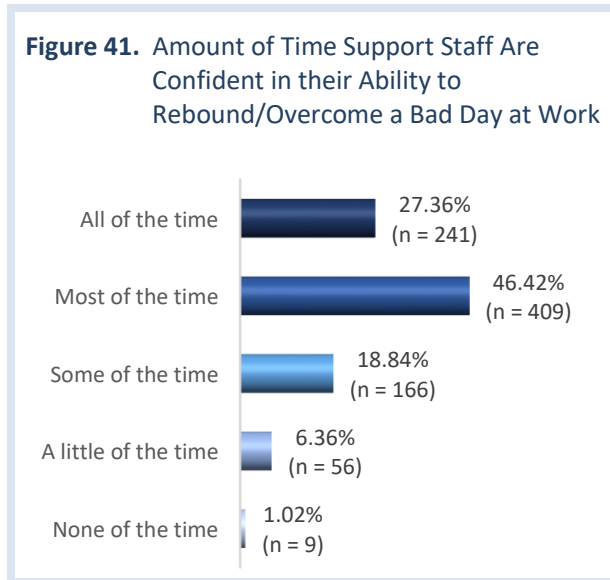
**Figure 41.** Amount of Time Support Staff Are Confident in their Ability to Rebound/Overcome a Bad Day at Work

All of the time — 27.36% (n = 241)
Most of the time — 46.42% (n = 409)
Some of the time — 18.84% (n = 166)
A little of the time — 6.36% (n = 56)
None of the time — 1.02% (n = 9)

**Figure 42.** Amount of Time Support Staff Look Forward to Work Each Day

All of the time — 23.47% (n = 203)
Most of the time — 41.50% (n = 359)
Some of the time — 21.73% (n = 188)
A little of the time — 9.83% (n = 85)
None of the time — 3.47% (n = 30)

Yes
57.99%
(n = 526)

Unsure
31.64%
(n = 287)

No
10.36%
(n = 94)

**Figure 43.** Interest Among Support Staff in Completing an Employee Well-Being Survey with More Domains

Six in ten (57.99%) **Support Staff** are interested in completing an employee well-being survey with more domains, while three in ten (31.64%) are unsure. See Figure 43 for additional information.

One-quarter (25.33%) of **Support Staff** indicated that using technology software or programs poses a challenge some or most of the time. Similarly, just over one-quarter (27.21%) of **Support Staff** indicated that technology and hardware issues are challenging some or most of the time. See Figures 44 and 45 for additional information.

**Figure 44.** Level of Support Staff Challenge: Technology – Software or Program Issues (e.g., Teams)

Has never been a challenge: 26.78% (n = 241)
No longer a challenge: 17.11% (n = 154)
Challenging a little of the time: 30.78% (n = 277)
Challenging some of the time: 19.89% (n 179)
Challenging most of the time: 5.44% (n = 49)
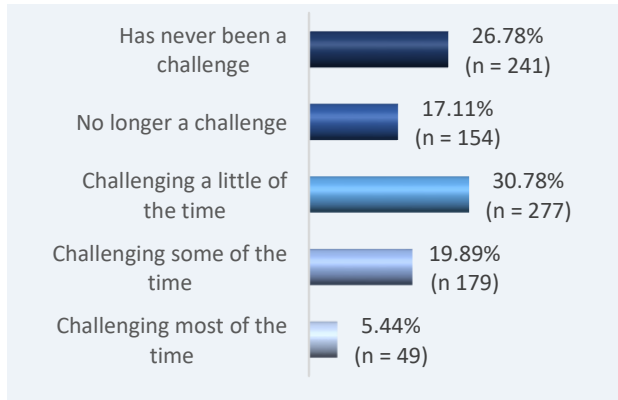
**Figure 45.** Level of Support Staff Challenge: Technology – Hardware Issues

Has never been a challenge: 25.88% (n = 214)
No longer a challenge: 16.69% (n = 138)
Challenging a little of the time: 30.23% (n = 250)
Challenging some of the time: 18.14% (n = 150)
Challenging most of the time: 9.07% (n = 75)

Has never been a challenge: 29.85% (n = 260)
No longer a challenge: 18.94% (n = 165)
Challenging a little of the time: 24.11% (n = 210)
Challenging some of the time: 16.88% (n = 147)
Challenging most of the time: 10.22% (n = 89)

Has never been a challenge: 16.53% (n = 145)
No longer a challenge: 12.43% (n = 109)
Challenging a little of the time: 28.96% (n = 254)
Challenging some of the time: 27.14% (n = 238)
Challenging most of the time: 14.94% (n = 131)

**Figure 46.** Level of Support Staff Challenge: Receiving Adequate Information About Health and Safety in a Timely Manner
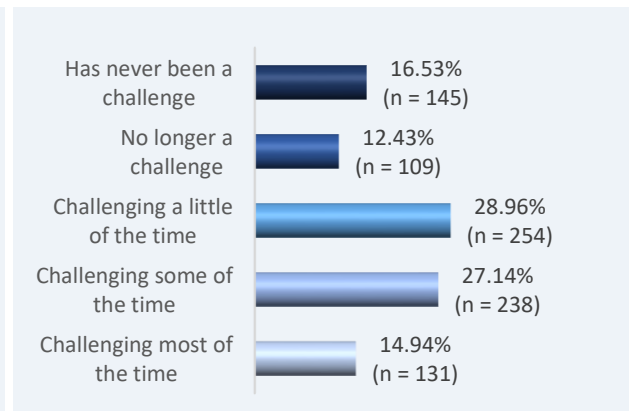
**Figure 47.** Level of Support Staff Challenge: Intensity of the Workload

More than one-quarter (27.1%) of **Support Staff** indicated a challenge of receiving adequate information about health and safety in a timely manner some or most of the time. Four in ten (42.08%) **Support Staff** indicated a challenge in the intensity of their workload some or most of the time. See Figures 46 and 47 for additional information.

Three in ten (29.62%) **Support Staff** indicated challenges feeling isolated and lonely some or most of the time. Similarly, three in ten (29.4%) **Support Staff** indicated challenges balancing work and life some or most of the time. See Figures 48 and 49 for additional information.

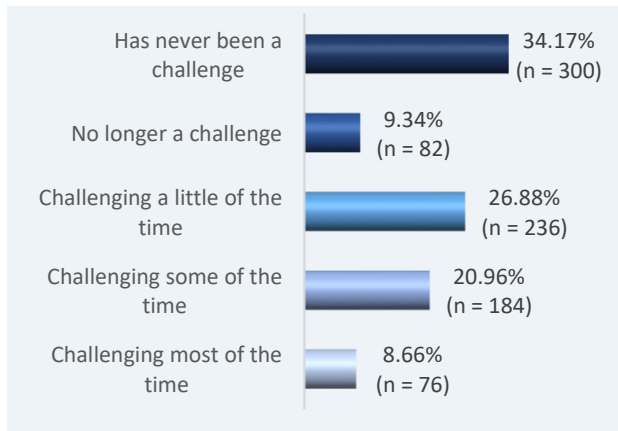**Figure 48.** Level of Support Staff Challenge: Feeling Isolated and Lonely

| | |
|---|---|
| Has never been a challenge | 34.17% (n = 300) |
| No longer a challenge | 9.34% (n = 82) |
| Challenging a little of the time | 26.88% (n = 236) |
| Challenging some of the time | 20.96% (n = 184) |
| Challenging most of the time | 8.66% (n = 76) |

**Figure 49.** Level of Support Staff Challenge: Balancing Work and Life

| | |
|---|---|
| Has never been a challenge | 29.40% (n = 259) |
| No longer a challenge | 11.69% (n = 103) |
| Challenging a little of the time | 29.51% (n = 260) |
| Challenging some of the time | 20.77% (n = 183) |
| Challenging most of the time | 8.63% (n = 76) |

| | |
|---|---|
| Has never been a challenge | 14.38% (n = 127) |
| No longer a challenge | 6.34% (n = 56) |
| Challenging a little of the time | 33.18% (n = 293) |
| Challenging some of the time | 27.41% (n = 242) |
| Challenging most of the time | 18.69% (n = 165) |

| | |
|---|---|
| Has never been a challenge | 21.32% (n = 184) |
| No longer a challenge | 11.70% (n = 101) |
| Challenging a little of the time | 37.20% (n = 321) |
| Challenging some of the time | 19.58% (n = 169) |
| Challenging most of the time | 10.20% (n = 88) |

**Figure 50.** Level of Support Staff Challenge: Dealing With Stress and Anxiety

**Figure 51.** Level of Support Staff Challenge: Uncertainty About Expectations
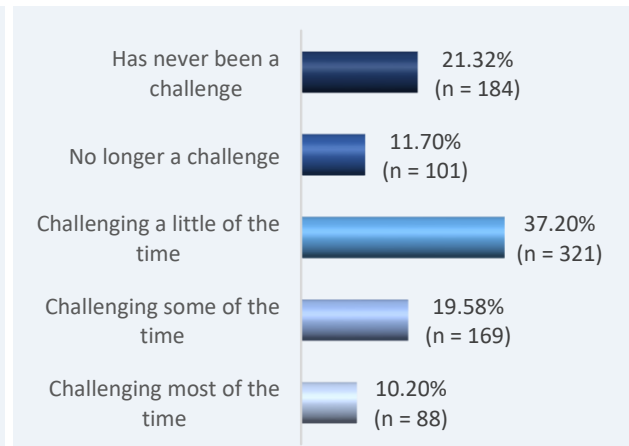
Almost half (46.1%) of **Support Staff** indicated challenges dealing with stress and anxiety some or most of the time. Three in ten (29.78%) **Support Staff** indicated challenges with uncertainty about expectations some or most of the time. See Figures 50 and 51 for additional information.

| | |
|---|---|
| 8 Challenges | 14.57% (n = 132) |
| 7 Challenges | 11.15% (n = 101) |
| 6 Challenges | 17.22% (n = 156) |
| 5 Challenges | 16.22% (n = 147) |
| 4 Challenges | 12.80% (n = 116) |
| 3 Challenges | 8.28% (n = 75) |
| 2 Challenges | 7.73% (n = 70) |
| 1 Challenge | 6.62% (n = 60) |
| 0 Challenges | 5.41% (n = 49) |
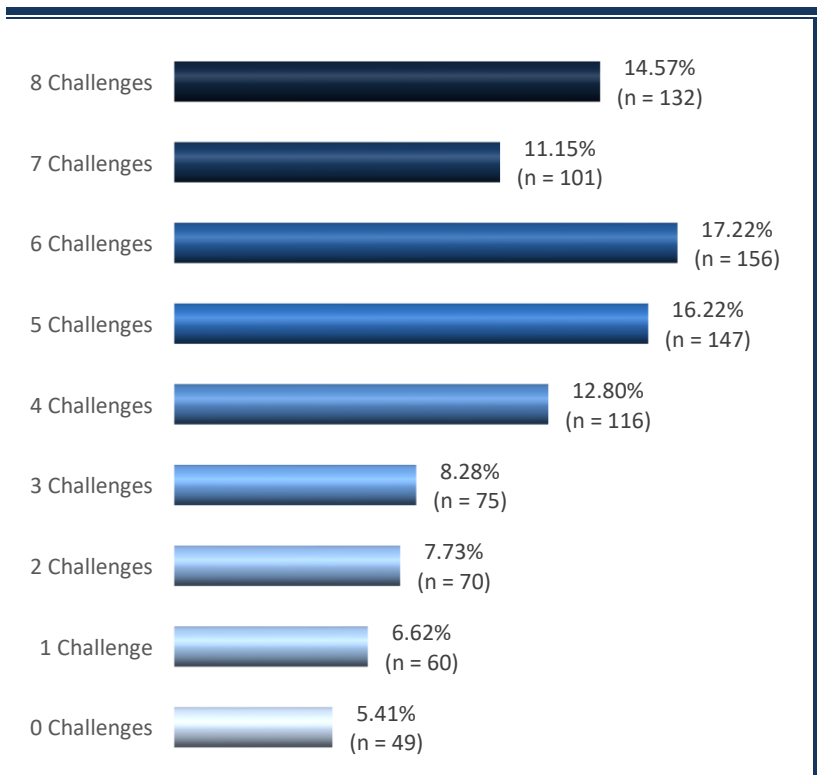
On average, **Support Staff** face closer to five challenges ($M$ = 4.77).

Six in ten (59.16%) **Support Staff** indicated they face at least five challenges.

One in ten (12.03%) **Support Staff** indicated they face one challenge or do not face any challenges.

See Figure 52 for additional information.

**Figure 52.** Total Number of Challenges Support Staff Face

Across all challenges, one-third (34.52%) of **Support Staff** face challenges some or most of the time.

When any **Support Staff** face a challenge, they are more likely to face the challenge most of the time ($M$ = 2.51)

See Figure 53 for additional information.

**Figure 53.** Amount of Time Support Staff Are Faced With Challenges



| | |
|---|---|
| Challenging most of the time | 12.51% (n = 349) |
| Challenging some of the time | 22.01% (n = 614) |
| Challenging a little of the time | 27.31% (n = 762) |
| No longer a challenge | 15.41% (n = 430) |
| Has never been a challenge | 22.76% (n = 635) |
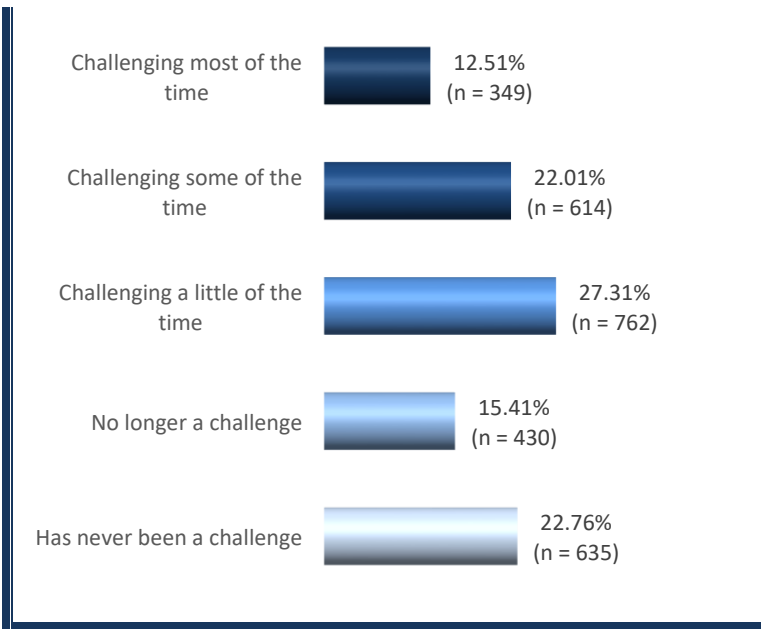
Between 40% and 58% of **Support Staff** found the following resources and supports most helpful: 1) support from colleagues in school or the workplace (57.73%), 2) weekly video messages by the superintendent (45.03%), and 3) regular staff meetings led by administrators (39.51%).

See Figure 54 for additional information.

**Figure 54.** Resources and Supports that Support Staff Found Most Helpful



Health and safety orientations, FAQs and guidelines — 26.49% (n = 240)
HR wellness resources — 20.08% (n = 182)
Professional learning opportunities — 27.15% (n = 246)
Regular administrator-led staff meetings — 39.51% (n = 358)
Resources for Blended Learning Teachers — 2.87% (n = 26)
Resources for extending learning at home — 5.19% (n = 47)
Weekly newsletter resources — 32.45% (n = 294)
Colleague support in school or workplace — 57.73% (n = 523)
Surrey Schools One- resources — 26.71% ( n = 242)
Covid-19 information on the HUB — 33.33% (n = 302)
Video messages by superintendent — 45.03% (n = 408)
Unaware or Unhelpful — 15.67% (n = 142)

**Figure 55.** Number of Resources and Supports Per Support Staff That was Found Most Helpful

On average, **Support Staff** utilized close to three resources and supports they found most helpful ($M$ = 2.93).

One-fifth of (21.19%) of **Support Staff** utilized five or more resources and supports while three in ten (29.14%) **Support Staff** utilized one resource or support or did not access any resources and supports at all.

See Figure 55 for additional information.

Outside of the challenges listed above, the challenges **Support Staff** mentioned most were related to the theme of health and safety protocols and practices (43.5%). The most mentions for any sub-theme was COVID-19 exposure risk (15.2%). See Table 3 for a breakdown of the number of themes, sub-themes, and mentions of challenges faced by **Support Staff**.

**Table 3.** Challenges Faced by Support Staff

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| 1. **Health and Safety Protocols and Practices** (*n* = 155; 43.5%) | a. Exposure risk | 54 | 15.2% |
| | b. Effective and consistent communication | 32 | 9.0% |
| | c. Lack of safety protocols, precautions, and enforcement | 27 | 7.6% |
| | d. Compliance with safety protocols | 23 | 6.5% |
| | e. Barriers and challenges to following and implementing protocols | 19 | 5.3% |
| 2. **Workload, Scheduling, and Roles** (*n* = 97; 27.3%) | a. District, school, and administration support, and communication and access to information | 37 | 10.4% |
| | b. Consideration of workload and schedules | 33 | 9.3% |
| | c. Uncertain and challenging expectations of roles, responsibilities, and compensation | 27 | 7.6% |
| 3. **Support for Personal, Social, and Emotional Wellbeing and Mental Health** (*n* = 58; 16.3%) | a. Workplace conflicts and managing colleague wellbeing | 17 | 4.8% |
| | b. Staff access to mental healthcare | 16 | 4.5% |
| | c. Maintaining morale, motivation, and connection with others | 15 | 4.2% |
| | d. Being acknowledged, respected, and valued | 10 | 2.8% |
| 4. **Managing Student Behavioural, Social, Mental Health, and Academic Challenges** (*n* = 28; 7.9%) | a. Lack of resources and supports to meet student needs | 14 | 3.9% |
| | b. Working with students with behaviour challenges | 8 | 2.2% |
| | c. Student learning and wellbeing challenges | 6 | 1.7% |
| 5. **Materials, Resources and the Physical Work Environment** (*n* =18; 5.1%) | a. Access to materials, resources, and funding | 9 | 2.5% |
| | b. Challenges and adaptations to the physical work environment | 9 | 2.5% |
| **Total** | | **356 mentions** | |

Table 4 includes a sample of quotes from **Support Staff**.

**Table 4.** Sample Quotes of Challenges Faced by Support Staff for Each Theme

| Themes | Quote |
|---|---|
| 1. Health and Safety Protocols and Practices | *Knowing that I risk my health every day when stepping into a school with Covid numbers consistently high in our community. These layers of protection are not sufficient.* |
| 2. Workload, Scheduling, and Roles | *My hours keep getting changed every year, I lost 6.4 hours this year and my workload is still the same. This is causing me so much stress and anxiety.* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *We are all feeling it and it is difficult to maintain your own private feelings of positive and hopefulness when you are continually hearing the contrary.* |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges | *Convincing parents their child is not just "bored", "needs more challenge" or "they don't see the behaviours at home" ergo the challenges do not exist.* |
| 5. Materials, Resources, and the Physical Work Environment | *I can't use a laptop from the district because no camera and mic functions. I am using my personal one.* |

## 3.3. EMPLOYEE GROUP RESULTS: PRINCIPALS, DIRECTORS, AND ASSISTANT SUPERINTENDENTS

A total of 102 Principals, Directors of Instruction, Vice Principals, District Principals, and Assistant Superintendents (hereafter referred to as **Administrators**) provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

**Figure 56.** Student Age Group Administrators Work With Most or All of the Time

Elementary School — 67.33% (n = 68)

Secondary School — 25.74% (n = 26)

I do not work directly with students — 6.93% (n = 7)

Two-thirds (67.33%) of **Administrators** work with elementary students, over one-quarter (25.74%) work with secondary students, and 6.93% do not work directly with students.

See Figure 56 for additional information.
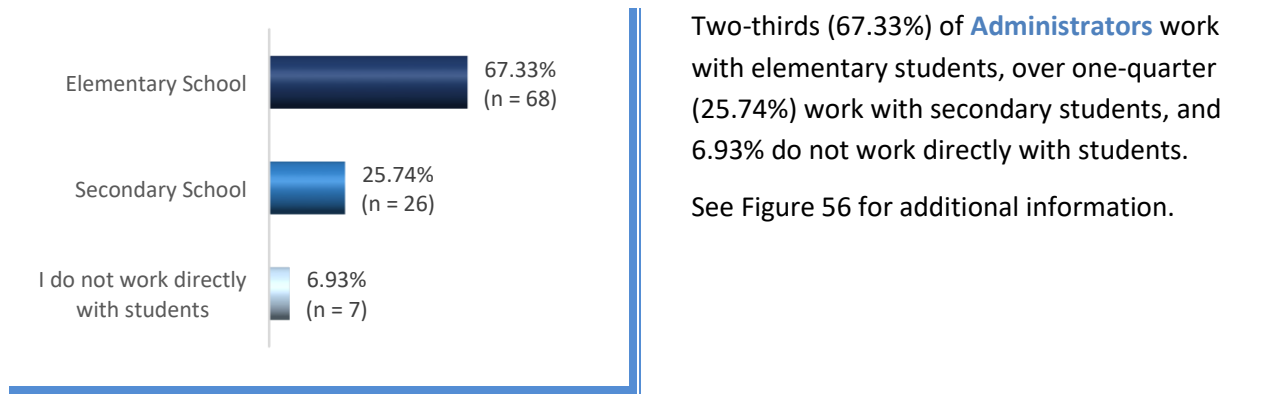
Six in ten (60.21%) **Administrators** participating in the survey represent the School Areas of City Centre (25.81%), Guildford (17.2%) and Cloverdale and Clayton (17.2%).

See Figure 57 for additional information.

25.81% (n = 24) — City Centre

17.20% (n = 16) — Cloverdale & Clayton

17.20% (n = 16) — Guildford

9.68% (n = 9) — Newton & Fleetwood

8.60% (n = 8) — Panorama & Sullivan

15.05% (n = 14) — South Surrey & White Rock

6.45% (n = 6) — I'm not at a school
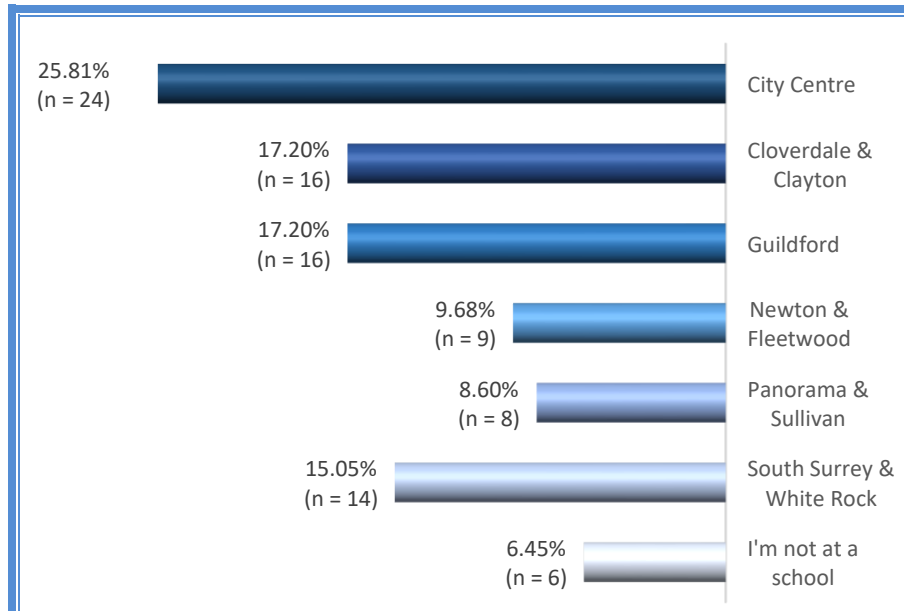
**Figure 57.** Geographic Region Where Administrators Work

**16 or more years** 19.19%
(n = 19)

**11-15 years** 19.19%
(n = 19)

**6-10 years** 18.18%
(n = 18)

**3-5 years** 25.25%
(n = 25)

**0-2 years** 18.18%
(n = 18)
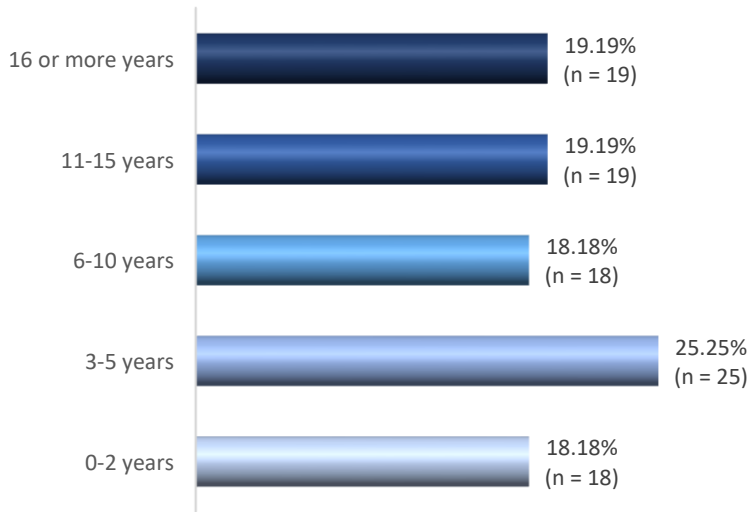
About one-fifth (19.19%) of
**Administrators** have been in
their current career at least
16 years. Four in ten
(43.43%) **Administrators**
have been in their current
career 5 years or less.

See Figure 58 for additional
information.

**Figure 59.** Descriptors Chosen by Administrators that Best
Describes How They are Feeling



Calm and confident almost all of
the time — 25.49%
(n = 26)

Calm and confident about 85% of
the time — 30.39%
(n = 31)

Calm and confident about 65% of
the time — 25.49%
(n = 26)

Calm and confident about 50% of
the time — 10.78%
(n = 11)

Calm and confident about 35% of
the time — 6.86%
(n = 7)

Calm and confident almost none
of the time — 0.98%
(n = 1)
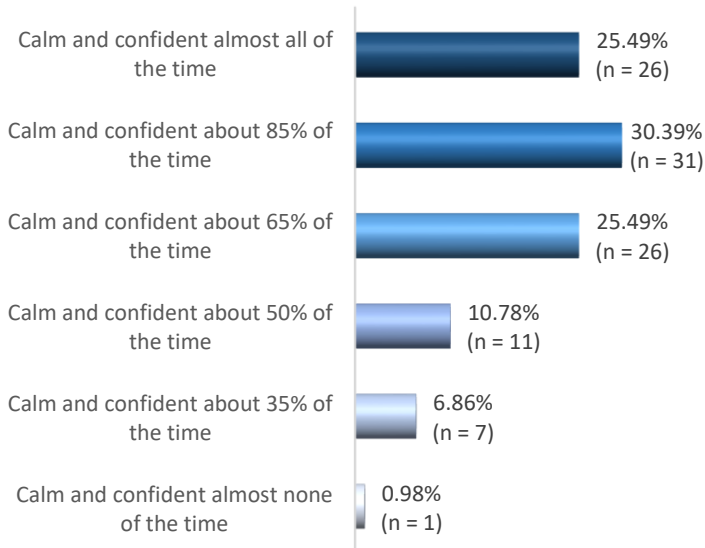
Eight in ten (81.37%)
**Administrators** indicated they
are calm and confident 65% or
more of the time, while two in
ten (18.62%) **Administrators**
indicated they are calm and
confident either half or less
than half of the time.

See Figure 59 for additional
information.

Over three-quarters (76.47%) of **Administrators** feel optimistic most or all of the time, and 6.8% selected a little of the time. Eight in ten (81.38%) **Administrators** deal with challenges in the workplace most or all of the time, with only 4.9% selecting a little or none of the time. See Figures 60 and 61 for additional information.

**Figure 60.** Amount of Time Administrators Feel Optimistic About How Things Are Going in the Workplace

All of the time — 10.78% (n = 11)
Most of the time — 65.69% (n = 67)
Some of the time — 16.67% (n = 17)
A little of the time — 6.86% (n = 7)
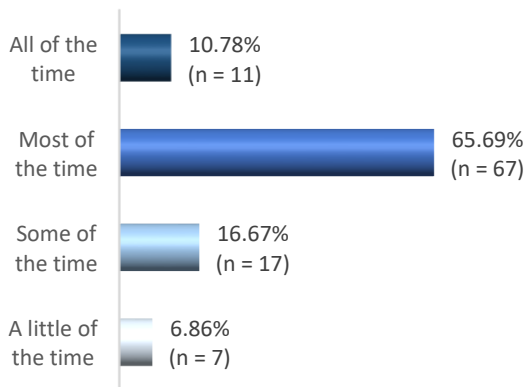
**Figure 61.** Amount of Time Administrators Deal Well with Challenges in the Workplace

All of the time — 17.65% (n = 18)
Most of the time — 63.73% (n = 65)
Some of the time — 13.73% (n = 14)
A little of the time — 3.92% (n = 4)
None of the time — 0.98% (n = 1)

All of the time — 55.88% (n = 57)
Most of the time — 34.31% (n = 35)
Some of the time — 4.90% (n = 5)
A little of the time — 1.96% (n = 2)
None of the time — 2.94% (n = 3)

All of the time — 41.18% (n = 42)
Most of the time — 42.16% (n = 43)
Some of the time — 12.75% (n = 13)
A little of the time — 3.92% (n = 4)
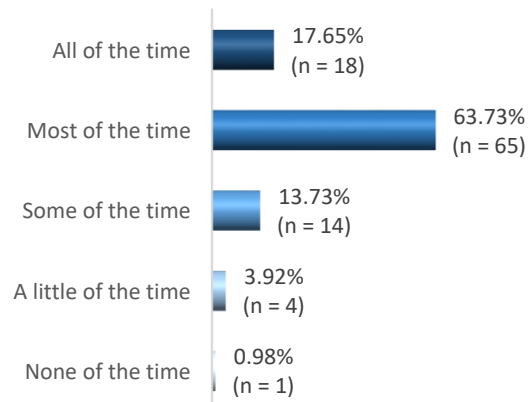
**Figure 62.** Amount of Time Administrators Feel They Belong in the Workplace
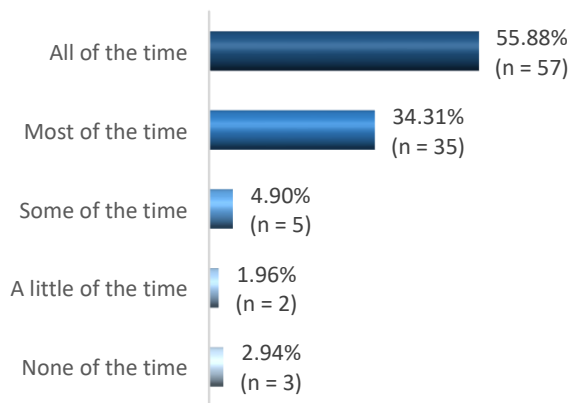
**Figure 63.** Amount of Time Administrators Believe the Work They Do Makes a Difference
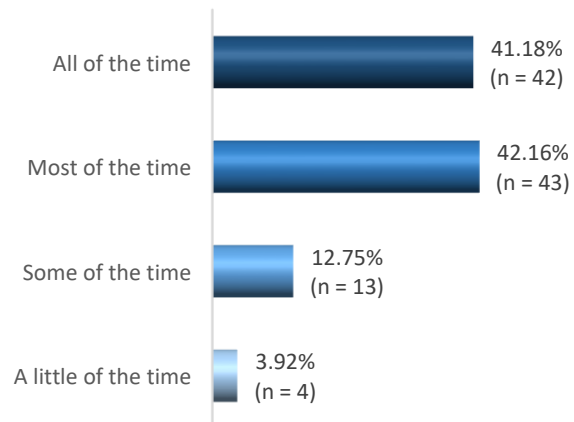
Nine in ten (90.19%) **Administrators** feel they belong in the workplace most or all of the time, while 4.9% feel they belong a little or none of the time. Eight in ten (83.34%) **Administrators** believes their work makes a difference most or all of the time, with 3.92% believing this a little of the time. See Figures 62 and 63 for additional information.

Eight in ten (85.29%) **Administrators** feel confident in their abilities to do their work most or all of the time, with 2.94% indicating they feel confident in their abilities only a little of the time.  Nine in ten (89.22%) **Administrators** can go to at least one colleague for support most or all of the time, with 5.88% indicating they can only a little or none of the time.  See Figures 64 and 65 for additional information.

**Figure 64.**  Amount of Time Administrators Feel Confident in Their Work Ability

All of the time — 29.41% (n = 30)
Most of the time — 55.88% (n = 57)
Some of the time — 11.76% (n = 12)
A little of the time — 2.94% (n = 3)
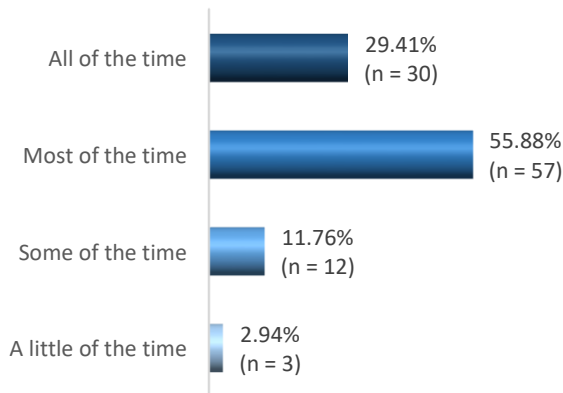
**Figure 65.**  Amount of Time Administrators Feel They Have At least One Colleague They Can Go to For Support

All of the time — 68.63% (n = 70)
Most of the time — 20.59% (n = 21)
Some of the time — 4.90% (n = 5)
A little of the time — 3.92% (n = 4)
None of the time — 1.96% (n = 2)

All of the time — 57.84% (n = 59)
Most of the time — 23.53% (n = 24)
Some of the time — 10.78% (n = 11)
A little of the time — 4.90% (n = 5)
None of the time — 2.94% (n = 3)

All of the time — 42.16% (n = 43)
Most of the time — 42.16% (n = 43)
Some of the time — 11.76% (n = 12)
A little of the time — 3.92% (n = 4)
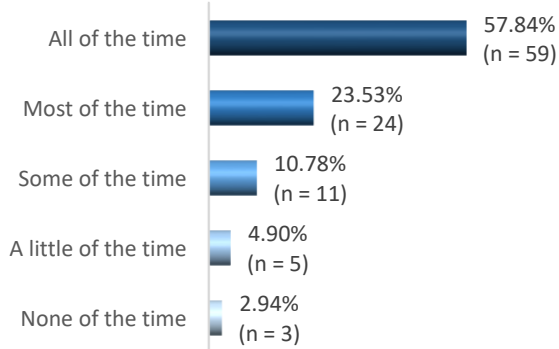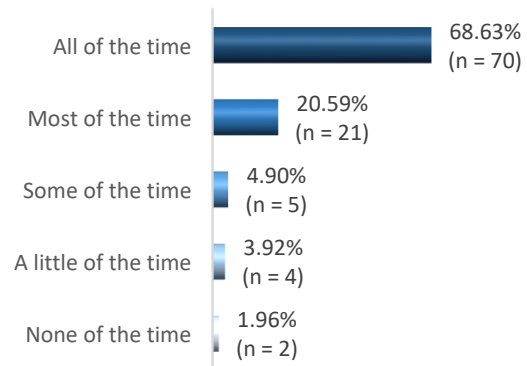
**Figure 66.**  Amount of Time Administrators Feel They Can Go to a Supervisor

**Figure 67.**  Amount of Time Administrators Know Where to Seek Resources and Supports
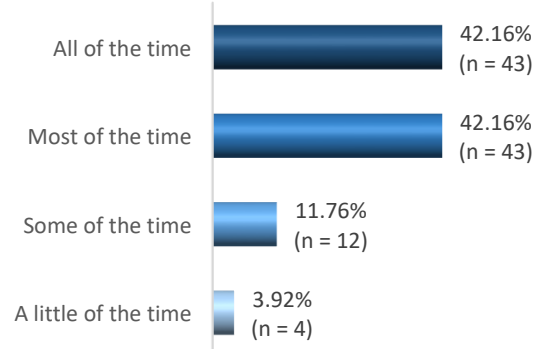
Eight in ten (81.37%) **Administrators** can go to a supervisor when support is needed most or all of the time, and 7.84% little or none of the time.  Similarly, eight in ten (84.32%) **Administrators** know where resources and supports are when needed all or most of the time, and 3.92% know where resources and supports are only a little of the time.  See Figures 66 and 67 for additional information.

Eight in ten (82.17%) **Administrators** feel able to rebound from a bad day at work most or all of the time, while 3.96% selected a little of the time. Nearly three-quarters (73.53%) of **Administrators** look forward to work each day most or all of the time, and one in ten (10.7%) selected a little or none of the time. See Figures 68 and 69 for additional information.

**Figure 68.** Amount of Time Administrators Are Confident in their Ability to Rebound/Overcome a Bad Day at Work
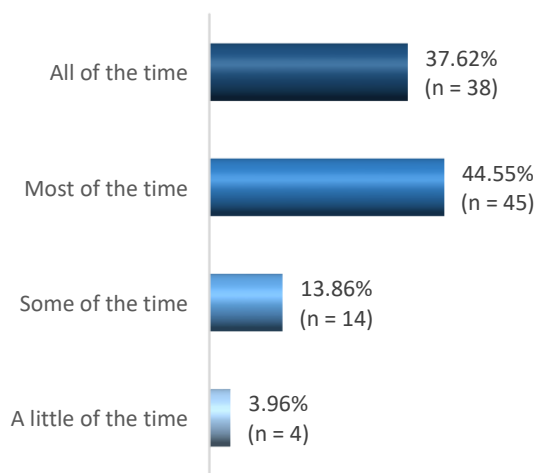
**Figure 69.** Amount of Time Administrators Look Forward to Work Each Day
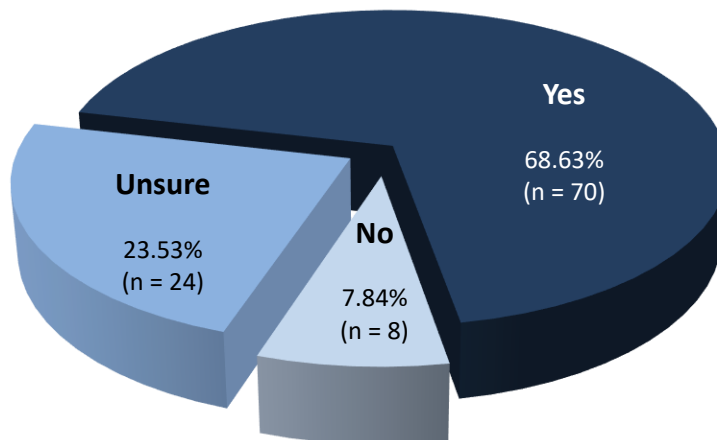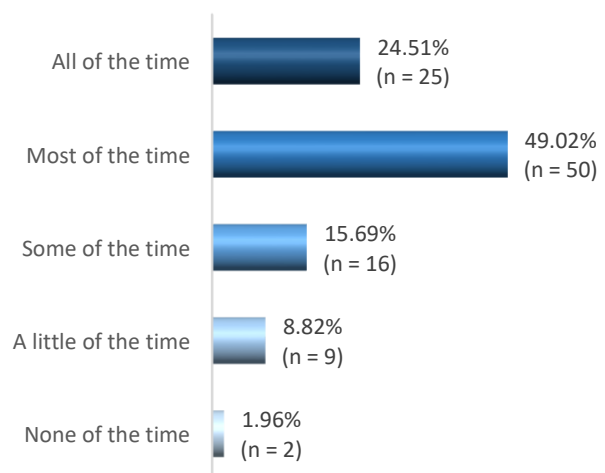


**Figure 70.** Interest Among Administrators in Completing an Employee Well-Being Survey with More Domains

About two-thirds (68.63%) of **Administrators** are interested in completing an employee well-being survey with more domains, while nearly one-quarter (23.53%) are unsure. See Figure 70 for additional information.

Two in ten (22.53%) **Administrators** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, two in ten (23%) **Administrators** indicated that technology and hardware issues are challenging some or most of the time. See Figures 71 and 72 for additional information

**Figure 71.** Level of Administrators Challenge: Using Teams or Other Software to Do Work

| | |
|---|---|
| Has never been a challenge | 19.61% (n = 20) |
| No longer a challenge | 26.47% (n = 27) |
| Challenging a little of the time | 30.39% (n = 31) |
| Challenging some of the time | 19.61% (n = 20) |
| Challenging most of the time | 3.92% (n = 4) |
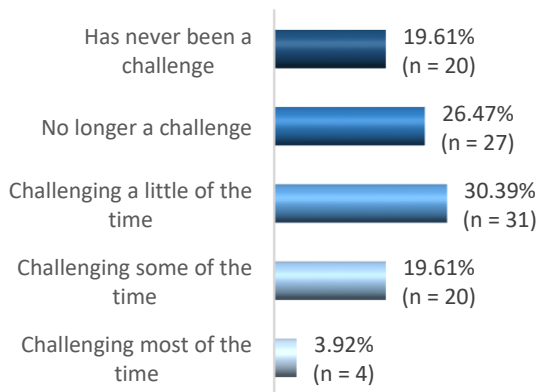
**Figure 72.** Level of Administrators Challenge: Technology – Hardware Issues

| | |
|---|---|
| Has never been a challenge | 23.0% (n = 23) |
| No longer a challenge | 20.0% (n = 20) |
| Challenging a little of the time | 34.0% (n = 34) |
| Challenging some of the time | 19.0% (n = 19) |
| Challenging most of the time | 4.0% (n = 4) |
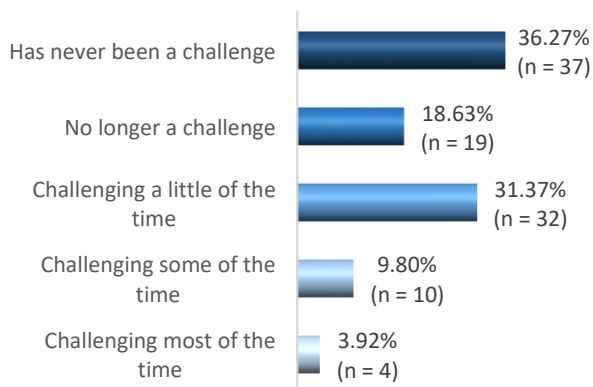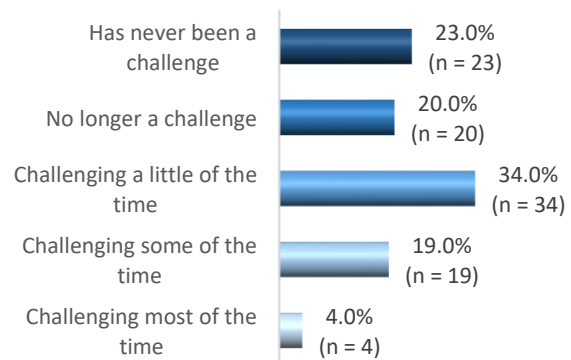
**Figure 73.** Level of Administrators Challenge: Receiving Adequate Information about Health and Safety in a Timely Manner

| | |
|---|---|
| Has never been a challenge | 36.27% (n = 37) |
| No longer a challenge | 18.63% (n = 19) |
| Challenging a little of the time | 31.37% (n = 32) |
| Challenging some of the time | 9.80% (n = 10) |
| Challenging most of the time | 3.92% (n = 4) |
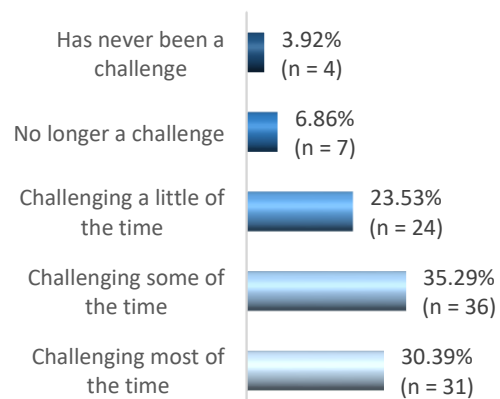
**Figure 74.** Level of Administrators Challenge: Intensity of Workload

| | |
|---|---|
| Has never been a challenge | 3.92% (n = 4) |
| No longer a challenge | 6.86% (n = 7) |
| Challenging a little of the time | 23.53% (n = 24) |
| Challenging some of the time | 35.29% (n = 36) |
| Challenging most of the time | 30.39% (n = 31) |

One in ten (12.72%) **Administrators** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. About two-thirds (66.68%) of **Administrators** indicated that the intensity of the workload is challenging some or most of the time. See Figures 73 and 74 for additional information.

One-third (32.67%) of **Administrators** indicated feeling isolated and lonely has been challenging some or most of the time. Half (50.49%) of **Administrators** indicated that balancing work and life has been challenging some or most of the time. See Figures 75 and 76 for additional information.

**Figure 75.** Level of Administrators Challenge: Feeling Isolated and Lonely

| Category | % | n |
|---|---|---|
| Has never been a challenge | 30.69% | (n = 31) |
| No longer a challenge | 9.90% | (n = 10) |
| Challenging a little of the time | 26.73% | (n = 27) |
| Challenging some of the time | 26.73% | (n = 27) |
| Challenging most of the time | 5.94% | (n = 6) |
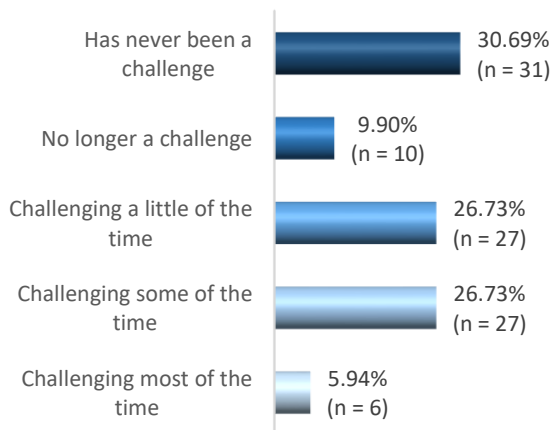
**Figure 76.** Level of Administrators Challenge: Balancing Work and Life

| Category | % | n |
|---|---|---|
| Has never been a challenge | 11.88% | (n = 12) |
| No longer a challenge | 12.87% | (n = 13) |
| Challenging a little of the time | 24.75% | (n = 25) |
| Challenging some of the time | 31.68% | (n = 32) |
| Challenging most of the time | 18.81% | (n = 19) |
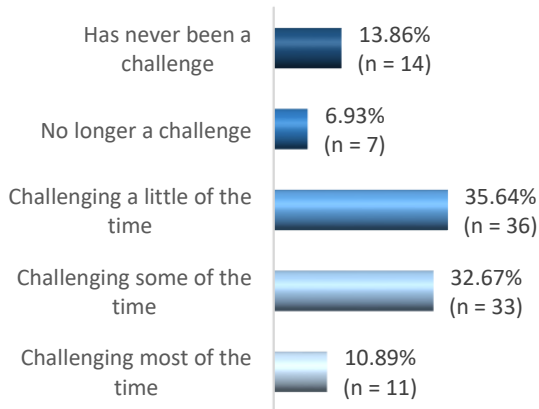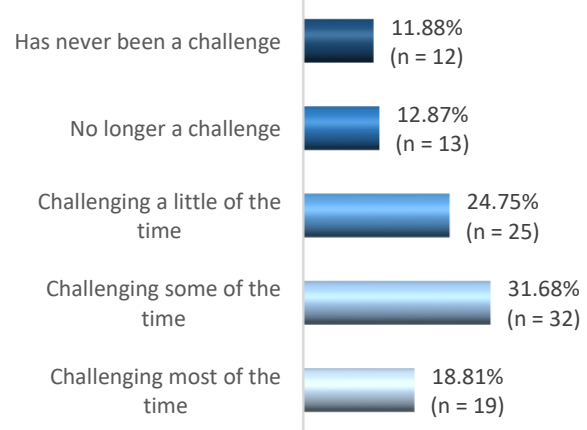
**Figure 77.** Level of Administrators Challenge: Dealing with Stress and Anxiety

| Category | % | n |
|---|---|---|
| Has never been a challenge | 13.86% | (n = 14) |
| No longer a challenge | 6.93% | (n = 7) |
| Challenging a little of the time | 35.64% | (n = 36) |
| Challenging some of the time | 32.67% | (n = 33) |
| Challenging most of the time | 10.89% | (n = 11) |
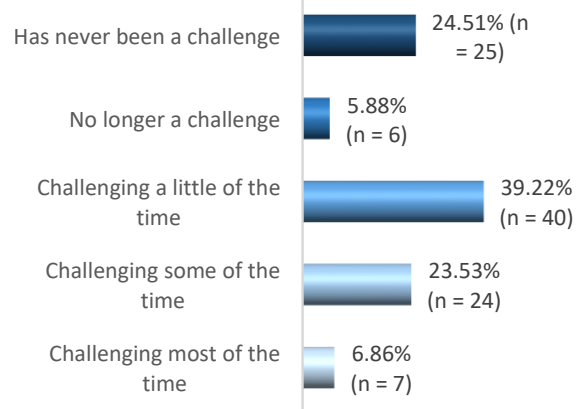
**Figure 78.** Level of Administrators Challenge: Uncertainty About Expectations

| Category | % | n |
|---|---|---|
| Has never been a challenge | 24.51% | (n = 25) |
| No longer a challenge | 5.88% | (n = 6) |
| Challenging a little of the time | 39.22% | (n = 40) |
| Challenging some of the time | 23.53% | (n = 24) |
| Challenging most of the time | 6.86% | (n = 7) |

Four in ten (43.56%) **Administrators** indicated challenges dealing with stress and anxiety some or most of the time. Three in ten (30.39%) **Administrators** deal with the challenge of uncertainty around expectations some or most of the time. See Figures 77 and 78 for additional information.

On average, **Administrators** are closer to facing five challenges ($M$ = 5.22).

Seven in ten (70.56%) **Administrators** indicated they face at least five challenges.

One in ten (7.84%) **Administrators** indicated they face one challenge or do not face any challenges.

See Figure 79 for additional information.



| Challenges | Percentage |
|---|---|
| 8 Challenges | 13.72% (n = 14) |
| 7 Challenges | 21.56% (n = 22) |
| 6 Challenges | 13.72% (n = 14) |
| 5 Challenges | 21.56% (n = 22) |
| 4 Challenges | 8.82% (n = 9) |
| 3 Challenges | 7.84% (n = 8) |
| 2 Challenges | 4.90% (n = 5) |
| 1 Challenge | 2.94% (n = 3) |
| 0 Challenges | 4.90% (n = 5) |
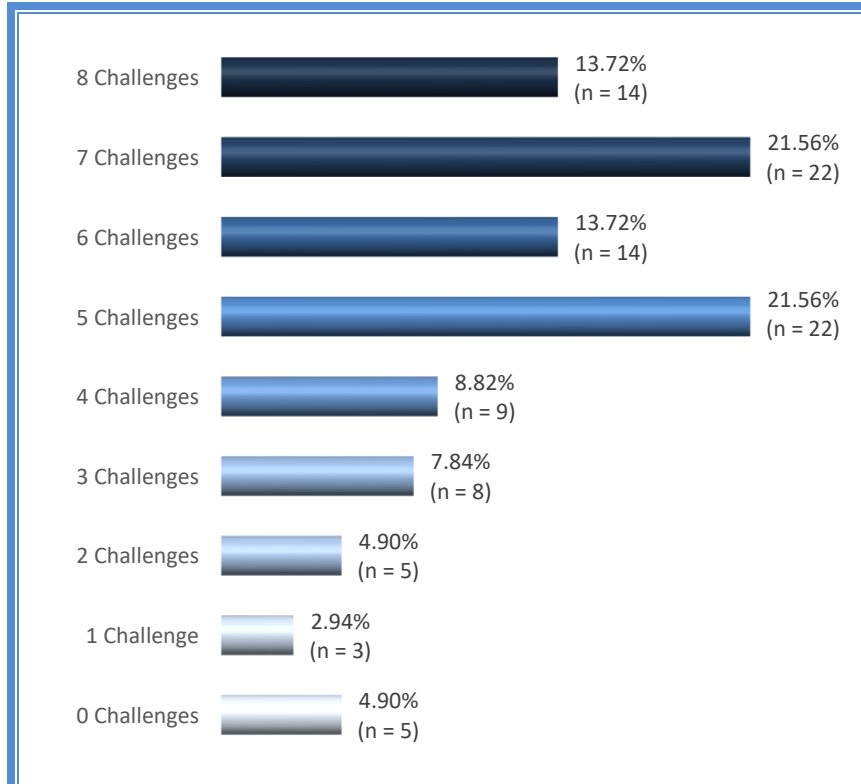
**Figure 79.** Total Number of Challenges Administrators Selected

**Figure 80.** Amount of Time Administrators Are Faced With Challenges



| | Percentage |
|---|---|
| Challenging most of the time | 12.87% (n = 43) |
| Challenging some of the time | 22.45% (n = 75) |
| Challenging a little of the time | 25.44% (n = 85) |
| No longer a challenge | 16.46% (n = 55) |
| Has never been a challenge | 22.75% (n = 76) |
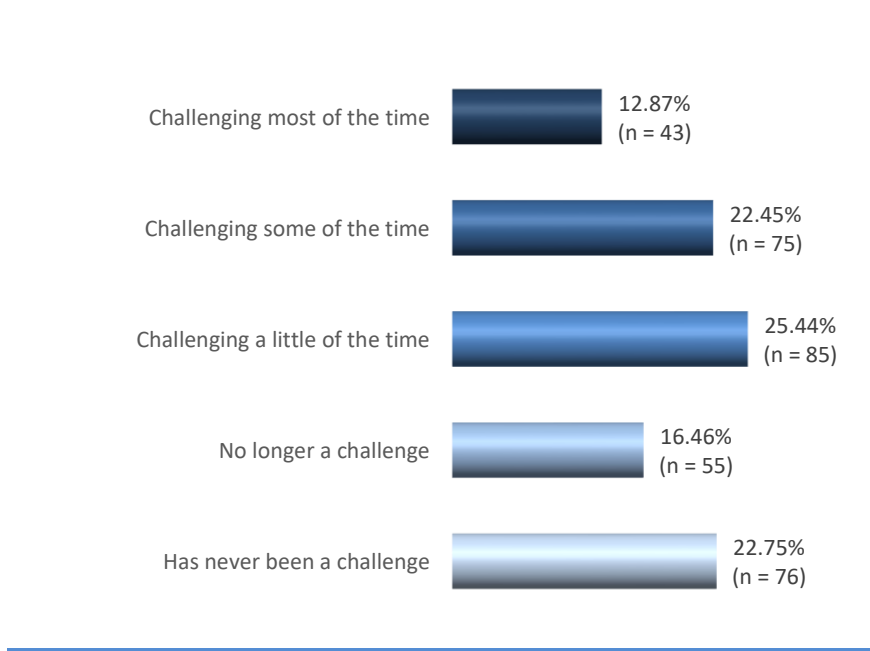
Across all challenges, about one-third (35.32%) of **Administrators** face a challenge some or most of the time.

When any **Administrator** faces a challenge, they are more likely to face the challenge most of the time ($M$ = 2.63)

See Figure 80 for additional information.

Between 59% and 69% **Administrators** found the following resources and supports most helpful: 1) weekly video messages by the superintendent (68.63%), 2) support from colleagues in school or the workplace (60.78%), and 3) regular staff meetings led by administrators (59.8%). See Figure 81 for additional information.

**Figure 81.** Resources and Supports Administrators Found Most Helpful



Health and safety orientations, FAQs and guidelines — 58.82% (n = 60)
HR wellness resources — 23.53% (n = 24)
Professional learning opportunities — 49.02% (n = 50)
Regular administrator-led staff meetings — 59.80% (n = 61)
Resources for Blended Learning Teachers — 27.45% (n = 28)
Resources for extending learning at home — 13.73% (n = 14
Weekly newsletter resources — 39.22% (n = 40)
Colleague support in school or workplace — 60.78% (n = 62)
Surrey Schools One- resources — 31.38% (n = 32)
Covid-19 information on the HUB — 32.35% (n = 33)
Video messages by superintendent — 68.63% (n = 70)
Unaware or Unhelpful — 10.78% (n = 11)

| Resources | Percentage | n |
|---|---|---|
| 8+ Resources | 16.67% | (n = 17) |
| 7 Resources | 10.78% | (n = 11) |
| 6 Resources | 5.89% | (n = 6) |
| 5 Resources | 8.82% | (n = 9) |
| 4 Resources | 16.67% | (n = 17) |
| 3 Resources | 16.67% | (n = 17) |
| 2 Resources | 12.74% | (n = 13) |
| 1 Resource | 7.84% | (n = 8) |
| 0 Resources | 3.92% | (n = 4) |

**Figure 82.** Total Number of Resources and Supports Per Administrator That was Found Most Helpful

On average, **Administrators** utilized close to five resources and supports they found most helpful (*M* = 4.65).

Four in ten (42.16%) **Administrators** utilized five or more resources and supports while one in ten (11.76%) **Administrators** utilized one resource or support or did not access any resources and supports at all.

See Figure 82 for additional information.

Outside of the challenges listed above, the challenges **Administrators** mentioned most were related to the theme of workload, scheduling and roles and (30.3%). The most mentions for any sub-theme were Uncertain and challenging expectations of roles, responsibilities, compensation; personal health, home, and family challenges; and addressing and managing student wellbeing (all 15.2%). See Table 5 for a breakdown of the number of themes, sub-themes, and mentions of challenges faced by **Administrators**.

**Table 5.** Challenges Faced by Administrators

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| 1. Health and Safety Protocols and Practices (*n* = 3; 9.1%) | a. Effective and consistent communication | 2 | 6.1% |
| | b. Exposure risk | 1 | 3.0% |
| 2. Workload, Scheduling, and Roles (*n* = 10; 30.3%) | a. Uncertain and challenging expectations of roles, responsibilities, compensation | 5 | 15.2% |
| | b. District, school, and administration support, and communication and access to information | 3 | 9.1% |
| | c. Consideration of workload and schedules | 2 | 6.1% |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health (*n* = 9; 27.3%) | a. Personal health, home, and family challenges | 5 | 15.2% |
| | b. Maintaining morale, motivation, connection with others | 3 | 9.1% |
| | c. Staff access to mental healthcare | 1 | 3.0% |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges (*n* = 9; 27.3%) | a. Addressing and managing student wellbeing | 5 | 15.2% |
| | b. Lack of resources and supports to meet student needs | 4 | 12.1% |
| 5. Materials, Resources, and the Physical Work Environment (*n* =2; 6.1%) | a. Access to materials, resources, and funding | 2 | 6.1% |
| Total | | 33 mentions | |

Table 6 includes a sample of quotes from **Administrators.**

**Table 6.** Sample Quotes of Challenges Faced by Administrators in Each Theme

| Themes | Sample Quotes |
|---|---|
| 1. Health and Safety Protocols and Practices | *Ambiguity/contradictions in certain COVID regulations from Fraser Health (students and masks).* |
| 2. Workload, Scheduling, and Roles | *Challenge covering all the fail to fill positions, including special needs support and break coverage. Challenge with VP using VP days to cover these positions every week. This is very discouraging some days, and probably number one reason for not looking forward to coming to work some days.* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *Navigating staff that are struggling with resiliency and managing stress (keeps evolving as we navigate new phases of this pandemic) - finding this particularly hard in Jan/Feb.* |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges | *We are in a pandemic and there has not been an increase in counsellor support for our kids, or EA support by the govt funding.* |
| 5. Materials, Resources, and the Physical Work Environment | *Teaching online with the (updated, but really downgraded) WiFi is extremely difficult because of connectivity and lag.* |

## 3.4. EMPLOYEE GROUP RESULTS: EPEG

A total of 44 **EPEG** employees (Managers, Directors) provided responses to the Employee Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

Nine in ten (92.86%) **EPEG** employees do not work in an Area School. Three (7.14%) out of the 44 **EPEG** employees indicated they work with students in Elementary Schools or Secondary Schools most or all of the time.

See Figure 83 for additional information.



| | |
|---|---|
| Cloverdale and Clayton | 2.38% (n = 1) |
| Guildford | 2.38% (n = 1) |
| Panorama & Sullivan | 2.38% (n = 1) |
| I'm not at a school | 92.86% (n = 39) |



| | |
|---|---|
| 16 or more years | 29.27% (n = 12) |
| 11-15 years | 4.88% (n = 2) |
| 6-10 years | 19.51% (n = 8) |
| 3-5 years | 21.95% (n = 9) |
| 0-2 years | 24.39% (n = 10) |
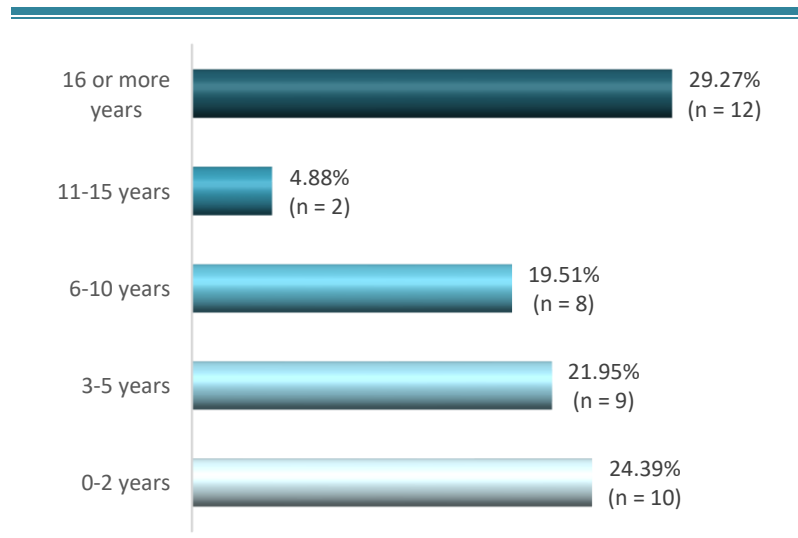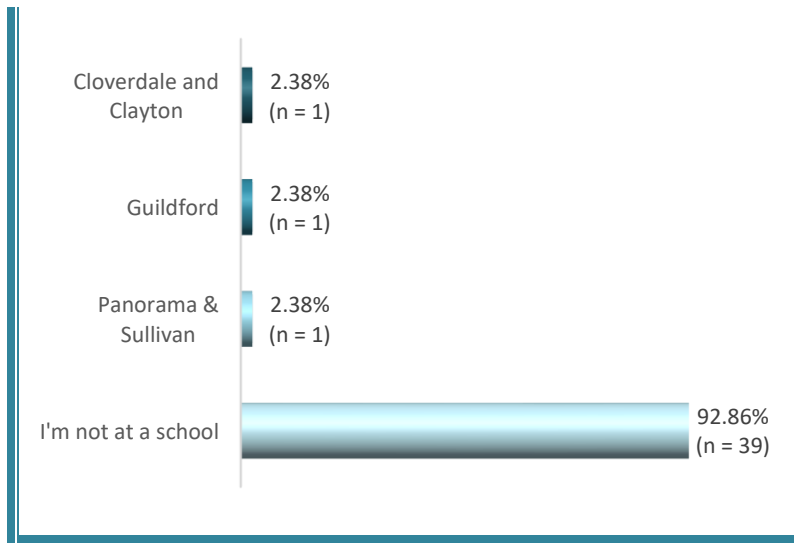
Three in ten (29.27%) **EPEG** employees have been in their current career at least 16 years. Nearly half (46.34%) of **EPEG** employees have been in their current career 5 years or less.

See Figure 84 for additional information.

**Figure 84.** Number of Years EPEG Employees Have Been in Their Current Career

| Calm and confident almost all of the time | 4.55% (n = 2) |
| Calm and confident about 85% of the time | 34.09% (n = 15) |
| Calm and confident about 65% of the time | 38.64% (n = 17) |
| Calm and confident about 50% of the time | 6.82% (n = 3) |
| Calm and confident about 35% of the time | 15.91% (n = 7) |

**Figure 85.** Descriptors Chosen by EPEG Employees That Best Describes How They Are Feeling
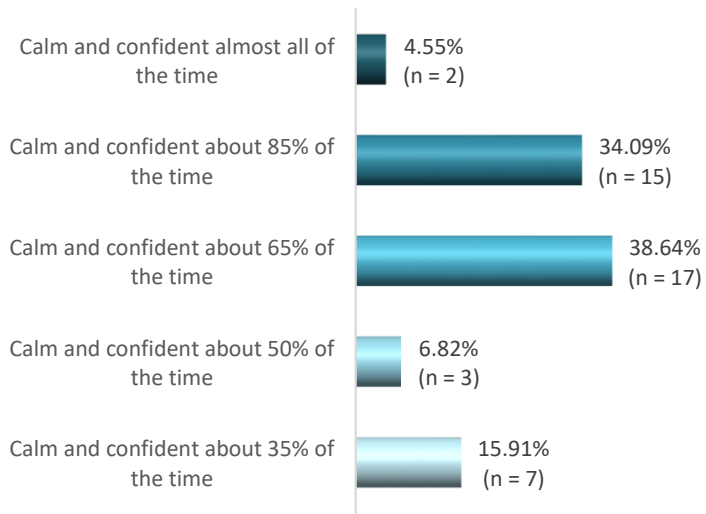
About three-quarters (77.28%) of **EPEG** employees indicated they are calm and confident 65% or more of the time, while two in ten (22.73%) **EPEG** employees indicated they are calm and confident either half or less than half of the time.

See Figure 85 for additional information.

Close to half (45.46%) of **EPEG** employees feel optimistic most or all of the time, while two in ten (20.45%) felt this way a little of the time. Almost two-thirds (65.91%) of **EPEG** employees deal with challenges in the workplace most or all of the time, and two in ten (22.73%) selected a little or none of the time.  See Figures 86 and 87 for additional information.

**Figure 86.** Amount of Time EPEG Employees Feel Optimistic About How Things Are Going in the Workplace

| | |
|---|---|
| All of the time | 4.55% (n = 2) |
| Most of the time | 40.91% (n = 18) |
| Some of the time | 34.09% (n = 15) |
| A little of the time | 20.45% (n = 9) |
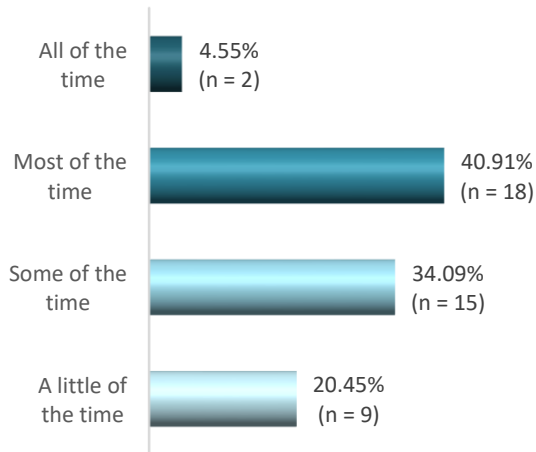
**Figure 87.** Amount of Time EPEG Employees Deal Well with Challenges in the Workplace

| | |
|---|---|
| All of the time | 9.09% (n = 4) |
| Most of the time | 56.82% (n = 25) |
| Some of the time | 11.36% (n = 5) |
| A little of the time | 18.18% (n = 8) |
| None of the time | 4.55% (n = 2) |

| | |
|---|---|
| All of the time | 18.18% (n = 8) |
| Most of the time | 43.18% (n = 19) |
| Some of the time | 29.55% (n = 13) |
| A little of the time | 2.27% (n = 1) |
| None of the time | 6.82% (n = 3) |

| | |
|---|---|
| All of the time | 25.00% (n = 11) |
| Most of the time | 54.55% (n = 24) |
| Some of the time | 18.18% (n = 8) |
| A little of the time | 2.27% (n = 1) |
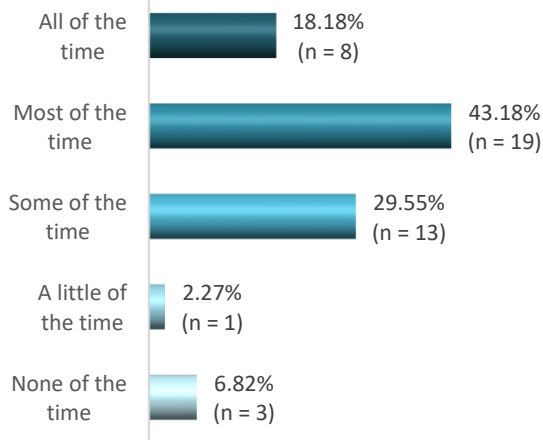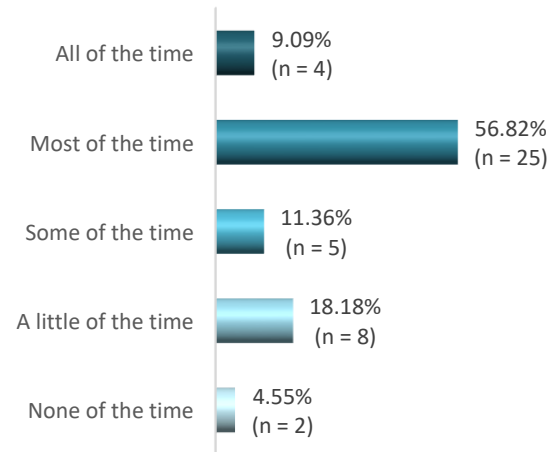
**Figure 88.** Amount of Time EPEG Employees Feel They Belong in the Workplace
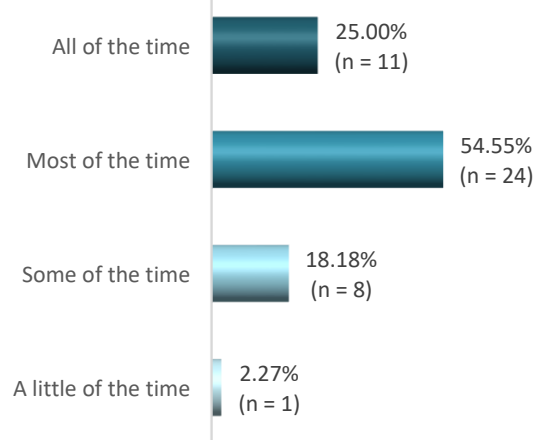
**Figure 89.** Amount of Time EPEG Employees Believe the Work They Do Makes a Difference

Six in ten (61.36%) **EPEG** employees feel they belong in the workplace most or all of the time, while one in ten (9.09%) feel they belong a little or none of the time.  Eight in ten (79.55%) **EPEG** employees believes their work makes a difference most or all of the time, with only 2.27% believing this a little or none of the time.  See Figures 88 and 89 for additional information.

Eight in ten (84.09%) **EPEG** employees feel confident in their abilities to do their work most or all of the time while 4.55% selected a little of the time.  Three-quarters (75%) of **EPEG** employees can go to at least one colleague for support most or all of the time and one in ten (9.1%) selected a little or none of the time.  See Figures 90 and 91 for additional information.

**Figure 90.**  Amount of Time EPEG Employees Feel Confident in Their Work Ability

All of the time — 38.64% (n = 17)
Most of the time — 45.45% (n = 20)
Some of the time — 11.36% (n = 5)
A little of the time — 4.55% (n = 2)
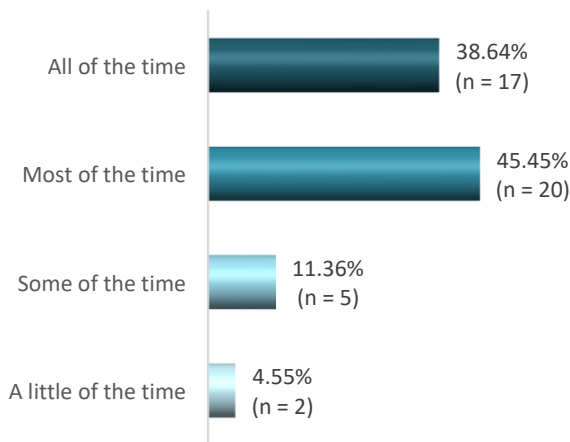
**Figure 91.**  Amount of Time EPEG Employees Feel They Have At least One Colleague They Can Go to For Support

All of the time — 40.91% (n = 18)
Most of the time — 34.09% (n = 15)
Some of the time — 15.91% (n = 7)
A little of the time — 4.55% (n = 2
None of the time — 4.55% (n = 2)
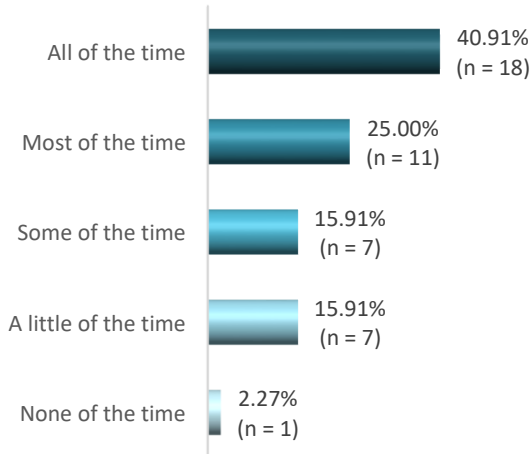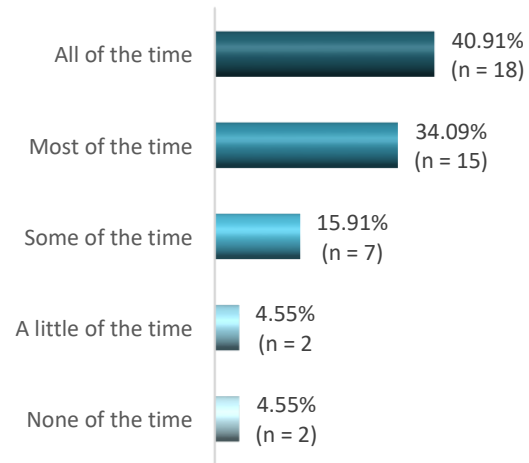
**Figure 92.**  Amount of Time EPEG Employees Feel They Can Go to a Supervisor

All of the time — 40.91% (n = 18)
Most of the time — 25.00% (n = 11)
Some of the time — 15.91% (n = 7)
A little of the time — 15.91% (n = 7)
None of the time — 2.27% (n = 1)
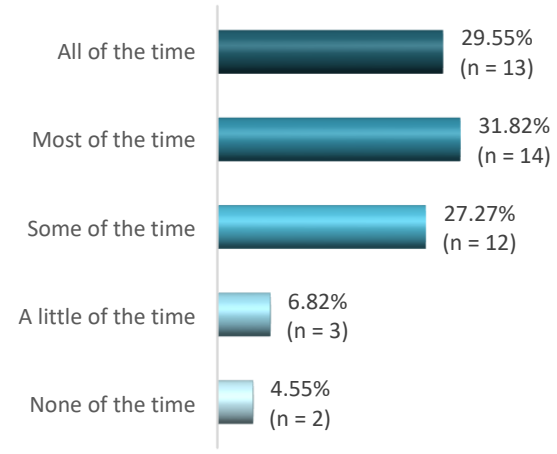
**Figure 93.**  Amount of Time EPEG Employees Know Where to Seek Resources and Supports

All of the time — 29.55% (n = 13)
Most of the time — 31.82% (n = 14)
Some of the time — 27.27% (n = 12)
A little of the time — 6.82% (n = 3)
None of the time — 4.55% (n = 2)

Close to two-thirds (65.91%) of **EPEG** employees can go to a supervisor when support is needed most or all of the time, and two in ten (18.18%) selected a little or none of the time.  Six in ten (61.37%) **EPEG** employees know where resources and supports are when needed all or most of the time, while one in ten (11.37%) selected they know a little or none of the time.  See Figures 92 and 93 for additional information.

Almost two-thirds (65.91%) of **EPEG** employees feel able to rebound from a bad day at work most or all of the time, and one in ten (13.64%) selected a little of the time. Six in ten (61.36%) **EPEG** employees look forward to work each day most or all of the time, and two in ten (20.45%) selected a little or none of the time. See Figures 94 and 95 for additional information.

**Figure 94.** Amount of Time EPEG Employees Are Confident in their Ability to Rebound/Overcome a Bad Day at Work



- All of the time: 27.27% (n = 12)
- Most of the time: 38.64% (n = 17)
- Some of the time: 20.45% (n = 9)
- A little of the time: 13.64% (n = 6)
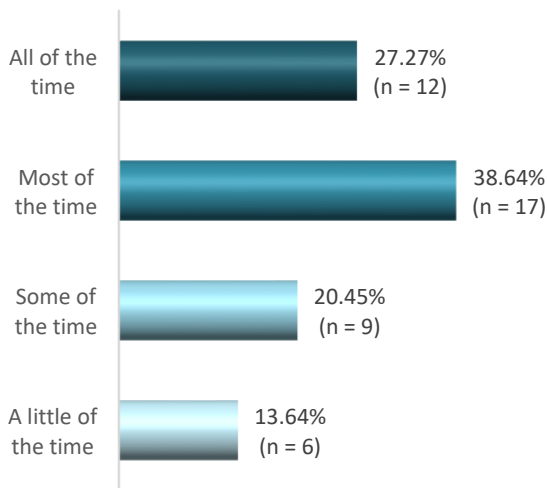
**Figure 95.** Amount of Time EPEG Employees Look Forward to Work Each Day



- All of the time: 9.09% (n = 4)
- Most of the time: 52.27% (n = 23)
- Some of the time: 18.18% (n = 8)
- A little of the time: 18.18% (n = 8)
- None of the time: 2.27% (n = 1)



Yes 68.2% (n = 30)

Unsure 25.0% (n = 11)

No 6.8% (n = 3)
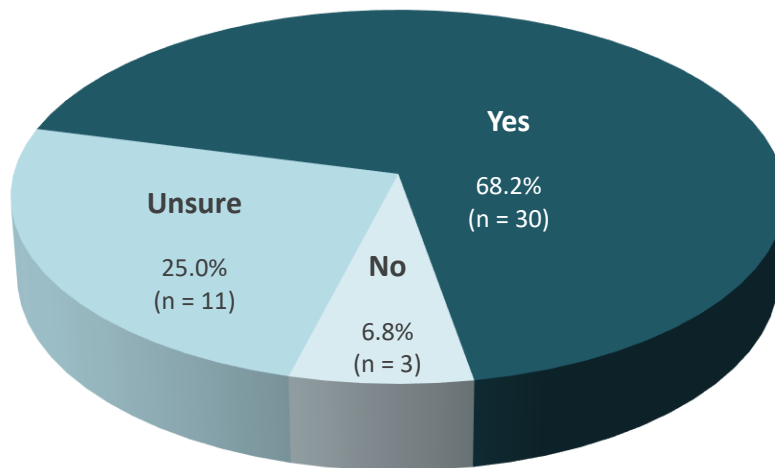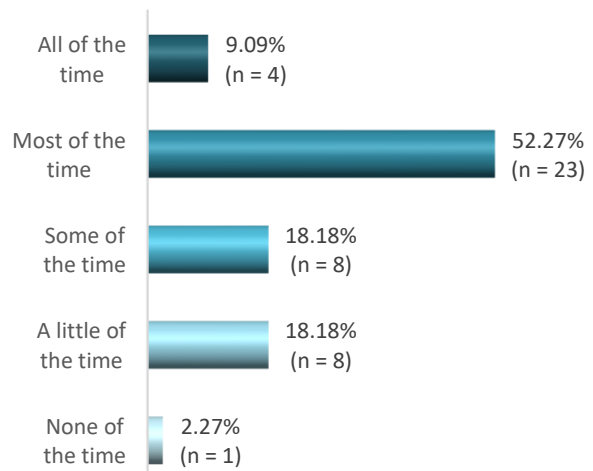
**Figure 96.** Level of EPEG Employee Interest in Completing an Employee Well-Being Survey with More Domains

Over two-thirds (68.2%) of **EPEG** employees are interested in completing an employee well-being survey with more domains, while one-quarter (25%) are unsure. See Figure 96 for additional information.

One in ten (15.91%) **EPEG** employees indicated that using Teams or other software to do their work poses a challenge some of the time. Close to one-third (11.36%) of **EPEG** employees indicated that technology hardware issues are challenging some of the time. See Figures 97 and 98 for additional information.

**Figure 97.** Level of EPEG Employees Challenge: Using Teams or Other Software to Do Work

| Category | Value |
|---|---|
| Has never been a challenge | 20.45% (n = 9) |
| No longer a challenge | 27.27% (n = 12) |
| Challenging a little of the time | 36.36% (n = 16) |
| Challenging some of the time | 15.91% (n = 7) |
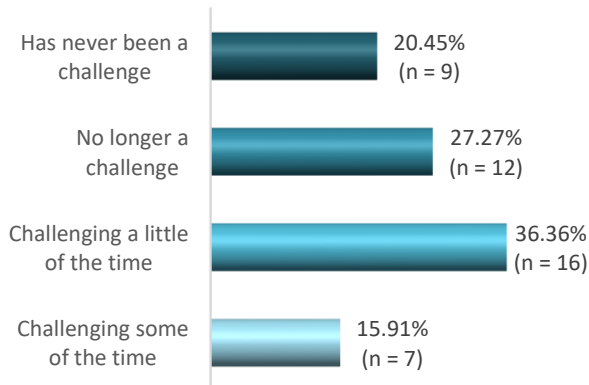
**Figure 98.** Level of EPEG Employees Challenge: Technology – Hardware Issues

| Category | Value |
|---|---|
| Has never been a challenge | 22.73% (n = 10) |
| No longer a challenge | 31.82% (n = 14) |
| Challenging a little of the time | 34.09% (n = 15) |
| Challenging some of the time | 11.36% (n = 5) |
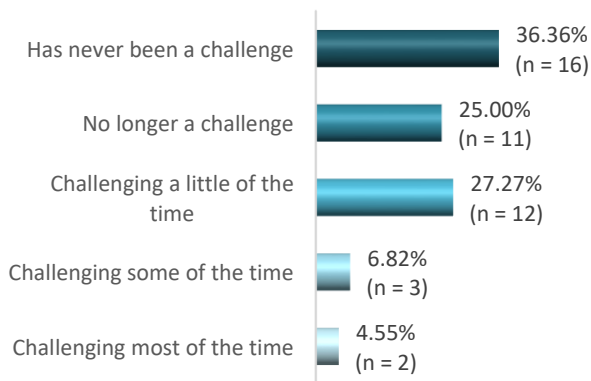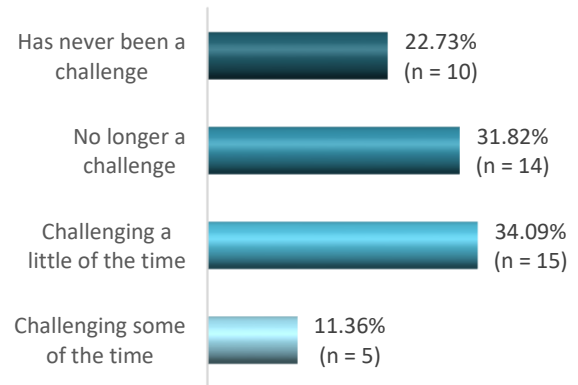
**Figure 99.** Level of EPEG Employees Challenge: Receiving Adequate Information about Health and Safety in a Timely Manner

| Category | Value |
|---|---|
| Has never been a challenge | 36.36% (n = 16) |
| No longer a challenge | 25.00% (n = 11) |
| Challenging a little of the time | 27.27% (n = 12) |
| Challenging some of the time | 6.82% (n = 3) |
| Challenging most of the time | 4.55% (n = 2) |
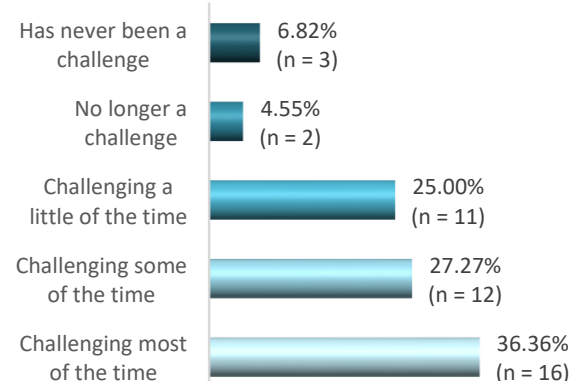
**Figure 100.** Level of EPEG Employees Challenge: Intensity of Workload

| Category | Value |
|---|---|
| Has never been a challenge | 6.82% (n = 3) |
| No longer a challenge | 4.55% (n = 2) |
| Challenging a little of the time | 25.00% (n = 11) |
| Challenging some of the time | 27.27% (n = 12) |
| Challenging most of the time | 36.36% (n = 16) |

One in ten (11.37%) **EPEG** employees indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Six in ten (63.63%) **EPEG** employees indicated that the intensity of the workload is challenging some or most of the time. See Figures 99 and 100 for additional information.

One-quarter (25.58%) of **EPEG** employees indicated that feeling isolated and lonely has been challenging some or most of the time.  Four in ten (38.63%) **EPEG** employees indicated that balancing work and life has been challenging some or most of the time. See Figures 101 and 102 for additional information.

**Figure 101.**  Level of EPEG Employees Challenge: Feeling Isolated and Lonely

| Category | Value |
|---|---|
| Has never been a challenge | 27.91% (n = 12) |
| No longer a challenge | 9.30% (n = 4) |
| Challenging a little of the time | 37.21% (n = 16) |
| Challenging some of the time | 20.93% (n = 9) |
| Challenging most of the time | 4.65% (n = 2) |
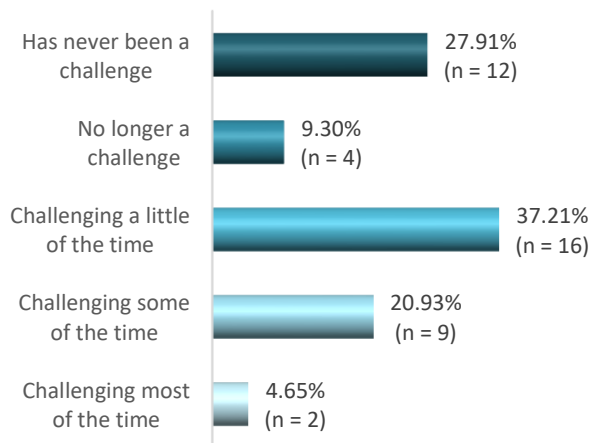
**Figure 102.**  Level of EPEG Employees Challenge: Balancing Work and Life

| Category | Value |
|---|---|
| Has never been a challenge | 15.91% (n = 7) |
| No longer a challenge | 9.09% (n = 4) |
| Challenging a little of the time | 36.36% (n = 16) |
| Challenging some of the time | 18.18% (n = 8) |
| Challenging most of the time | 20.45% (n = 9) |
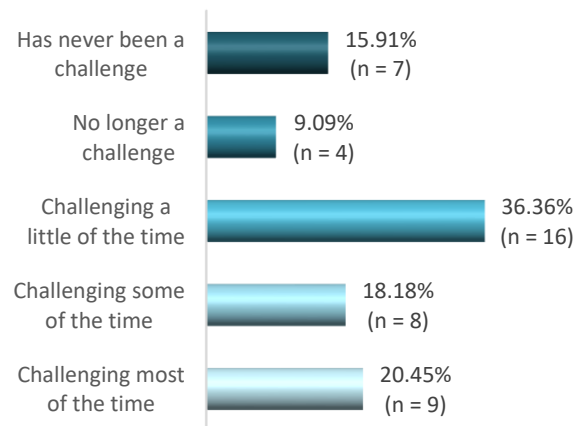
**Figure 103.**  Level of EPEG Employees Challenge: Dealing with Stress and Anxiety

| Category | Value |
|---|---|
| Has never been a challenge | 6.98% (n = 3) |
| No longer a challenge | 6.98% (n = 3) |
| Challenging a little of the time | 41.86% (n = 18) |
| Challenging some of the time | 25.58% (n = 11) |
| Challenging most of the time | 18.60% (n = 8) |
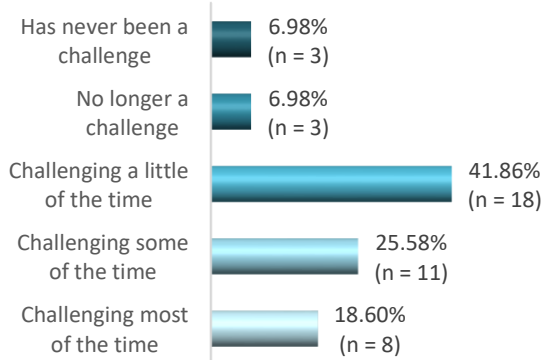
**Figure 104.**  Level of EPEG Employees Challenge: Uncertainty About Expectations

| Category | Value |
|---|---|
| Has never been a challenge | 25.00% (n = 11) |
| No longer a challenge | 9.09% (n = 4) |
| Challenging a little of the time | 27.27% (n = 12) |
| Challenging some of the time | 22.73% (n = 10) |
| Challenging most of the time | 15.91% (n = 7) |
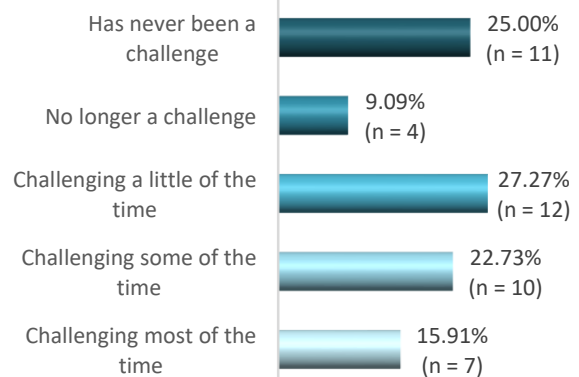
Four in ten (44.18%) **EPEG** employees indicated challenges dealing with stress and anxiety some or most of the time.  Four in ten (38.64%) **EPEG** employees deal with the challenge of uncertainty about expectations some or most of the time.  See Figures 103 and 104 for additional information.

**Figure 105.** Total Number of Challenges EPEG Employees Selected

On average, **EPEG** employees face closer to five challenges (*M* = 5.09).

Six in ten (63.63%) **EPEG** employees indicated they face at least five challenges.

One in ten (7.82%) **EPEG** employees indicated they face one challenge or do not face any challenges.

See Figure 105 for additional information.

| | |
|---|---|
| 8 Challenges | 13.64% (n = 6) |
| 7 Challenges | 20.45% (n = 9) |
| 6 Challenges | 11.36% (n = 5) |
| 5 Challenges | 18.18% (n = 8) |
| 4 Challenges | 11.36% (n = 5) |
| 3 Challenges | 13.64% (n = 6) |
| 2 Challenges | 4.55% (n - 2) |
| 1 Challenge | 2.27% (n = 1) |
| 0 Challenges | 4.55% (n = 2) |

| | |
|---|---|
| Challenging most of the time | 12.58% (n = 18) |
| Challenging some of the time | 18.18% (n = 26) |
| Challenging a little of the time | 27.97% (n = 40) |
| No longer a challenge | 19.58% (n = 28) |
| Has never been a challenge | 21.67% (n = 31) |
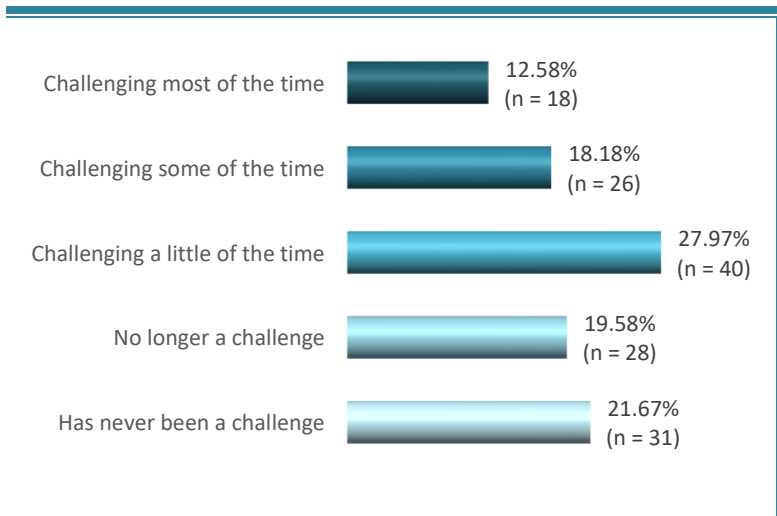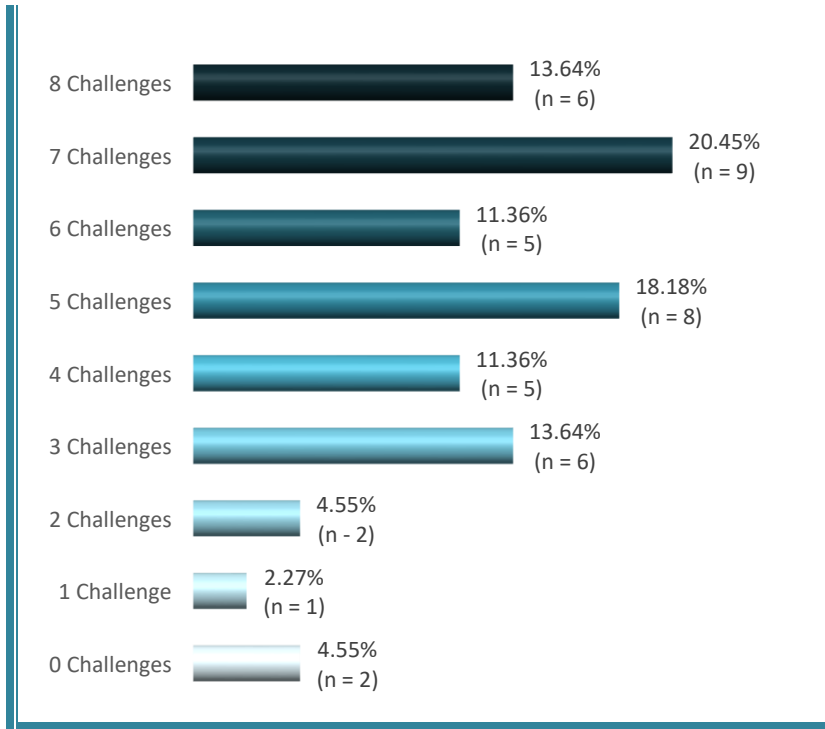
Across all challenges, three in ten (30.76%) **EPEG** employees face a challenge some or most of the time.

When any **EPEG** employee faces a challenge, they are more likely to face the challenge most of the time (*M* = 2.67)

See Figure 106 for additional information.

**Figure 106.** Amount of Time EPEG Employees Are Faced With Challenges

Between 29% and 44% of **EPEG** employees found the following resources and supports most helpful: 1) Colleague support in school or the workplace (45.45%), 2) regular staff meetings led by administrators (45.45%), and 3) resources for extending learning at home (29.55%).

See Figure 107 for additional information.

**Figure 107.** Resources and Supports EPEG Employees Found Most Helpful



| | |
|---|---|
| Health and safety orientations, FAQs and guidelines | 25.00% (n = 11) |
| HR wellness resources | 27.27% (n = 12) |
| Professional learning opportunities | 9.90% (n = 4) |
| Regular administrator-led staff meetings | 45.45% (n = 20) |
| Weekly newsletter resources | 2.27% (n = 1) |
| Resources for extending learning at home | 29.55% (n = 13) |
| Colleague support in school or workplace | 45.45% (n = 20) |
| Covid-19 information on the HUB | 13.64% (n = 9) |
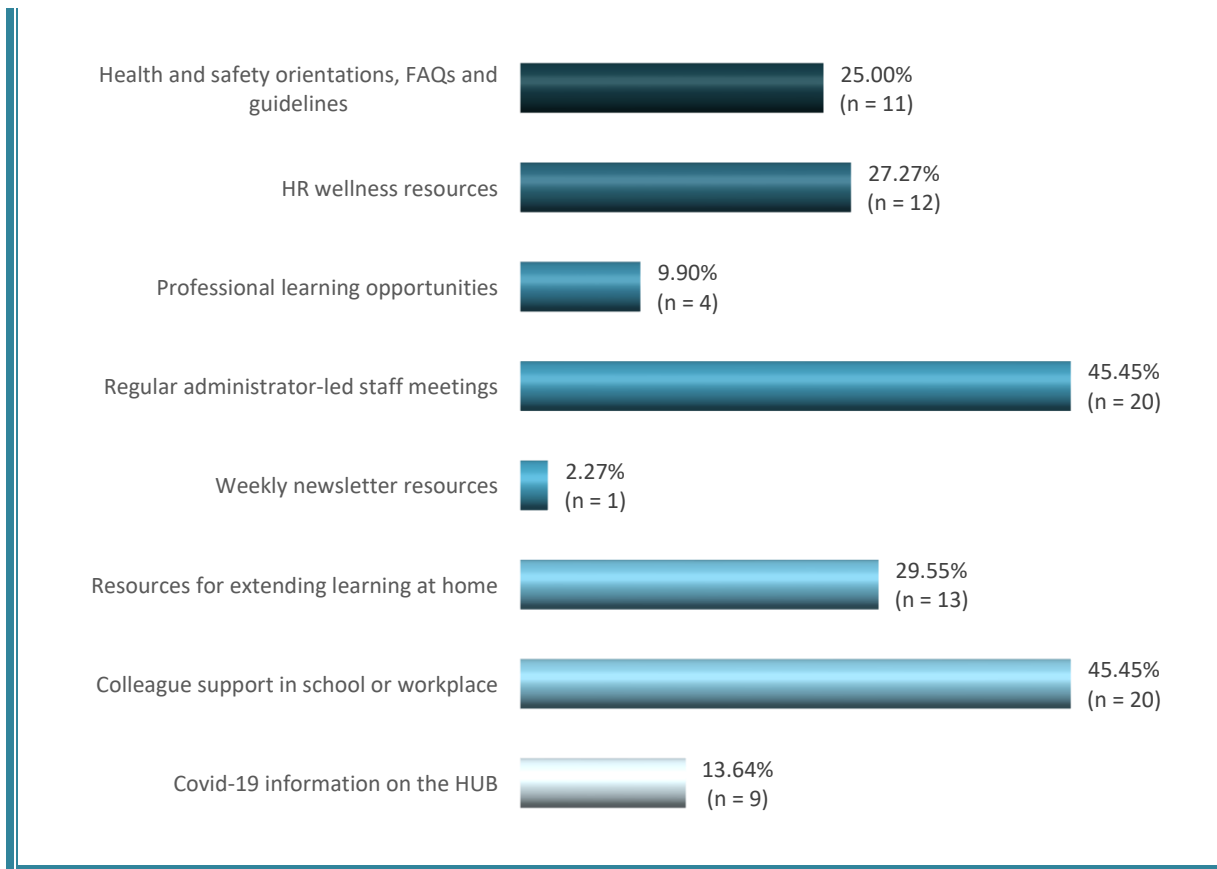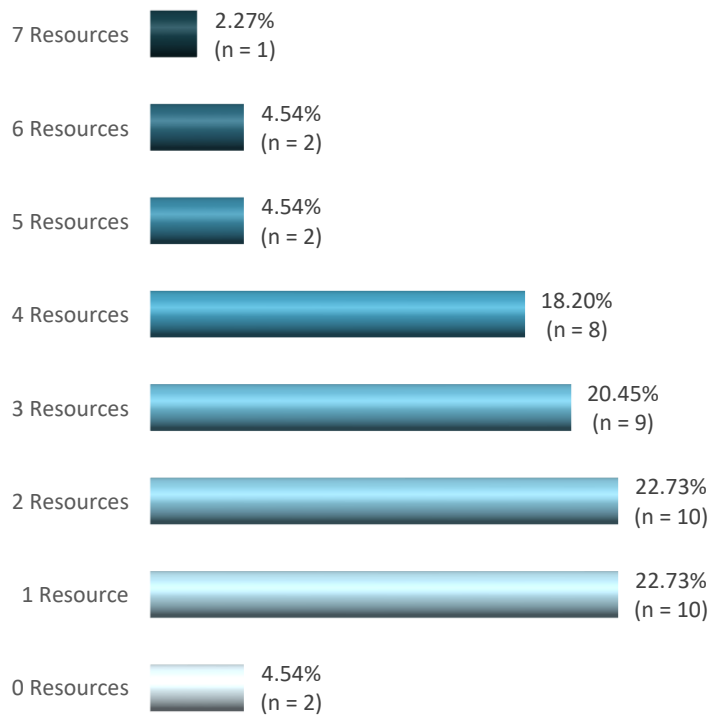
**Figure 108.** Total Number of Resources and Supports Per EPEG Employee That was Found Most Helpful

On average, **EPEG** utilized close to three resources and supports they found most helpful (*M* = 2.68).

Three in ten (29.55%) **EPEG** employees utilized 5 or more resources and supports while over one-quarter (27.27%) of **EPEG** employees utilized one resource or support or did not access any resources and supports at all.

See Figure 108 for additional information.

Outside of the challenges listed above, the challenges **EPEG** employees mentioned most were related to the theme of workload, scheduling and roles and (57.1%). The most mentions for any sub-theme was District, School, Admin Support, Communication and Access to Information (35.7%). See Table 7 for a breakdown of the number of themes, sub-themes, and mentions of challenges faced by **EPEG** employees.

**Table 7.** Challenges Faced by EPEG Employees

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| 1. Health and Safety Protocols and Practices (*n* = 2; 14.3%) | a. Exposure risk | 1 | 7.1% |
| | b. Compliance with safety protocols | 1 | 7.1% |
| 2. Workload, Scheduling, and Roles (*n* = 8; 57.1%) | a. District, school, and administration support, and communication and access to Information | 5 | 35.7% |
| | b. Uncertain and challenging expectations of roles, responsibilities, compensation | 3 | 21.4% |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health (*n* = 2; 14.3%) | a. Challenges and adaptations to the physical work environment | 2 | 14.3% |
| | b. Maintaining morale, motivation, and connection with others | 1 | 7.1% |
| | c. Workplace challenges and conflicts | 1 | 7.1% |
| Total | | 14 mentions | |

Table 8 includes a sample of quotes from **EPEG** employees**.**

**Table 8.** Sample Quotes of Challenges Faced by EPEG Employees for Each Theme

| Themes | Quote |
|---|---|
| 1. Health and Safety Protocols and Practices | *Lack of enforcement of Covid rules in workplace.* |
| 2. Workload, Scheduling, and Roles | *The amount of work. We are not adequately staffed. The district keeps growing but all supporting positions do not. It just seems more and more work is given until people decide they can't take it anymore and leave.* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *Uncertainty over the pandemic. When will things be back to "normal".* |

## 3.5. EMPLOYEE GROUP RESULTS: CONCLUSIONS

A total of 1,259 Teachers, 906 Support Staff, 102 Administrators, and 44 EPEG employees provided responses on the Surrey School District Employee Well-Being Survey.

### Calm and Confidence Levels

Most employee groups said they feel calm and confident the majority of the time, including six in ten Support Staff, eight in ten Administrators, and about three-quarters of EPEG employees. Just under half of Teachers said they feel calm and confident the majority of the time.

### Resiliency Questions

About one-third of Teachers, half of Support Staff and EPEG employees, and three-quarters of Administrators feel optimistic about how things are going at work most or all of the time. About one-third of Teachers, two in ten Support Staff and EPEG employees, and just 7% of Administrators feel optimistic a little or none of the time.

Four in ten Teachers, six in ten Support Staff, eight in ten Administrators, and two-thirds of EPEG employees believe they deal well with challenges in the workplace most or all of the time. 5% of Administrators, and roughly two in ten Teachers, Support Staff, and EPEG employees said they believe this a little or none of the time.

Roughly two-thirds of Teachers, Support Staff, and EPEG employees feel like they belong in the workplace most or all of the time, while nine in ten Administrators said the same.

One in ten Elementary School employees feel like they belong in the workplace a little or none of the time, and two in ten Secondary School employees feel the same. 15% of Teachers, one in Support Staff and EPEG employees, and 5% of Administrators feel they belong a little or none of the time.

Seven in ten Teachers, and eight in ten Support Staff, Administrators, and EPEG employees believe their work makes a difference most or all of the time. Just 8% of Teachers, 6% of Support Staff, 4% of Administrators, and 3% of EPEG employees believe this a little or none of the time.

Three-quarters of Teachers, roughly eight in ten EPEG employees, and nine in ten Support Staff and Administrators feel confident in their abilities to do their work most or all of the time. About 7% of Teachers, 2% of Support Staff, 3% of Administrators, and 5% of EPEG employees feel confident in their abilities a little or none of the time.

Eight in ten Teachers and Support Staff, nine in ten Administrators, and three-quarters of EPEG employees have at least one colleague they can go to for support most or all of the time. Roughly 8% of

Teachers and Support Staff, 6% of Administrators, and 9% of EPEG employees said they have a colleague to go to only a little or none of the time.

About two-thirds of Teachers, Support Staff, and EPEG employees feel they can go to a supervisor when they need support most or all of the time, while eight in ten Administrators feel the same. Around two in ten Teachers, Support Staff, and EPEG employees, and just 8% of Administrators, feel this way a little or none of the time.

About two-thirds of Teachers and EPEG employees, seven in ten Support Staff, and eight in ten Administrators know where to seek out resources and supports when needed most or all of the time, while one in ten Teachers and EPEG employees, 7% of Support Staff, and 4% of Administrators selected a little or none of the time.

Two-thirds of Teachers, three-quarters of Support Staff, eight in ten Administrators, and two-thirds of EPEG employees are confident in their abilities to rebound from a bad day at work. One in ten Teachers, 7% of Support Staff, 4% of Administrators and 14% of EPEG employees feel this way a little or none of the time.

Close to half of Teachers, one-third of Support Staff and EPEG employees, and three-quarters of Administrators look forward to work most or all of the time. One-quarter of Teachers, one in ten Support Staff and Administrators, and one-fifth of EPEG employees look forward to work a little or none of the time.

Across all resilience items, Teachers selected a little or none of the time most compared to the other employee groups, and Administrators answered a little or none of the time the least.


## Challenges Faced

Four in ten Teachers, one-quarter of Support Staff, one-quarter of Administrators, and one in ten EPEG employees experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.

Four in ten Teachers and one-quarter of Support Staff experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner, while one in ten Administrators and EPEG employees feel this is a challenge.

Seven in ten Teachers, four in ten Support Staff, one-third of Administrators, and six in ten EPEG employees find the intensity of the workload to be challenging some or most of the time.

About half of all Teachers experience feeling isolated and lonely some or most of the time, while three in ten Support Staff, three in ten Administrators, and one-quarter of EPEG employees feel this is a challenge.

Six in ten Teachers, three in ten Support Staff, half of Administrators, and four in ten EPEG employees find it difficult balancing work and life some or most of the time.

Nine in ten Teachers find it challenging dealing with stress and anxiety some or most of the time. Four in ten Support Staff, Administrators, and EPEG employees feel this is a challenge for them.

About half of Teachers reported that uncertainty about expectations was a challenge some or most of the time. Three in ten Support Staff, three in ten Administrators, and four in ten EPEG employees feel this is challenging.

Of the eight challenges, the majority of Teachers face challenges with five some or most of the time. The majority of Administrators and EPEG employees on the other hand face challenges with only one or two, while at most 46% of Support Staff said they experience any of the challenges some or most of the time. The challenge Teachers and Support Staff face most is dealing with stress and anxiety. Most Administrators faced challenges with balancing work and life and managing the intensity of the workload, the latter being the only challenge that the majority of EPEG experienced.

## Resources and Supports Found Useful

The top three resources and supports were identical for all but one employee group. The resources and supports found most helpful include support from colleagues in school or the workplace, regular staff meetings led by administrators, and weekly video messages by the superintendent. The resources and supports found to be most helpful by **EPEG** employees include support from colleagues in school or the workplace, regular staff meetings led by administrators, and resources for extended learning at home.

One-fifth of **Teachers** and **Support Staff**, three in ten **EPEG** employees, and four in ten **Administrators** utilized 5 or more resources and supports.

# 4.0. Results By School Level

The following provides the summary of findings by employees of Elementary Schools and Secondary Schools for the Well-Being Report. The summary includes the responses of 2,065 respondents, of which 1,369 employees work in Elementary Schools most often or all of the time, while 696 employees indicated they work in Secondary Schools most often or all of the time. A total of 233 respondents who indicated they do not work directly with students and are not part of the analysis for this section.

See Figure 107 for additional information. A series of tables and figures summarizing results of the survey are provided in the sub-section to follow.
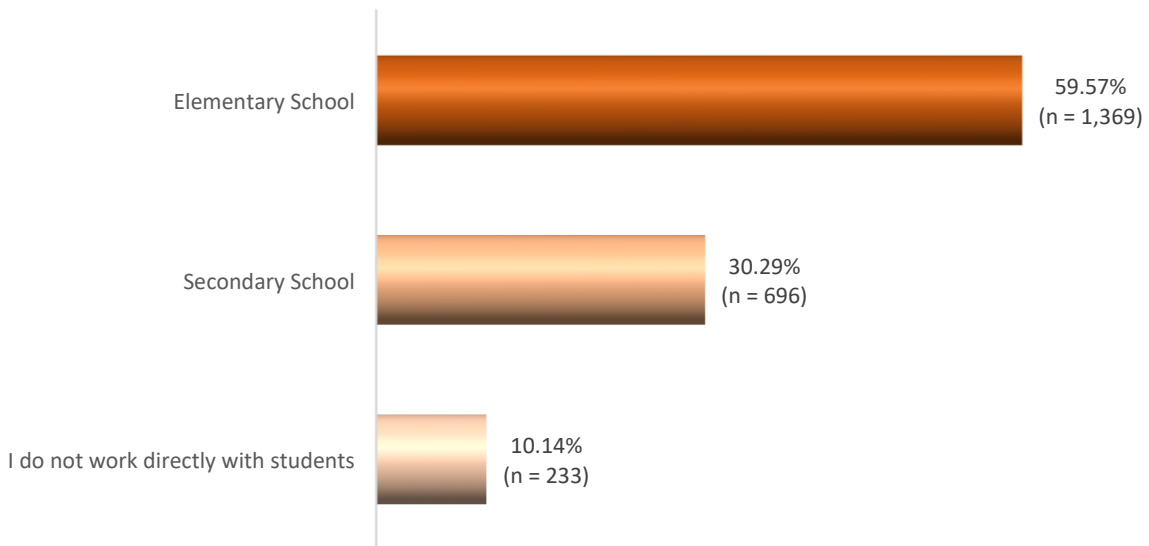


**Figure 109.** Student Age Group Employees Work with Most or All of the Time

## 4.1. SCHOOL LEVEL RESULTS: ELEMENTARY SCHOOL EMPLOYEES

A total of 1,369 employees working in **Elementary Schools** provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

**Figure 110.** Elementary School Employee Groups
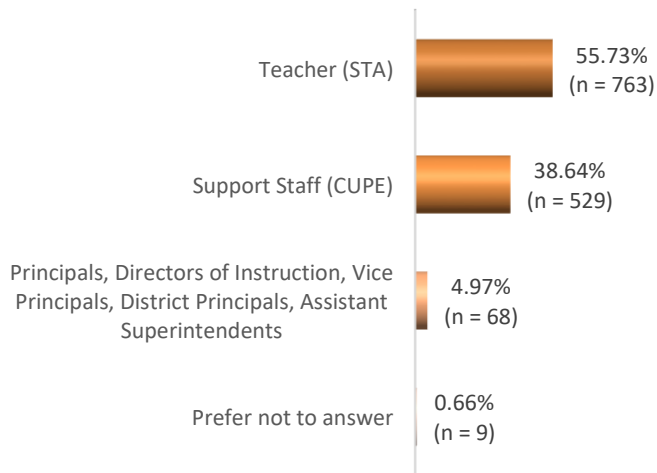


More than half (55.73%) of **Elementary School** employees are Teachers, while four in ten (38.64%) are Support Staff. Another 4.07% of survey respondents are Administrators.

See Figure 110 for additional information.
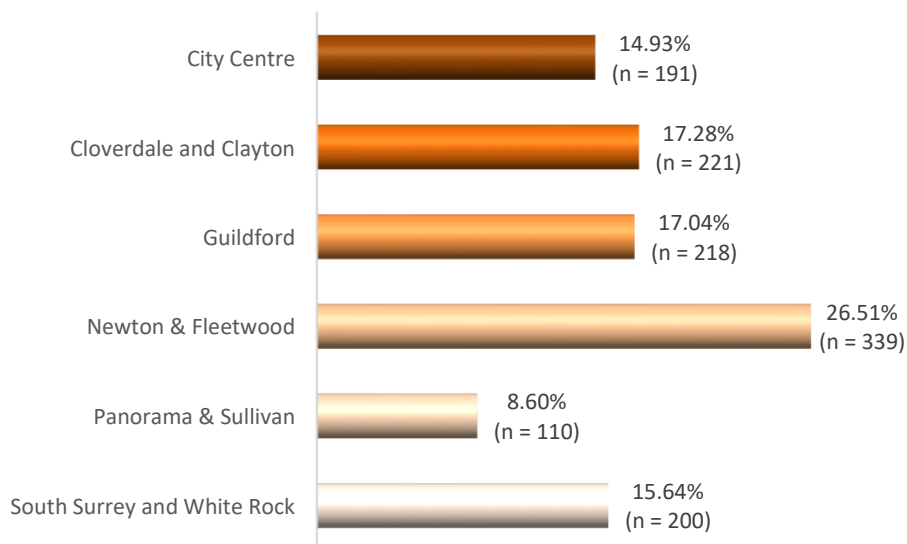


Six in ten (60.83%) employees with **Elementary Schools** work in Newton and Fleetwood (26.51%), Cloverdale and Clayton (17.28%), and Guildford (17.04%) schools.

See Figure 111 for additional information.

**Figure 111.** Geographic Region Where Elementary School Employees Work

**Figure 112.** Number of Years Elementary School Employees Have Been in Their Current Position
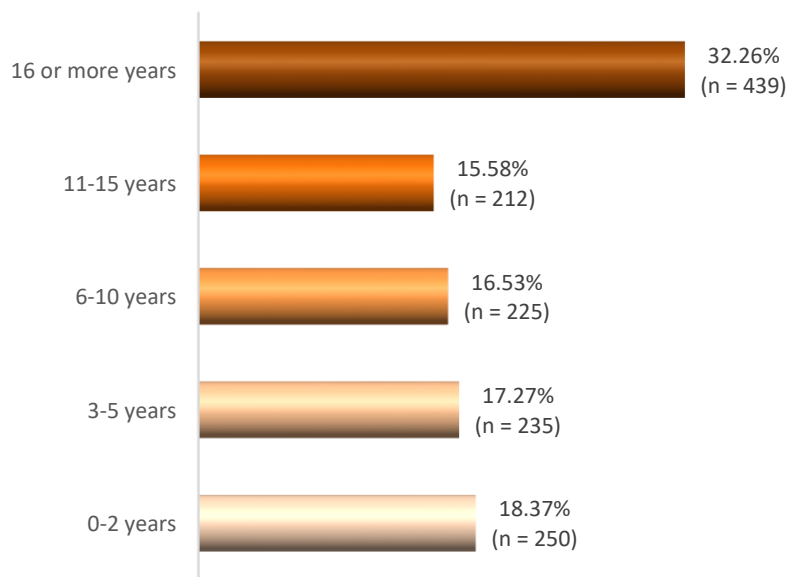
Nearly one-third (32.26%) of **Elementary School** employees have been in their current career at least 16 years. Over one-third (35.64%) of **Elementary School** employees have been in their current career 5 years or less.

See Figure 112 for additional information.

**Figure 113.** Descriptors Chosen by Elementary School Employees that Best Describes How They are Feeling
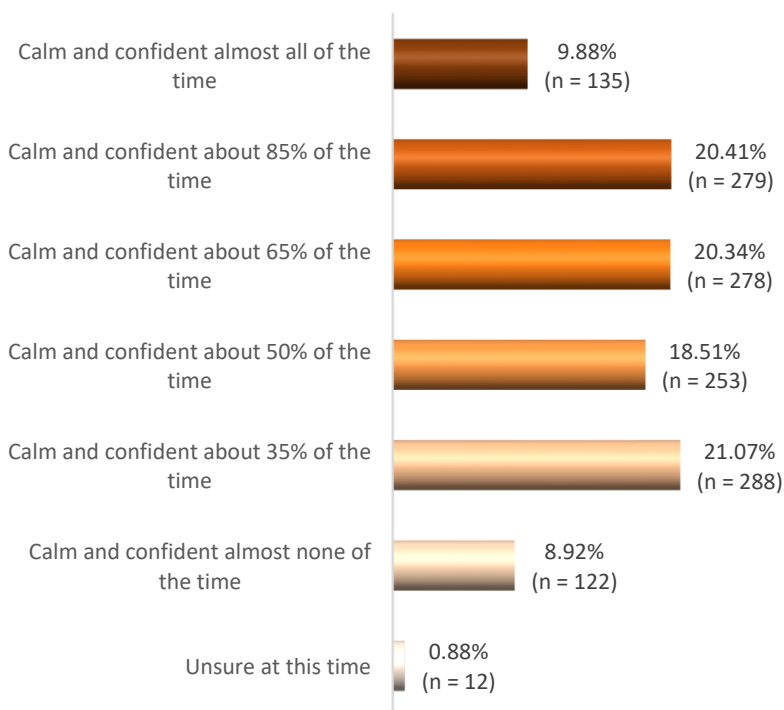


Half (50.63%) of **Elementary School** employees indicated they are calm and confident 65% or more of the time, and close to half (49.38%) of **Elementary School** employees indicated they are calm and confident either half or less than half of the time.

See Figure 113 for additional information.

Four in ten (39.93%) **Elementary School** employees feel optimistic about their workplace most or all of the time, and more than one-quarter (27.03%) selected a little or none of the time. Over half (52.24%) of employees deal well with challenges in the workplace most or all of the time, and two in ten (18.09%) selected little or none of the time. See Figures 114 and 115 for additional information.

**Figure 114.** Amount of Time Elementary School Employees Feel Optimistic About How Things Are Going in the Workplace
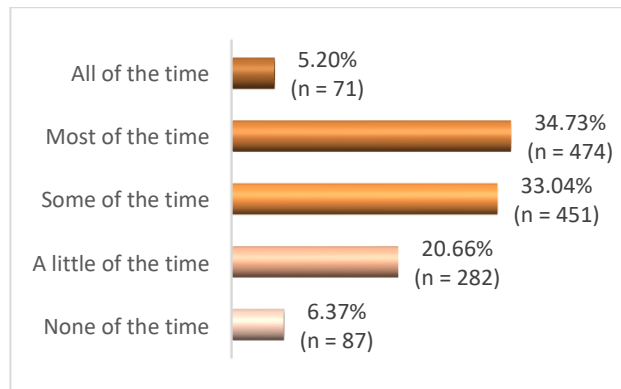
**Figure 115.** Amount of Time Elementary School Employees Deal Well with Challenges in the Workplace



| | |
|---|---|
| All of the time | 5.20% (n = 71) |
| Most of the time | 34.73% (n = 474) |
| Some of the time | 33.04% (n = 451) |
| A little of the time | 20.66% (n = 282) |
| None of the time | 6.37% (n = 87) |



| | |
|---|---|
| All of the time | 8.82% (n = 118) |
| Most of the time | 43.42% (n = 581) |
| Some of the time | 29.67% (n = 397) |
| A little of the time | 13.98% (n = 187) |
| None of the time | 4.11% (n = 55) |



| | |
|---|---|
| All of the time | 31.28% (n = 417) |
| Most of the time | 39.38% (n = 525) |
| Some of the time | 16.65% (n = 222) |
| A little of the time | 9.38% (n = 125) |
| None of the time | 3.30% (n = 44) |



| | |
|---|---|
| All of the time | 32.23% (n = 430) |
| Most of the time | 43.33% (n = 578) |
| Some of the time | 17.99% (n = 240) |
| A little of the time | 5.25% (n = 70) |
| None of the time | 1.20% (n = 16) |

**Figure 116.** Amount of Time Elementary School Employees Feel They Belong in the Workplace
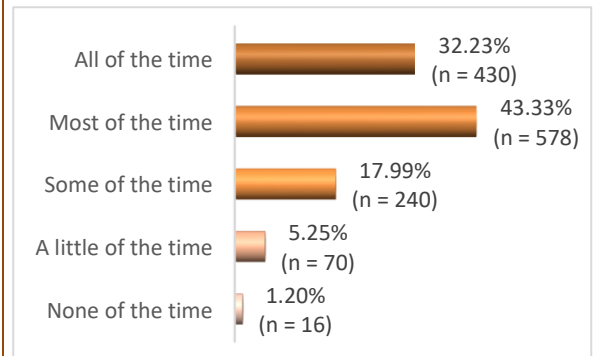
**Figure 117.** Amount of Time Elementary School Employees Believe the Work They Do Makes a Difference

Seven in ten (70%) **Elementary School** employees feel they belong in the workplace most or all of the time, with one in ten (12.6%) selected a little or none of the time. Over three-quarters (75.5%) of employees believe the work they do makes a difference most or all of the time, while (6%) believes this a little or none of the time. See Figures 116 and 117 for additional information.

Eight in ten (80%) **Elementary School** employees feel confident in their work ability most or all of the time, with 4.7% selected a little or none of the time. Similarly, eight in ten (83%) employees have at least one colleague they can go to for support most or all of the time, and (7.6%) selected a little or none of the time. See Figures 118 and 119 for additional information.

**Figure 118.** Amount of Time Elementary School Employees Feel Confident in Their Work Ability
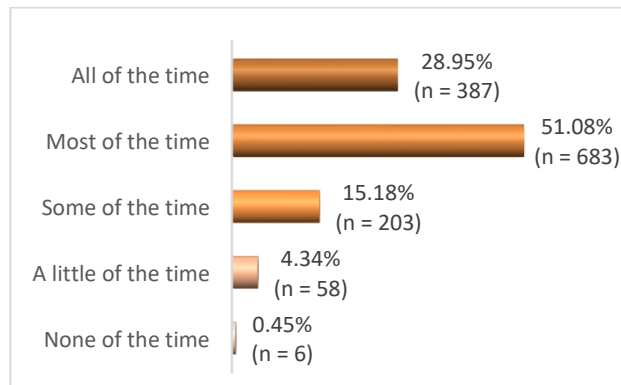
**Figure 119.** Amount of Time Elementary School Employees Feel They Have At Least One Colleague They Can Go to For Support

| | Figure 118 | Figure 119 |
|---|---|---|
| All of the time | 28.95% (n = 387) | 53.21% (n = 713) |
| Most of the time | 51.08% (n = 683) | 30.07% (n = 403) |
| Some of the time | 15.18% (n = 203) | 9.10% (n =122) |
| A little of the time | 4.34% (n = 58) | 5.22% (n = 70) |
| None of the time | 0.45% (n = 6) | 2.39% (n = 32) |

| | Figure 120 | Figure 121 |
|---|---|---|
| All of the time | 35.58% (n = 475) | 22.55% (n = 302) |
| Most of the time | 33.33% (n = 445) | 44.66% (n = 598) |
| Some of the time | 16.10% (n = 215) | 24.20% (n = 324) |
| A little of the time | 10.04% (n = 134) | 7.17% (n = 96) |
| None of the time | 4.94% (n = 66) | 1.42% (n = 19) |
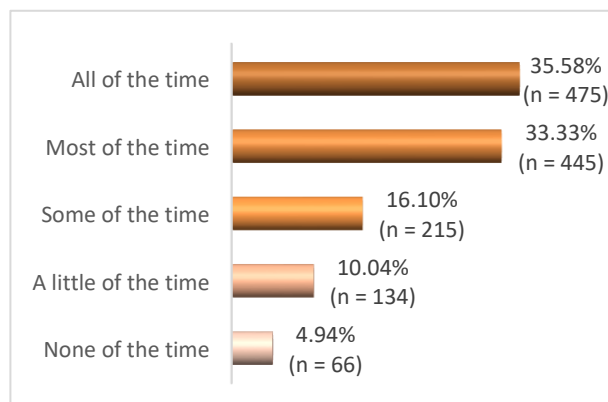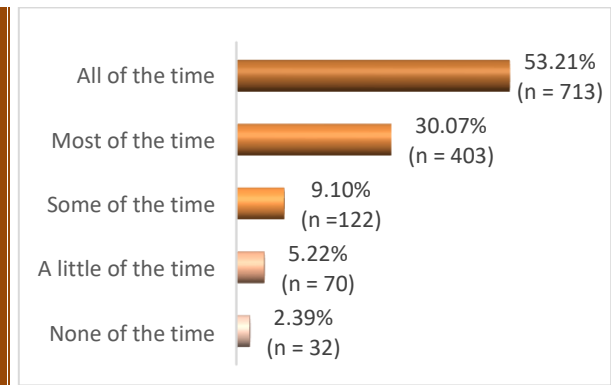
**Figure 120.** Amount of Time Elementary School Employees Feel They Can Go To a Supervisor
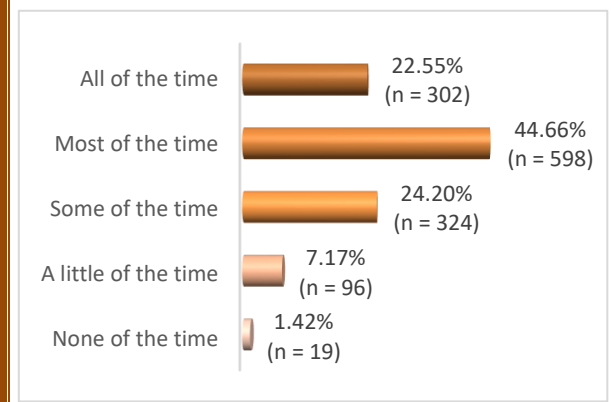
**Figure 121.** Amount of Time Elementary School Employees Know Where to Seek Resources and Supports

Seven in ten (69%) **Elementary School** employees feel they can go to a Supervisor most or all of the time, and (15%) selected a little or none of the time. Two-thirds (67%) of employees know where to seek resources and supports when needed most or all of the time, and (8.5%) selected a little or none of the time. See Figures 120 and 121 for additional information.

Two-thirds (66.7%) of **Elementary School** employees are confident in their ability to overcome a bad day at work most or all of the time, and (9.6%) selected a little or none of the time. Five in ten (56%) employees look forward to work each day most or all of the time, and two in ten (19.9%) selected a little or none of the time. See Figures 122 and 123 for additional information.

**Figure 122.** Amount of Time Elementary School Employees Are Confident in their Ability to Rebound/Overcome a Bad Day at Work
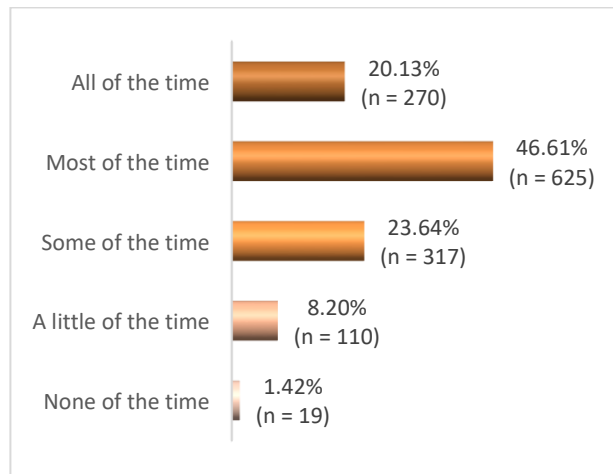
**Figure 123.** Amount of Time Among Elementary School Employees Look Forward to Work Each Day

| | Figure 122 | Figure 123 |
|---|---|---|
| All of the time | 20.13% (n = 270) | 16.29% (n = 216) |
| Most of the time | 46.61% (n = 625) | 39.82% (n = 528) |
| Some of the time | 23.64% (n = 317) | 23.98% (n = 318) |
| A little of the time | 8.20% (n = 110) | 14.71% (n = 195 |
| None of the time | 1.42% (n = 19) | 5.20% (n = 69) |



Unsure 31.92% (n = 437)

No 11.25% (n = 154)

Yes 56.83% (n = 778)
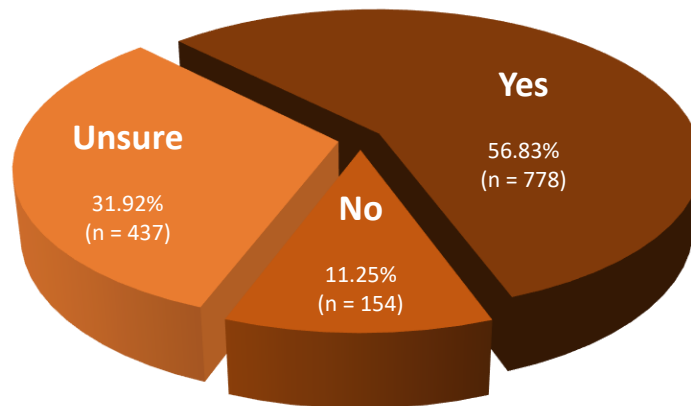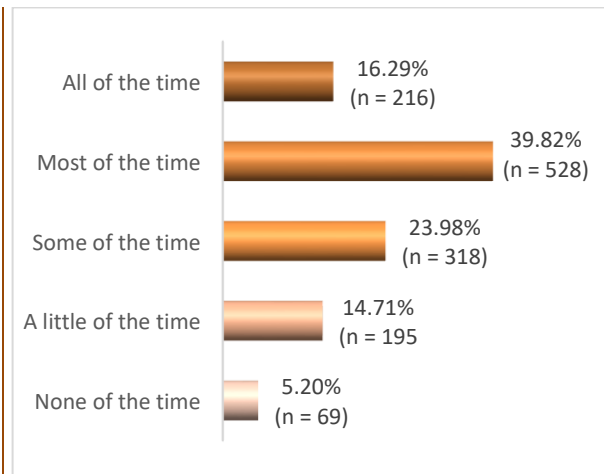
**Figure 124.** Interest Among Elementary School Employees in Completing an Employee Well-Being Survey with More Domains

Over half (56.83%) of **Elementary School** employees are interested in completing an employee well-being survey with more domains, while three in ten (31.92%) are unsure. See Figure 124 for additional information.

Over one-third (35%) of **Elementary School** employees have challenges using software such as Teams to do their work some or most of the time. Four in ten (39%) employees have challenges with technology hardware some or most of the time. See Figures 125 and 126 for additional information.

**Figure 125.** Level of Challenge Among Elementary School Employees: Use of Software or Programs Such as Teams
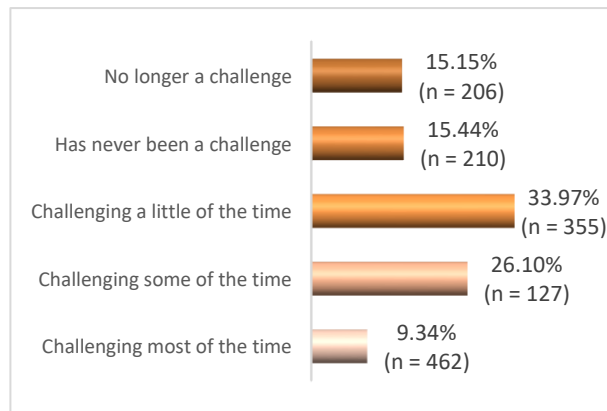
**Figure 126.** Level of Challenge Among Elementary School Employees: Technology – Hardware Issues



Figure 125 data:
- No longer a challenge: 15.15% (n = 206)
- Has never been a challenge: 15.44% (n = 210)
- Challenging a little of the time: 33.97% (n = 355)
- Challenging some of the time: 26.10% (n = 127)
- Challenging most of the time: 9.34% (n = 462)

Figure 126 data:
- No longer a challenge: 12.06% (n = 154)
- Has never been a challenge: 15.97% (n = 204)
- Challenging a little of the time: 32.50% (n = 355)
- Challenging some of the time: 27.80% ( n = 149)
- Challenging most of the time: 11.67% (n = 415)

Figure 127 data:
- No longer a challenge: 15.05% (n = 200)
- Has never been a challenge: 21.22% (n = 282)
- Challenging a little of the time: 28.74% (n = 279)
- Challenging some of the time: 20.99% (n = 186)
- Challenging most of the time: 14.00% (n = 382)

Figure 128 data:
- No longer a challenge: 7.62% (n = 102)
- Has never been a challenge: 9.34% (n = 125)
- Challenging a little of the time: 23.60% (n = 425)
- Challenging some of the time: 31.74% (n = 371)
- Challenging most of the time: 27.71% (n = 316)

**Figure 127.** Level of Challenge Among Elementary School Employees: Receiving Adequate Information about Health and Safety in a Timely Manner
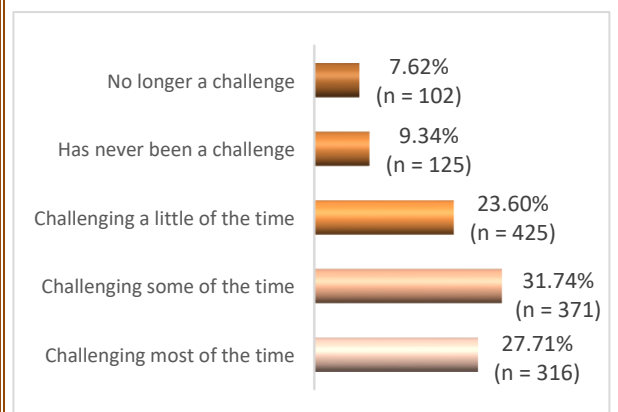
**Figure 128.** Level of Challenge Among Elementary School Employees: Intensity of Workload

Over one-third (35%) **Elementary School** employees indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Six in ten (59.5%) employees indicated that the intensity of their workload is challenging some or most of the time. See Figures 127 and 128 for additional information.

Four in ten (44.5%) **Elementary School** employees indicated feeling isolated and lonely has been challenging some or most of the time. Close to half (47%) of employees indicated balancing work and life has been challenging some or most of the time. See Figures 129 and 130 for additional information.

**Figure 129.** Level of Challenge Among Elementary School Employees: Feeling Isolated and Lonely
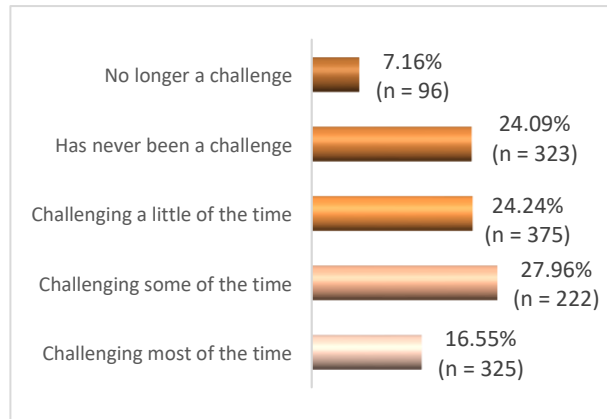
**Figure 130.** Level of Challenge Among Elementary School Employees: Balancing Work and Life



| | |
|---|---|
| No longer a challenge | 7.16% (n = 96) |
| Has never been a challenge | 24.09% (n = 323) |
| Challenging a little of the time | 24.24% (n = 375) |
| Challenging some of the time | 27.96% (n = 222) |
| Challenging most of the time | 16.55% (n = 325) |



| | |
|---|---|
| No longer a challenge | 9.93% (n = 133) |
| Has never been a challenge | 17.10% (n = 229) |
| Challenging a little of the time | 25.91% (n = 372) |
| Challenging some of the time | 27.78% (n = 258) |
| Challenging most of the time | 19.27% (n = 347) |



| | |
|---|---|
| No longer a challenge | 5.00% (n = 67) |
| Has never been a challenge | 8.80% (n = 118) |
| Challenging a little of the time | 26.32% (n = 449) |
| Challenging some of the time | 33.48% (n = 354) |
| Challenging most of the time | 26.40% (n = 353 |



| | |
|---|---|
| No longer a challenge | 9.27% (n = 122) |
| Has never been a challenge | 14.36% (n = 189) |
| Challenging a little of the time | 33.51% (n = 354) |
| Challenging some of the time | 26.90% (n = 210) |
| Challenging most of the time | 15.96% (n = 441) |

**Figure 131.** Level of Challenge Among Elementary School Employees: Dealing with Stress and Anxiety
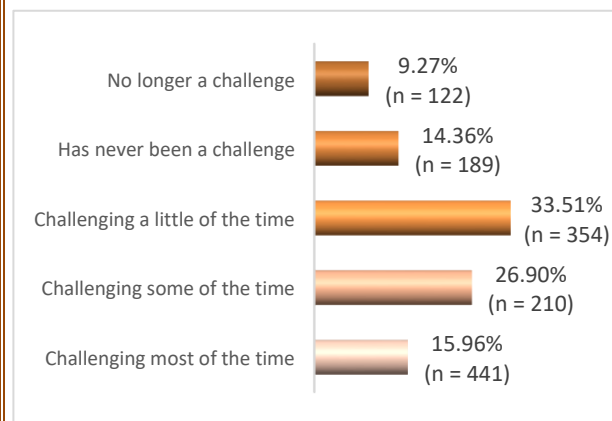
**Figure 132.** Level of Challenge Among Elementary Employees: Uncertainty About Expectations

Six in ten (60%) **Elementary School** employees indicated that dealing with stress and anxiety has been challenging some or most of the time. Four in ten (43%) employees have challenges with uncertainty about expectations some or most of the time. See Figures 131 and 132 for additional information.
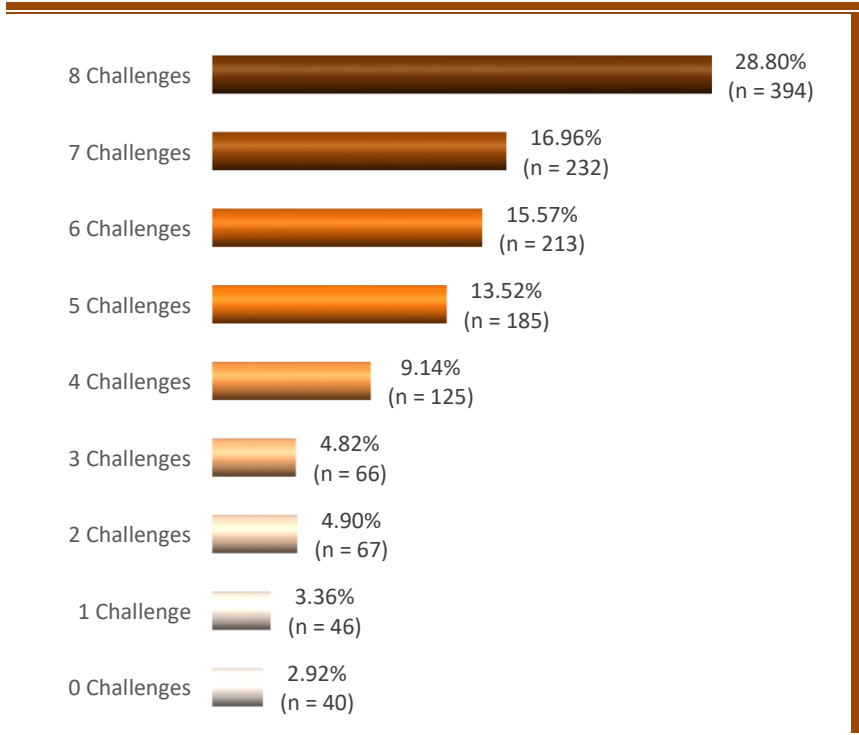
**Figure 133.** Total Number of Challenges Selected by Elementary School Employees

On average, **Elementary School** employees face closer to six challenges ($M$ = 5.74).

Nearly three-quarters (74.85%) of **Elementary School** employees indicated they face at least five challenges.

Another 6.28% **Elementary School** employees indicated they face one challenge or do not face any challenges.

See Figure 133 for additional information.

**Figure 134.** Amount of Time Elementary School Employees Are Faced with Challenges
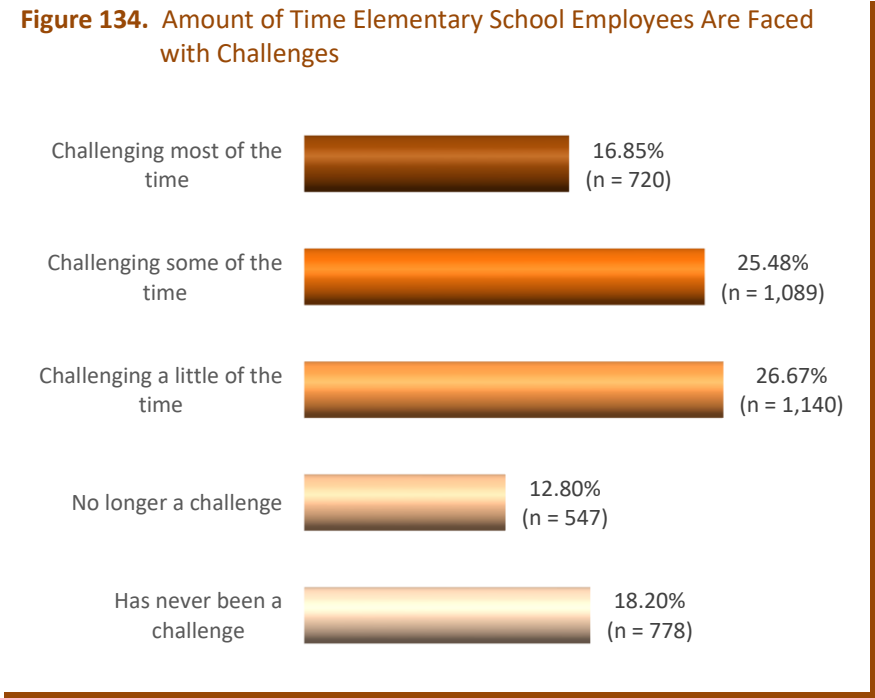


Across all challenges, four in ten (42.33%) **Elementary School** employees face a challenge some or most of the time.

When any **Elementary School** employee faces a challenge, they are more likely to face the challenge most of the time ($M$ = 2.66)

See Figure 134 for additional information.

Between 41% and 62% of **Elementary School** employees found the following resources and supports to be most helpful: 1) support from colleagues in school or the workplace (61.98%), regular staff meetings led by administrators (41.96%), and weekly video messages by the superintendent (41.15%).

See Figure 135 for additional information.

**Figure 135.** Resources and Supports Elementary School Employees Found Most Helpful



| Resource | Percentage | n |
|---|---|---|
| Health and safety orientations, FAQs and guidelines | 25.88% | (n = 354) |
| HR wellness resources | 16.52% | (n = 226) |
| Professional learning opportunities | 33.48% | (n = 458) |
| Regular administrator-led staff meetings | 41.96% | (n = 574) |
| Resources for Blended Learning Teachers | 9.94% | (n = 136) |
| Resources for extending learning at home | 6.51% | (n = 89) |
| Weekly newsletter resources | 28.07% | (n = 384) |
| Colleague support in school or workplace | 61.98% | (n = 848) |
| Surrey Schools One- resources | 13.01% | (n = 178) |
| Covid-19 information on the HUB | 32.24% | (n = 441) |
| Video messages by superintendent | 41.15% | (n = 563) |
| Unaware or Unhelpful | 13.96% | (n = 191) |

**Figure 136.** Total Number of Resources and Supports Per Elementary School Employee That was Found Most Helpful

On average, **Elementary School** employees utilized three resources and supports they found most helpful ($M$ = 3.11).

About one-quarter (22.73%) of **Elementary School** employees utilized five or more resources and supports while about one-quarter (26.39%) of employees utilized one resource or support or did not access any resources and supports at all.

See Figure 136 for additional information.

Outside of the challenges listed above, the challenges **Elementary School** employees mentioned most were related to the theme of health and safety protocols and practices (37.6%). The subtheme with the most mentions was COVID-19 exposure risk (12.7%).  See Table 9 for a breakdown of the themes and sub-themes of challenges faced by **Elementary School** employees.

**Table 9.**  Challenges Faced by Elementary School Employees

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| **1.  Health and Safety Protocols and Practices** (*n* = 285; 37.6%) | a.  Exposure risk | 96 | 12.7% |
| | b.  Barriers and challenges to following and implementing protocols | 63 | 8.3% |
| | c.  Compliance with safety protocols | 47 | 6.2% |
| | d.  Effective and consistent communication | 47 | 6.2% |
| | e.  Lack of safety protocols, precautions, and enforcement | 32 | 4.2% |
| **2.  Workload, Scheduling, and Roles** (*n* = 196; 25.9%) | a.  Consideration of workload and schedules | 74 | 9.8% |
| | b.  Uncertain and challenging expectations of roles, responsibilities, compensation | 63 | 8.3% |
| | c.  District, school, and administration support, and communication and access to information | 59 | 7.8% |
| **3.  Support for Personal, Social, and Emotional Wellbeing and Mental Health** (*n* = 135; 17.8%) | a.  Maintaining morale, motivation, connection with others | 38 | 5.0% |
| | b.  Being acknowledged, respected and valued | 37 | 4.9% |
| | c.  Physical and mental health, home, and family challenges | 33 | 4.3% |
| | d.  Managing wellbeing of colleagues and workplace conflicts | 28 | 3.7% |
| **4.  Managing Student Behavioural, Social, Mental Health, and Academic Challenges** (*n* = 98; 12.9 %) | a.  Lack of resources and supports to meet student needs and address student wellbeing | 58 | 7.6% |
| | b.  Student learning, academic, and behaviour challenges | 40 | 5.3% |
| **5.  Materials, Resources, and the Physical Work Environment** (*n* = 43; 5.7%) | a.  Access to materials, resources, and funding | 24 | 3.2% |
| | b.  Challenges and adaptations to the physical work environment | 19 | 2.5% |
| **Total** | | **758 mentions** | |

Table 10 includes a sample of quotes from **Elementary School** employees**.**

**Table 10.** Sample Quotes of Challenges Faced by Elementary School Employees for Each Theme

| Themes | Sample Quotes |
|---|---|
| 1. **Health and Safety Protocols and Practices** | *Covid scares me all of the time and it is challenging working in such an environment where no social distancing is available.* |
| 2. **Workload, Scheduling and Roles** | *Finding a way to be successful in the district without going broke while waiting for jobs/seniority.* |
| 3. **Support for Personal, Social, Emotional Wellbeing and Mental Health** | *The change to the new EFAP is awful. It's so hard to get to talk to someone now. Mental health supports need to be easily accessible, not online "courses".* |
| 4. **Managing Student Behavioural, Social, Mental Health, and Academic Challenges** | *Lack of support for students that need it (despite the fact that we have NO counsellor our CCW's remain part time, one student has been on the Sunnyhill waiting list for 17 months).* |
| 5. **Materials, Resources, and the Physical Work Environment** | *IMS calls take forever; we are constantly having internet connectivity issues at our school. Extremely frustrating.* |

A total of 696 employees working in **Secondary Schools** provided responses to the Well-Being Survey.  A series of tables and figures summarizing results of the survey are provided below.

**Figure 137.**  Secondary School Employee Groups



Two-thirds (66.48%) of **Secondary School** employees are Teachers and three in ten (29.8%) are Support Staff.  Another 3.72% of survey respondents are Administrators.

See Figure 137 for additional information.



Six in ten (61.49%) **Secondary School** employees work in Newton and Fleetwood (26.15%), Guildford (19.02%), and South Surrey and White Rock (16.32%) schools.

See Figure 138 for additional information.
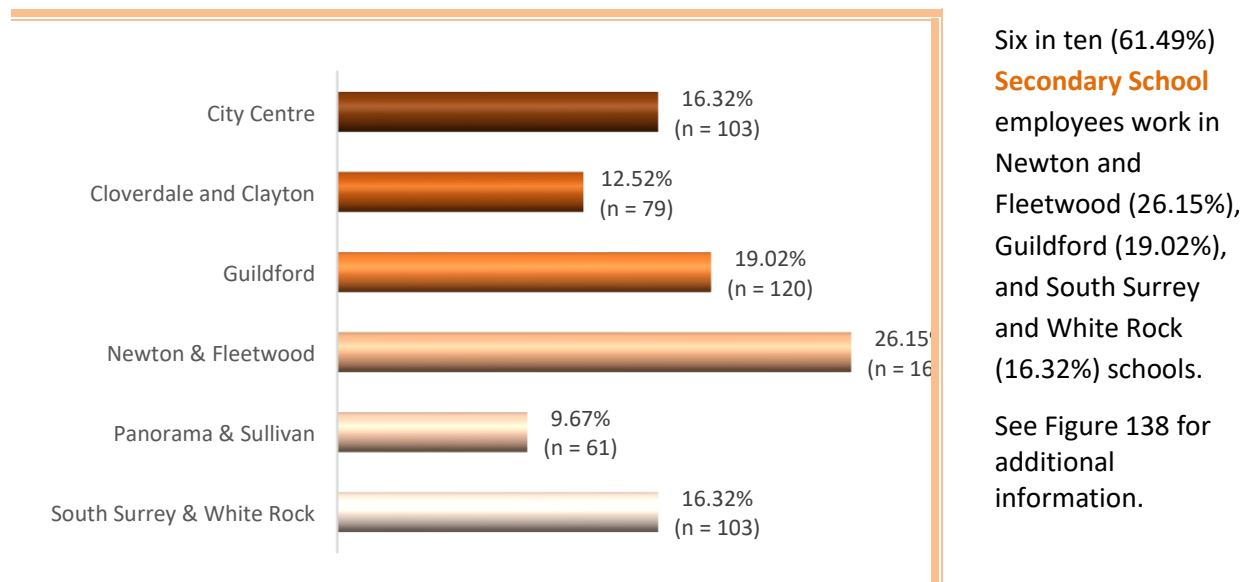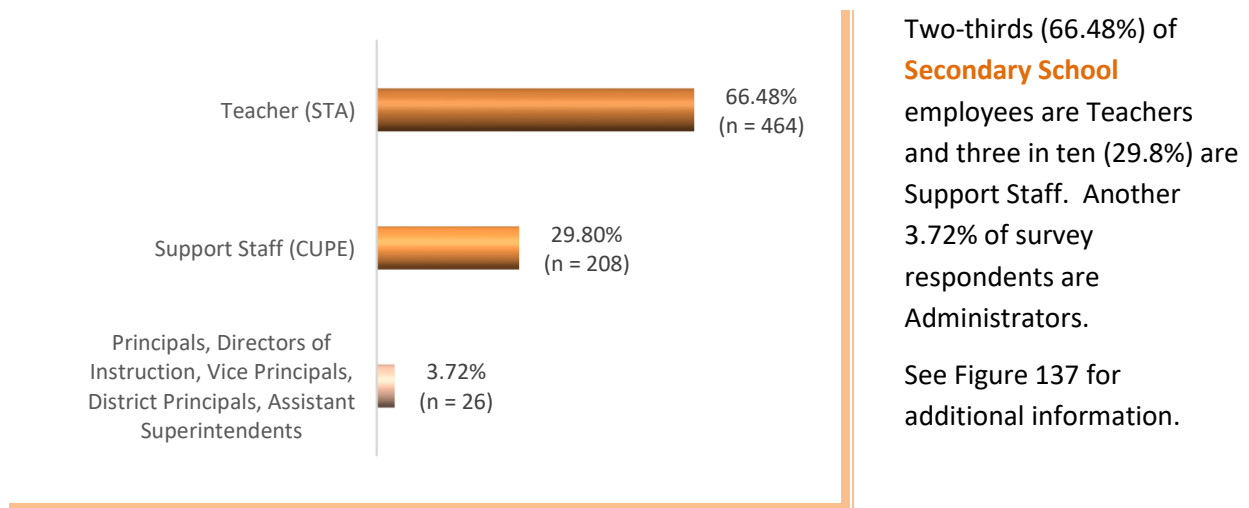
**Figure 138.**  Geographic Region Where Secondary School Employees Work
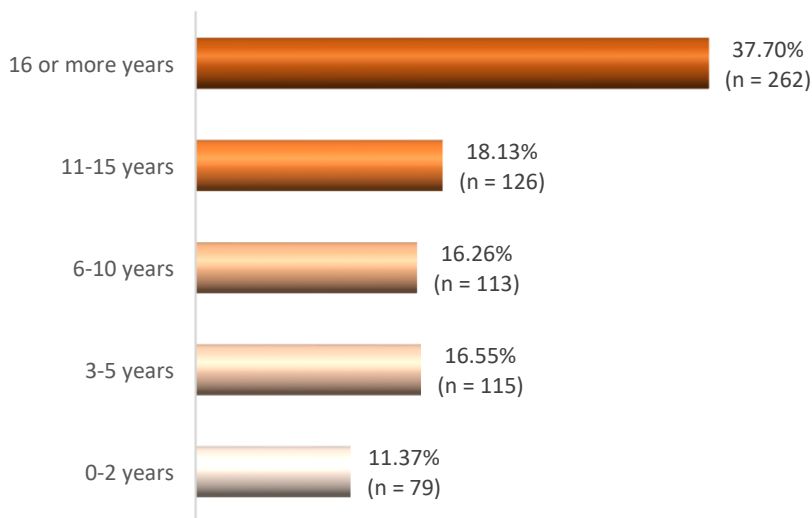
**Figure 139.** Number of Years Secondary School Employees Have Been in their Current Position

Four in ten (37.7%) **Secondary School** employees have been in their current career at least 16 years. More than one-quarter (27.92%) of **Secondary School** employees have been in their current career 5 years or less.

See Figure 139 for additional information.

**Figure 140.** Descriptors Chosen by Secondary School Employees that Best Describes How They are Feeling
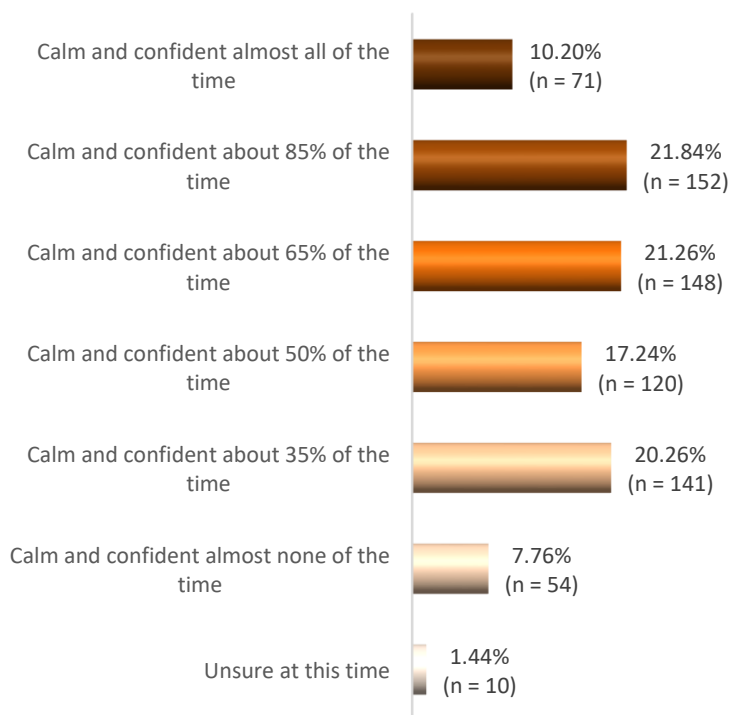


More than half (53.3%) of **Secondary School** employees indicated they are calm and confident 65% or more of the time, while nearly half (45.26%) of **Secondary School** employees indicated they are calm and confident either half or less than half of the time.

See Figure 140 for additional information.

Over one-third (35%) of **Secondary School** employees feel optimistic about their workplace most or all of the time, and one-third (33%) selected a little or none of the time.  Almost half (48%) of employees deal well with challenges in the workplace most or all of the time, and 22% selected little or none of the time.  See Figures 141 and 142 for additional information.

**Figure 141.** Amount of Time Secondary School Employees Feel Optimistic About How Thing Are Going in the Workplace
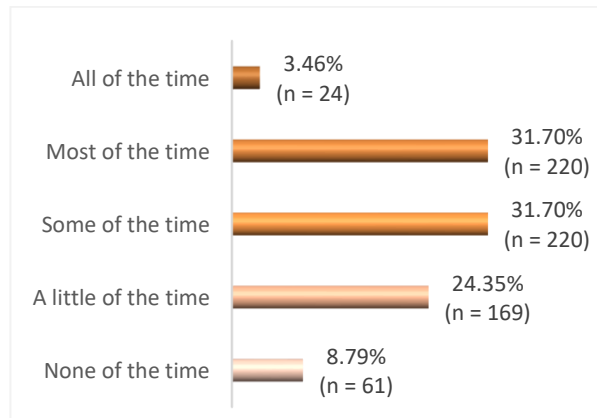
**Figure 142.** Amount of Time Secondary School Employees Deal Well with Challenges in the Workplace

| | | |
|---|---|---|
| All of the time | 3.46% (n = 24) | |
| Most of the time | 31.70% (n = 220) | |
| Some of the time | 31.70% (n = 220) | |
| A little of the time | 24.35% (n = 169) | |
| None of the time | 8.79% (n = 61) | |

| | | |
|---|---|---|
| All of the time | 6.69% (n = 46) | |
| Most of the time | 41.28% (n = 284) | |
| Some of the time | 29.94% (n = 206) | |
| A little of the time | 17.73% (n = 122) | |
| None of the time | 4.36% (n = 30) | |

| | | |
|---|---|---|
| All of the time | 28.82% (n = 198) | |
| Most of the time | 38.14% (n = 262) | |
| Some of the time | 18.05% (n = 124) | |
| A little of the time | 12.23% (n = 84) | |
| None of the time | 2.77% (n = 19) | |

| | | |
|---|---|---|
| All of the time | 30.68% (n=212) | |
| Most of the time | 43.70% (n=302) | |
| Some of the time | 18.67% (n=129) | |
| A little of the time | 4.78% (n=33) | |
| None of the time | 2.17% (n=15) | |

**Figure 143.** Amount of Time Secondary School Employees Feel They Belong in the Workplace
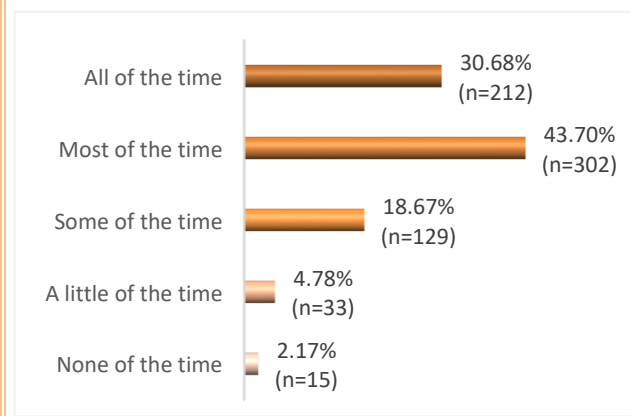
**Figure 144.** Amount of Time Secondary School Employees Believe the Work They Do Makes a Difference

Two-thirds (67%) of **Secondary School** employees feel they belong in the workplace most or all of the time, and (15%) selected a little or none of the time.  About three-quarters (74%) of employees believe the work they do makes a difference most or all of the time, while 7% believes this a little or none of the time.  See Figures 143 and 144 for additional information.

Eight in ten (81.72%) **Secondary School** employees feel confident in their work ability most or all of the time, while 5.08% selected little or none of the time. Similarly, eight in ten (82.58%) employees have at least one colleague they can go to for support most or all of the time, and 7.8% selected little or none of the time. See Figures 145 and 146 for additional information.

**Figure 145.** Amount of Time Secondary School Employees Feel Confident in Their Work Ability



- All of the time: 33.82% (n = 233)
- Most of the time: 47.90% (n = 330)
- Some of the time: 13.21% (n = 91)
- A little of the time: 4.21% (n = 29)
- None of the time: 0.87% (n = 6)
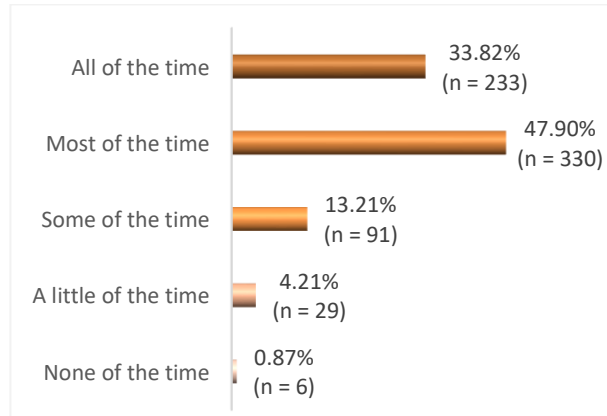
**Figure 146.** Amount of Time Secondary School Employees Feel They Have At least One Colleague They Can Go to For Support



- All of the time: 56.02% (n = 386)
- Most of the time: 26.56% (n = 183)
- Some of the time: 9.58% (n = 66)
- A little of the time: 5.08% (n = 35)
- None of the time: 2.76% (n = 19)



- All of the time: 30.29% (n = 209)
- Most of the time: 28.70% (n = 198)
- Some of the time: 20.87% (n = 144)
- A little of the time: 13.77% (n = 95)
- None of the time: 6.38% (n = 44)



- All of the time: 24.35% (n = 168)
- Most of the time: 42.32% (n = 292)
- Some of the time: 22.46% (n = 155)
- A little of the time: 9.28% (n = 64)
- None of the time: 1.59% (n = 11)
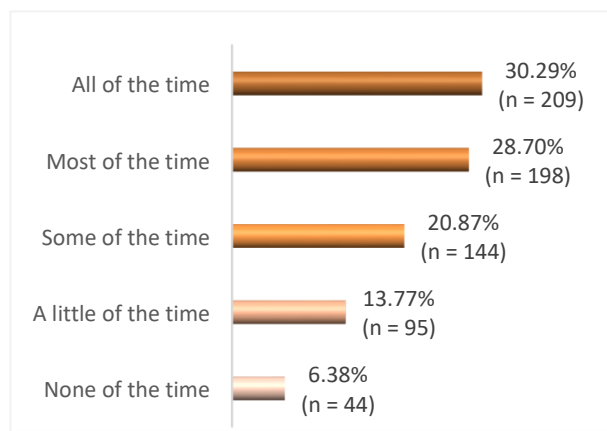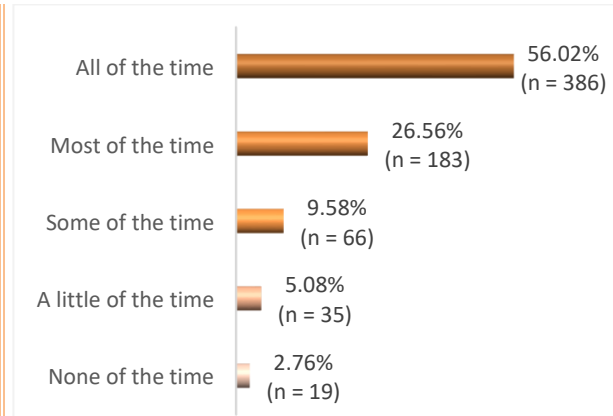
**Figure 147.** Amount of Time Secondary School Employees Feel They Can Go to a Supervisor
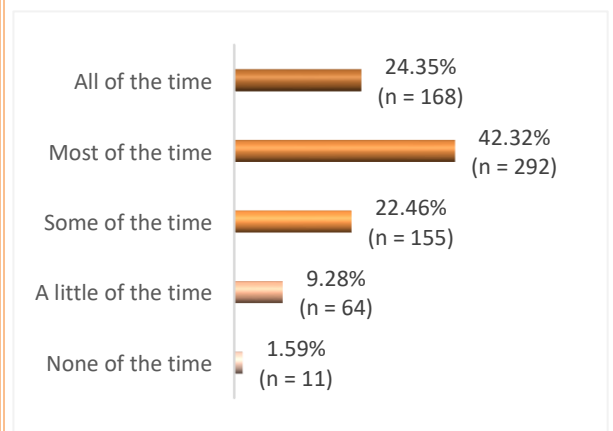
**Figure 148.** Amount of Time Secondary School Employees Know Where to Seek Resources and Support

Six in ten (59%) of **Secondary School** employees feel they can go to a Supervisor most or all of the time, and two in ten (20%) selected a little or none of the time. Seven in ten (66.7%) employees know where to seek resources and supports when needed most or all of the time, and one in ten (10.8%) selected a little or none of the time. See Figures 147 and 148 for additional information.

Over two-thirds (67.6%) of **Secondary School** employees are confident in their ability to overcome a bad day at work most or all of the time, and (9%) selected a little or none of the time. Over half (56%) of employees look forward to work each day most or all of the time, and two in ten (21%) selected little or none of the time. See Figures 149 and 150 for additional information.

**Figure 149.** Amount of Time Secondary School Employees Are Confident in Their Ability to Rebound/Overcome a Bad Day at Work
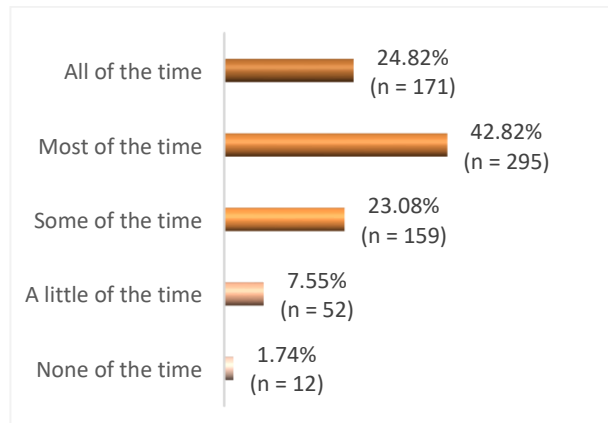
**Figure 150.** Amount of Time Among Secondary School Employees Look Forward to Work Each Day
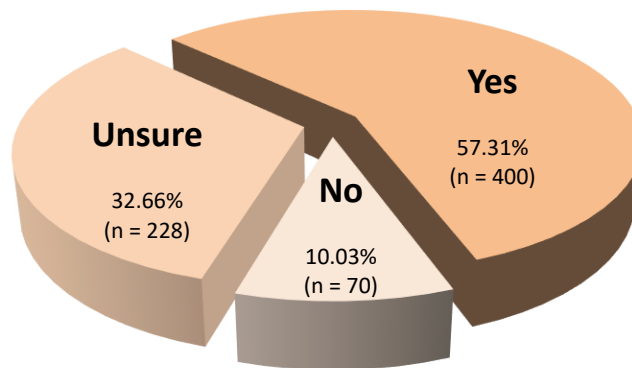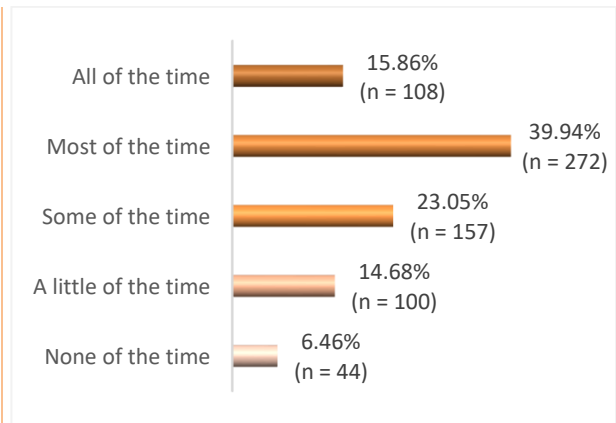






**Figure 151.** Interest Among Secondary School Employees in Completing an Employee Well-Being Survey with More Domains

Over half (57.31%) of **Secondary School** employees are interested in completing an employee well-being survey with more domains, while one-third (32.66%) are unsure. See Figure 151 for additional information.

Over one-third (37.5%) of **Secondary School** employees have challenges using software such as Teams to do their work some or most of the time. Four in ten (39%) employees have challenges with technology hardware some or most of the time. See Figures 152 and 153 for additional information.

**Figure 152.** Level of Challenge Among Secondary School Employees: Use of Teams and Other Software to Do Work
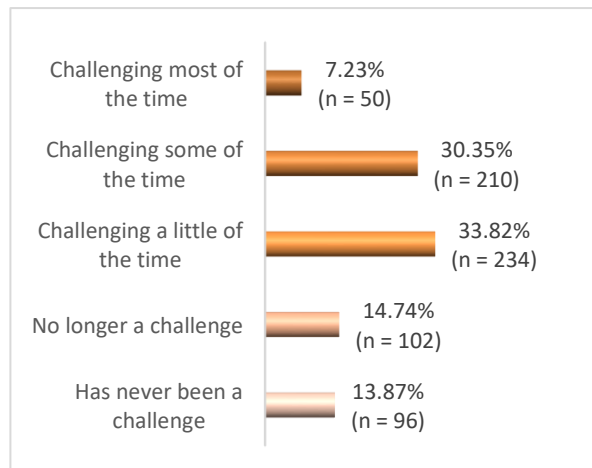
**Figure 153.** Level of Challenge Among Secondary School Employees: Technology – Hardware Issues



| | |
|---|---|
| Challenging most of the time | 7.23% (n = 50) |
| Challenging some of the time | 30.35% (n = 210) |
| Challenging a little of the time | 33.82% (n = 234) |
| No longer a challenge | 14.74% (n = 102) |
| Has never been a challenge | 13.87% (n = 96) |



| | |
|---|---|
| Challenging most of the time | 11.84% (n = 79) |
| Challenging some of the time | 27.14% (n = 181) |
| Challenging a little of the time | 30.58% (n = 204) |
| No longer a challenge | 14.54% (n = 97) |
| Has never been a challenge | 15.89% (n=106) |



| | |
|---|---|
| Challenging most of the time | 16.59% (n = 114) |
| Challenging some of the time | 22.42% (n = 154) |
| Challenging a little of the time | 27.37% (n = 188) |
| No longer a challenge | 15.28% (n = 105) |
| Has never been a challenge | 18.34% (n = 126) |



| | |
|---|---|
| Challenging most of the time | 26.90% (n = 184) |
| Challenging some of the time | 31.58% (n = 216) |
| Challenging a little of the time | 22.37% (n = 153) |
| No longer a challenge | 11.26% (n = 77) |
| Has never been a challenge | 7.89% (n = 54) |

**Figure 154.** Level of Challenge Among Secondary School Employees: Receiving Adequate Information about Health and Safety in a Timely Manner
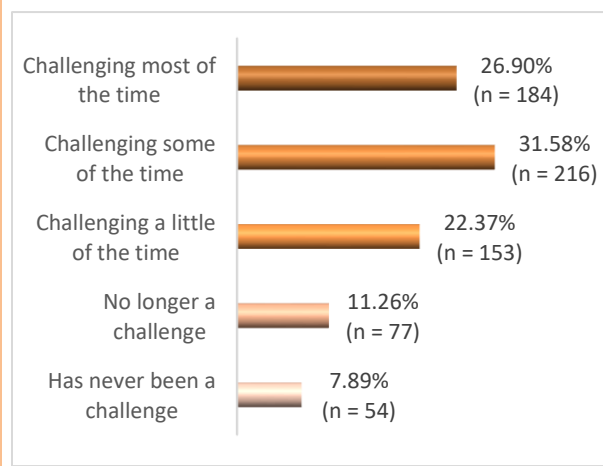
**Figure 155.** Level of Challenge Among Secondary School Employees: Intensity of Workload

Four in ten (39%) **Secondary School** employees indicated that receiving adequate information about health and safety in a timely manner, poses a challenge some or most of the time. Six in ten (58.5%) employees indicated that the intensity of their workload is challenging some or most of the time. See Figures 154 and 155 for additional information.

Four in ten (43.04%) **Secondary School** employees indicated feeling isolated and lonely has been challenging some or most of the time. Half (50.14%) of employees indicated balancing work and life has been challenging some or most of the time.  See Figures 156 and 157 for additional information.

**Figure 156.** Level of Challenge Among Secondary School Employees: Feeling Isolated and Lonely



Challenging most of the time — 14.64% (n = 100)
Challenging some of the time — 28.40% (n = 194)
Challenging a little of the time — 26.21% (n = 179)
No longer a challenge — 8.49% (n = 58)
Has never been a challenge — 22.25% (n = 152)
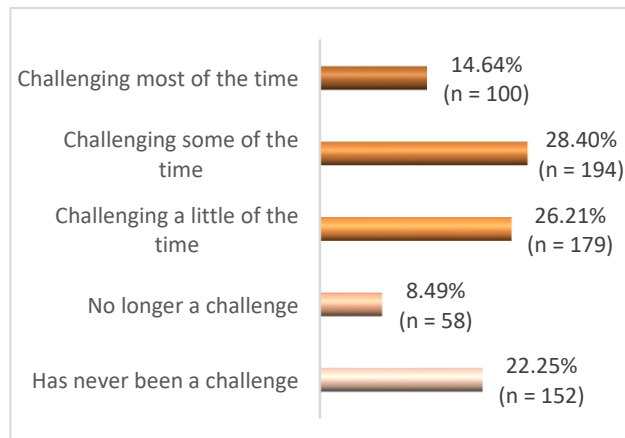
**Figure 157.** Level of Challenge Among Secondary School Employees: Balancing Work and Life



Challenging most of the time — 22.95% (n = 157)
Challenging some of the… — 27.19% (n = 186)
Challenging a little of the time — 25.44% (n = 174)
No longer a challenge — 10.09% (n = 69)
Has never been a challenge — 14.33% (n = 98)



Challenging most of the time — 195 (n = 28.51%)
Challenging some of the time — 204 (n = 29.82%)
Challenging a little of the time — 188 (n = 27.49%)
No longer a challenge — 34 (n = 4.97%)
Has never been a challenge — 63 (n = 9.21%)



Challenging most of the time — 19.97% (n = 135)
Challenging some of the time — 26.04% (n = 176)
Challenging a little of the time — 31.07% (n = 210)
No longer a challenge — 9.17% (n = 62)
Has never been a challenge — 13.76% (n = 93)

**Figure 158.** Level of Challenge Among Secondary School Employees: Dealing with Stress and Anxiety
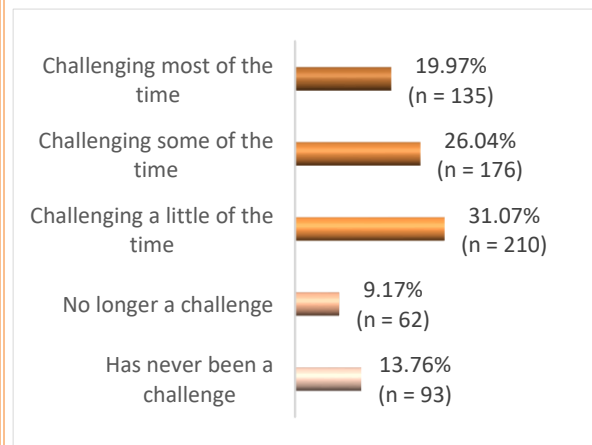
**Figure 159.** Level of Challenge Among Secondary School Employees: Uncertainty About Expectations

Six in ten (58.33%) **Secondary School** employees indicated that dealing with stress and anxiety has been challenging some or most of the time. Nearly half (46%) of employees have challenges with uncertainty about expectations some or most of the time.  See Figures 158 and 159 for additional information.

**Figure 160.** Total Number of Challenges Selected by Secondary School Employees
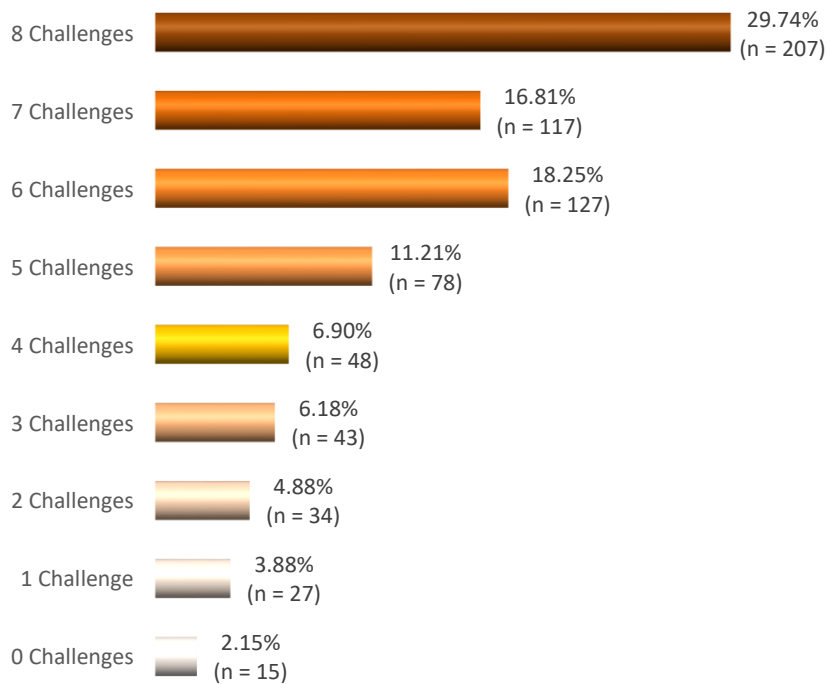
Overall, **Secondary School** employees face closer to six challenges (*M* = 5.81) on average.

Over three-quarters (76.01%) of **Secondary School** employees indicated they face at least five challenges.

One in ten (6.03%) **Secondary School** employees indicated they face one challenge or do not face any challenges.

See Figure 160 for additional information.

**Figure 161.** Amount of Time Secondary School Employees Are Faced With Challenges
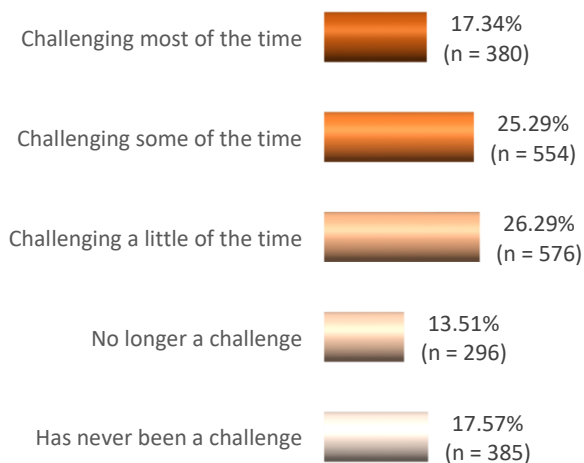


Across all challenges, four in ten (42.63%) **Secondary School** employees face a challenge some or most of the time.

When any **Secondary School** employee faces a challenge, they are more likely to face the challenge most of the time (*M* = 2.67)

See Figure 161 for additional information.

Between 34% and 65% of **Secondary School** employees found the following resources and supports to be the most helpful: 1) support from colleagues in school or the workplace (64.79%), 2) regular staff meetings led by administrators (37.5%), and 3) weekly video messages by the superintendent (33.76%).

See Figure 162 for additional information.

**Figure 162.** Resources and Supports Secondary School Employees Found Most Helpful



Health and safety orientations, FAQs and guidelines — 20.55% (n = 143)

HR wellness resources — 15.95% (n = 111)

Professional learning opportunities — 28.74% (n = 200)

Regular administrator-led staff meetings — 37.50% (n = 261)

Resources for Blended Learning Teachers — 16.38% (n = 114)

Resources for extending learning at home — 7.61% (n = 53)

Weekly newsletter resources — 22.70% (n = 158)

Colleague support in school or workplace — 64.79% (n = 451)

Surrey Schools One- resources — 7.61% (n = 53)

Covid-19 information on the HUB — 24.57% (n = 171)

Video messages by superintendent — 33.76% (n = 235)

Unaware or Unhelpful — 16.81% (n = 117)

**Figure 163.** Total Number of Resources and Supports Per Secondary School Employee That was Found Most Helpful

On average, **Secondary School** employees utilized three resources and supports they found most helpful (*M* = 2.8).

One in five (19.11%) **Secondary School** employees utilized 5 or more resources and supports while four in ten (39.46%) employees utilized one resource or support or did not access any resources and supports at all.

See Figure 163 for additional information.

Outside of the challenges listed above, the challenges **Secondary School** employees mentioned most were related to the theme of health and safety protocols and practices (33.8%).  The most mentioned sub-theme was COVID-19 exposure risk (9.6%).  See Table 11 for a breakdown of the number of themes, sub-themes, and mentions of challenges faced by **Secondary School** employees.

**Table 11.** Challenges Faced by Secondary School Employees

| Themes | Sub-Themes | | # of Mentions | (%) |
|---|---|---|---|---|
| 1. **Health and Safety Protocols and Practices** (*n* = 134; 33.8%) | a. | *Exposure risk* | 38 | 9.6% |
| | b. | *Lack of safety protocols, precautions, and enforcement* | 25 | 6.3% |
| | c. | *Barriers and challenges to following and implementing protocols* | 24 | 6.1% |
| | d. | *Effective and consistent communication* | 24 | 6.1% |
| | e. | *Compliance with safety protocols* | 23 | 5.8% |
| 2. **Workload, Scheduling, and Roles** (*n* = 117; 29.6%) | a. | *Consideration of workload and schedules* | 42 | 10.6% |
| | b. | *Uncertain and challenging expectations of roles, responsibilities, compensation* | 39 | 9.8% |
| | c. | *District, school, and administration support, and communication and access to information* | 36 | 9.1% |
| 3. **Support for Personal, Social, and Emotional Wellbeing, and Mental Health** (*n* = 72; 18.2%) | a. | *Supporting and managing wellbeing of colleagues, and workplace conflicts* | 32 | 8.1% |
| | b. | *Maintaining morale, motivation, connection with others* | 22 | 5.6% |
| | c. | *Physical and mental health, home, and family challenges* | 18 | 4.5% |
| 4. **Managing Student Behavioural, Social, Mental Health, and Academic Challenges** (*n* = 46; 11.6%) | a. | *Lack of resources and supports to meet student needs, and address student wellbeing* | 25 | 6.3% |
| | b. | *Student learning and academic challenges* | 21 | 5.3% |
| 5. **Materials, Resources and the Physical Work Environment** (*n* = 27; 6.8%) | a. | *Challenges and adaptations to the physical work environment* | 14 | 3.5% |
| | b. | *Access to materials, resources, and funding* | 13 | 3.3% |
| **Total** | | | **396 mentions** | |

Table 12 includes a sample of quotes from **Secondary School** employees**.**

**Table 12.** Sample Quotes of Challenges Faced by Secondary School Employees for Each Theme

| Themes | Sample Quotes |
|---|---|
| 1. Health and Safety Protocols and Practices | *As a Tech Ed teacher when in the shop I require eye protection (a face shield is NOT eye protection). But if I wear proper WCB eye protection and a mask, then my eye protection fogs up almost instantly. But if I wear proper eye protection and a face shield then I cannot see clearly (looking through too many lenses). I have had three Covid tests, all negative. I want to be safe, I just wish I could find a better mask to use with glasses/eye protection. I want to be safe.* |
| 2. Workload, Scheduling and Roles | *Lacking clear vision, attention, direction, and timely communication from my leaders in terms of my dept. and program.* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *Feeling demotivated, demoralized, angry, anxious, powerless and feel like I'm losing my love for teaching and drive to do well at my job.* |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges | *We're always left in the dark about our student's disabilities and it's stressful dealing with all the learning and behavioral issues while also trying to teach a class full of students. It was really stressful having more than 4 students in the class with issues and then having no support staff.* |
| 5. Materials, Resources, and the Physical Work Environment | *There is no place where I can do my prep work, and I never have a chance to organize my teaching space or work on student projects. I'm a visual arts teacher, I can't take things to a prep room to work on them.* |

A total of 1,369 employees working Elementary Schools and 696 employees working in Secondary Schools provided responses on the Surrey School District Employee Well-Being Survey. Below is a summary of results.

**Calm and Confidence Levels**

About half of both groups feel calm and confident the majority of the time, including 50.6% of Elementary employees and 53.3% of Secondary School employees.

**Resiliency Questions**

Four in ten employees in both groups feel optimistic about how things are going at work most or all of the time, while three in ten said they feel optimistic a little or none of the time.

Half of employees in both groups believe they deal well with challenges in the workplace most or all of the time. In both groups, two in ten said they believed this a little or none of the time.

Seven in ten employees in both groups feel like they belong in the workplace most or all of the time. One in ten Elementary School employees feel like they belong in the workplace a little or none of the time, and two in ten Secondary School employees feel the same.

Three-quarters of both Elementary and Secondary School employees believe their work makes a difference most or all of the time, and 7% believe this a little or none of the time.

In both groups, eight in ten employees feel confident in their abilities to do their work most or all of the time, while about 5% feel confident in their abilities a little or none of the time. Similarly, in Elementary and Secondary Schools, eight in ten employees have at least one colleague they can go to for support most or all of the time, and 8% said they have a colleague to go to only a little or none of the time.

Seven in ten Elementary School employees, and six in ten Secondary School employees, feel they can go to a supervisor when they need support most or all of the time. 15% of Elementary School employees and two in ten Secondary School employees feel this way a little or none of the time.

Two-thirds of employees from both groups know where to seek out resources and supports when needed most or all of the time, while one in ten selected a little or none of the time. Two-thirds of Elementary and Secondary School employees are also confident in their abilities to rebound from a bad day at work, while one in ten feel this way a little or none of the time.

Six in ten Elementary and Secondary School employees look forward to work most or all of the time, while two in ten employees in both groups look forward to work a little or none of the time.

## Challenges Faced

Four in ten employees in both groups experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.

Close to one-third of Elementary School employees and four in ten Secondary School employees experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner. Six in ten employees from both groups find the intensity of the workload to be challenging some or most of the time.

Four in ten employees from both groups experience feeling isolated and lonely some or most of the time, while almost half of employees from both groups find it difficult balancing work and life some or most of the time.

Six in ten employees in both Elementary and Secondary Schools find it challenging dealing with stress and anxiety some or most of the time. Four in ten Elementary School employees and almost half of Secondary School employees feel uncertainty around expectations.

At least 35% of employees in both groups face each of the eight challenges some or most of the time. Of the eight challenges asked about, the highest proportion of employees in both groups face challenges with intensity of workloads and dealing with stress and anxiety.

Employees were also asked to describe the challenges they face outside of the eight listed. In both groups, the challenges employees mentioned most were related to the theme of Health and Safety Protocols & Practices, and the most mentioned subtheme was COVID-19 exposure risk.

## Resources and Supports Found Useful

The top three resources and supports that employees from both groups found most helpful include support from colleagues in school or the workplace, regular staff meetings led by administrators, and weekly video messages by the superintendent. While one-quarter of **Elementary School** employees and one in five **Secondary School** employees utilize five or more resources and supports, both groups had an average of three resources and supports they access.

# 5.0. Results By School Area

The following provides the summary of findings by School Area for the Well-Being Report. Sub-sections are broken down by six Area Schools: 1) City Centre; 2) Cloverdale and Clayton; 3) Guildford; 4) Newton and Fleetwood; 5) Panorama and Sullivan; and 6) South Surrey and White Rock.

The summary includes the responses of 1,958 respondents, of which over one-quarter (26.46%) of employees work in Newton and Fleetwood schools. The second and third most represented Area Schools include Guildford Schools (17.57%) and South Surrey and White Rock Schools (15.93%). See Figure 164 for additional information.

A series of tables and figures summarizing results of the survey are provided in the sub-section to follow.
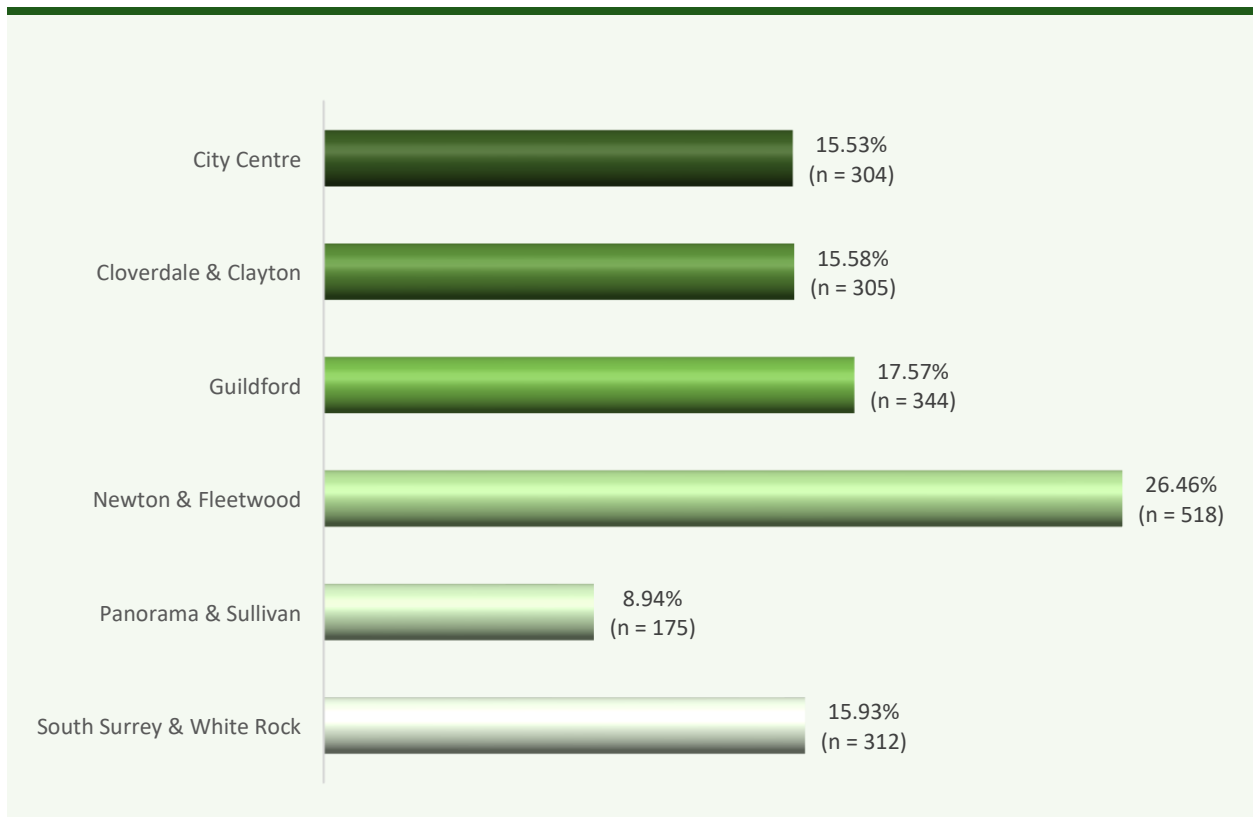


**Figure 164.** Geographic Region Where School Employees Work

A total of 304 employees working in **City Centre Schools** provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

**Figure 165.** Employee Groups in City Centre Schools
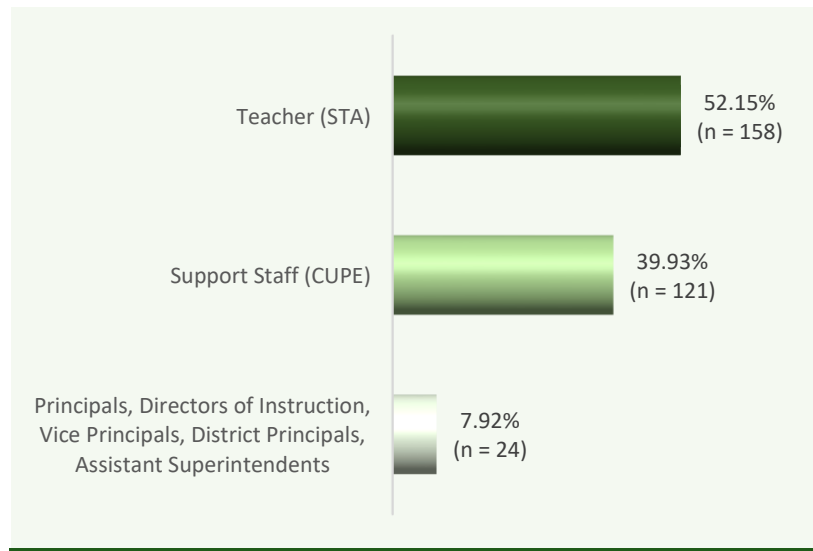


More than half (52.15%) of employees working in **City Centre Schools** are Teachers, while four in ten (39.93%) are Support Staff.  Another 7.92% of survey respondents are Administrators.

See Figure 165 for additional information.

Nearly two-thirds (62.8%) of employees in **City Centre Schools** work with elementary students, while just over one-third (33.9%) work with secondary students.

See Figure 166 for additional information.
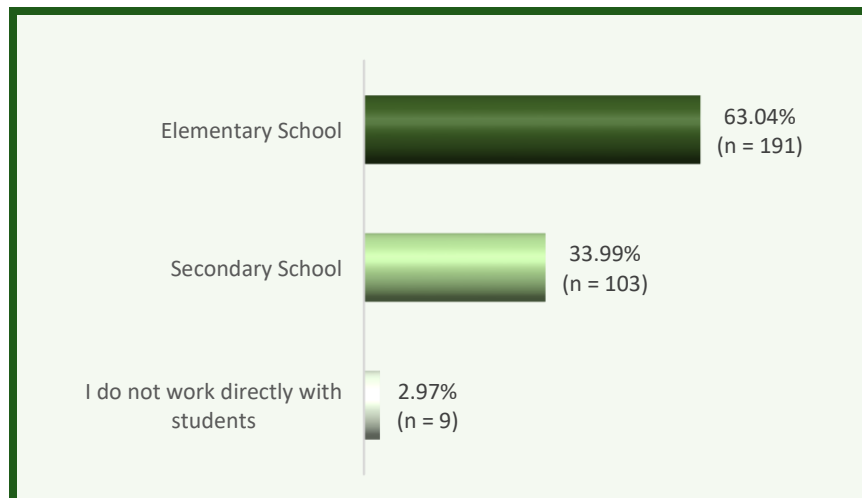


**Figure 166.** City Centre Schools: Student Age Group Employees Work With Most of or All of the Time

Roughly a quarter (24.67%) of employees with **City Centre Schools** have been in their current career for at least 16 years, while four out of ten (39.47%) have been in their career for 5 years or less.

See Figure 167 for additional information.
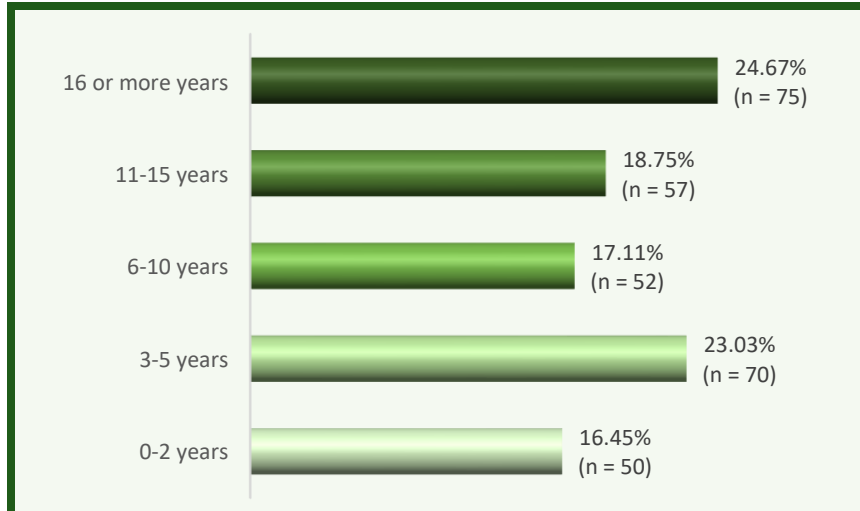


**Figure 167.** City Centre Schools: Number of Years Employees Have Been in their Current Career

**Figure 168.** Descriptors Chosen by Employees in City Centre Schools that Best Describes How They are Feeling
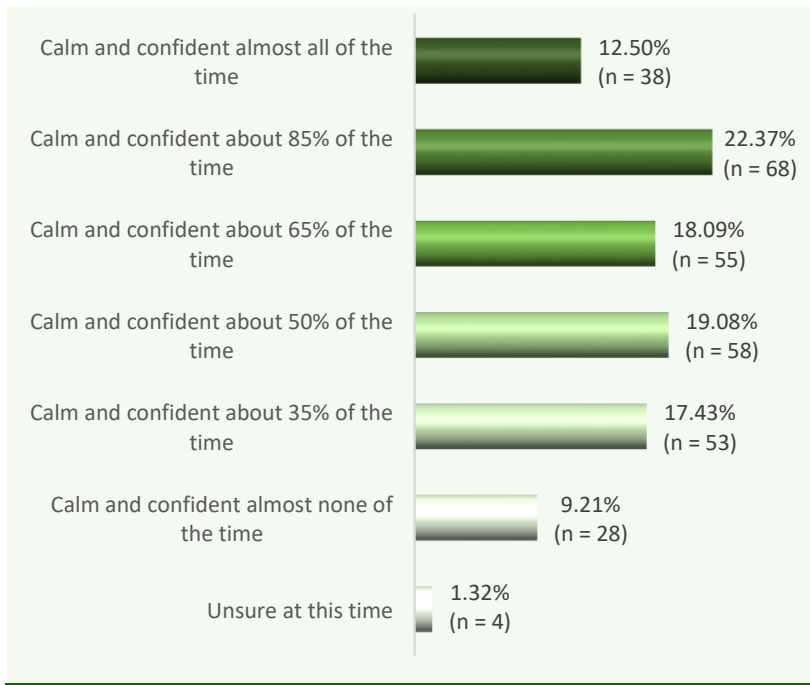


Over half (52.96%) of employees in **City Centre Schools** indicated they are calm and confident 65% or more of the time, while one in ten (9.21%) felt calm and confident almost none of the time.

See Figure 168 for additional information.

Four in ten (41.25%) employees with **City Centre Schools** feel optimistic about their workplace most or all of the time, and three in ten (28.7%) selected a little or none of the time. Over half (55.85%) of employees deal well with challenges in the workplace most or all of the time, and (19.7%) selected a little or none of the time. See Figures 169 and 170 for additional information.

**Figure 169.** Amount of Time Employees in City Centre Schools Feel Optimistic About How Things Are Going in the Workplace
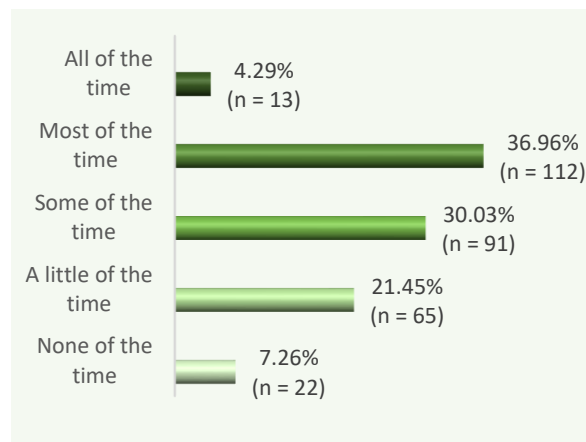
**Figure 170.** Amount of Time Employees in City Centre Schools Deal Well with Challenges in the Workplace Confident in Their Work Ability



Figure 169 data:
- All of the time: 4.29% (n = 13)
- Most of the time: 36.96% (n = 112)
- Some of the time: 30.03% (n = 91)
- A little of the time: 21.45% (n = 65)
- None of the time: 7.26% (n = 22)

Figure 170 data:
- All of the time: 9.36% (n = 28)
- Most of the time: 46.49% (n = 139)
- Some of the time: 24.41% (n = 73)
- A little of the time: 15.38% (n = 46)
- None of the time: 4.35% (n = 13)

Figure 171 data:
- All of the time: 31.42% (n = 93)
- Most of the time: 40.20% (n = 119)
- Some of the time: 16.22% (n = 48)
- A little of the time: 10.47% (n = 31)
- None of the time: 1.69% (n = 5)

Figure 172 data:
- All of the time: 32.89% (n = 98)
- Most of the time: 40.60% (n = 121)
- Some of the time: 19.13% (n = 57)
- A little of the time: 6.38% (n = 19)
- None of the time: 1.01% (n = 3)

**Figure 171.** Amount of Time Employees in City Centre Schools Feel They Belong in the Workplace
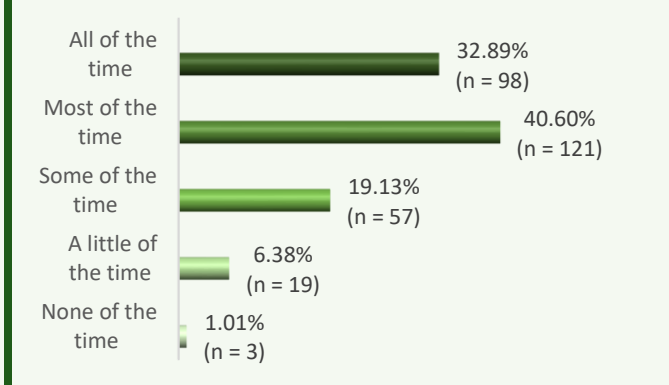
**Figure 172.** Amount of Time Employees in City Centre Schools Feel the Work They Do Makes a Difference

Seven in ten (71.62%) employees with **City Centre Schools** feel they belong in the workplace most or all of the time, with one in ten (12.16%) a little or none of the time. Almost three-quarters (73.49%) of employees believe the work they do makes a difference most or all of the time, while 7.39% believe this a little or none of the time. See Figures 171 and 172 for additional information.

Eight in ten (81.94%) employees with **City Centre Schools** feel confident in their work ability most or all of the time, and 6.4% a little or none of the time. Similarly, eight in ten (83.61%) employees have at least one colleague they can go to for support most or all of the time, and 7.02% a little or none of the time. See Figures 173 and 174 for additional information.

**Figure 173.** Amount of Time Employees Feel Confident in Their Work Ability
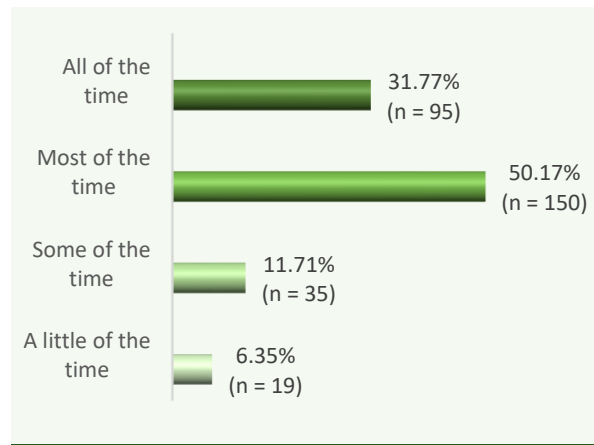
**Figure 174.** Employees Who Have At Least One Colleague They Can Go To For Support
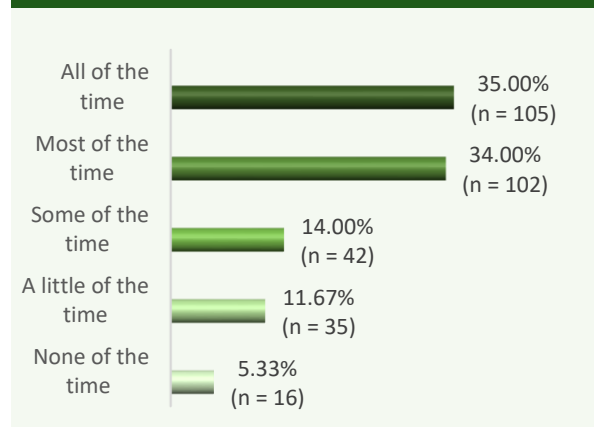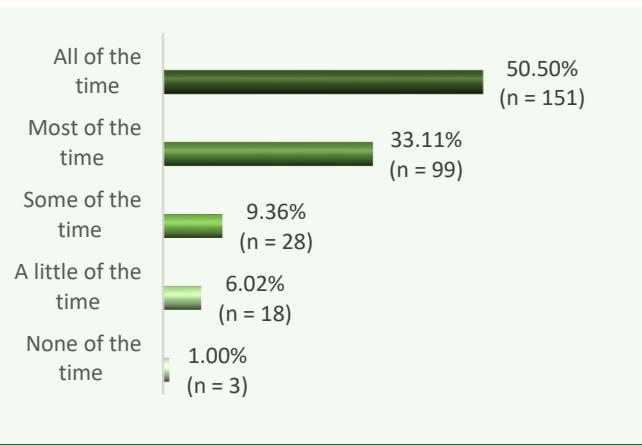


**Figure 175.** Amount of Time Employees Feel Like They Can Go to a Supervisor
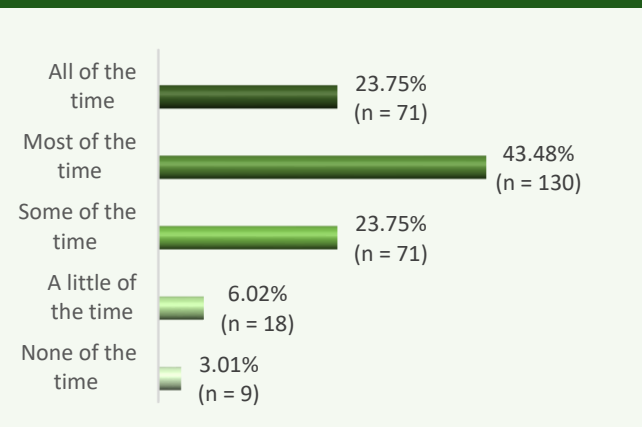
**Figure 176.** Amount of Time Employees Know Where to Seek Resources and Supports

Seven in ten (69.0%) employees with **City Centre Schools** feel they can go to a Supervisor most or all of the time, while two in ten (17.0%) feel this a little or none of the time. Over two-thirds (67.23%) of employees know where to seek resources and supports when needed most or all of the time, while one in ten (9.03%) selected a little or none of the time. See Figures 175 and 176 for additional information.

Two-thirds (67.56%) of **City Centre Schools** employees are confident in their ability to overcome a bad day at work most or all of the time, and 8.7% a little or none of the time. Six in ten (57.77%) employees look forward to work each day most or all of the time, while two in ten (17.99%) selected a little or none of the time. See Figures 177 and 178 for additional information.

**Figure 177.** Amount of Time Employees Are Confident About Their Ability to Overcome a Bad Day at Work
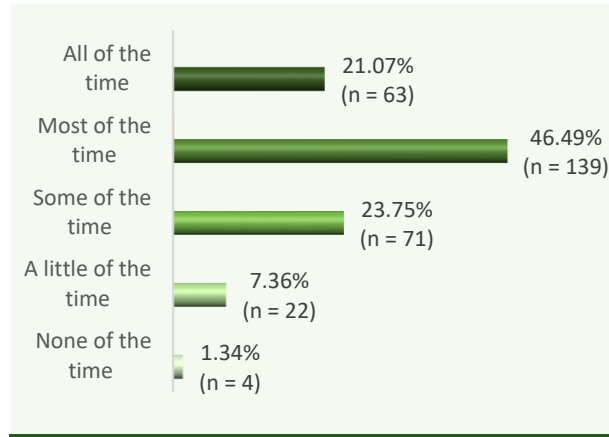
**Figure 178.** Amount of Time Employees Look Forward to Work Each Day
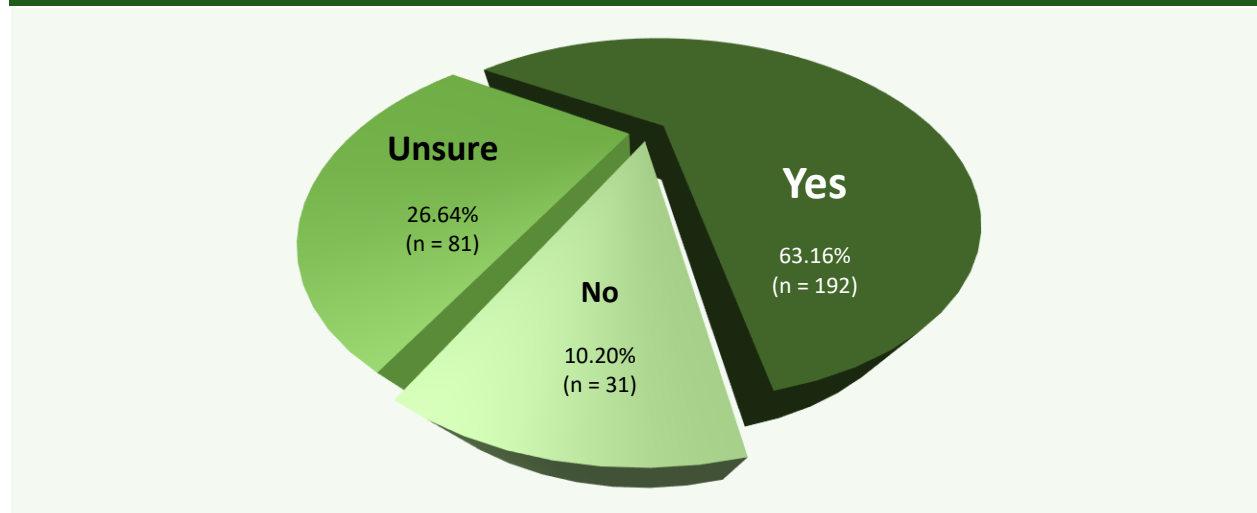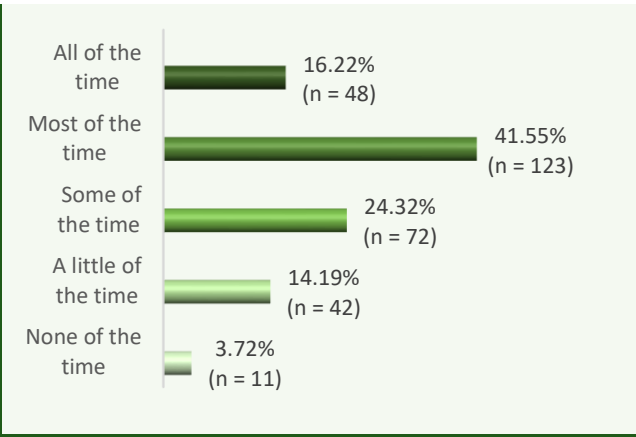


**Figure 179.** Interest Among Employees in City Centre Schools in Completing an Employee Well-Being Survey with More Domains

Six in ten (63.16%) employees with **City Centre Schools** are interested in completing an employee well-being survey with more domains, while just over a quarter (26.64%) of employees are unsure. See Figure 179 for additional information.

Almost one-third (31.54%) of employees with **City Centre Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Four in ten (37.9%) employees indicated that technology and hardware issues are challenging some or most of the time. See Figures 180 and 181 for additional information.

**Figure 180.** Level of Challenge Among Employees in City Centre Schools: Using Teams or Other Software to Do Work
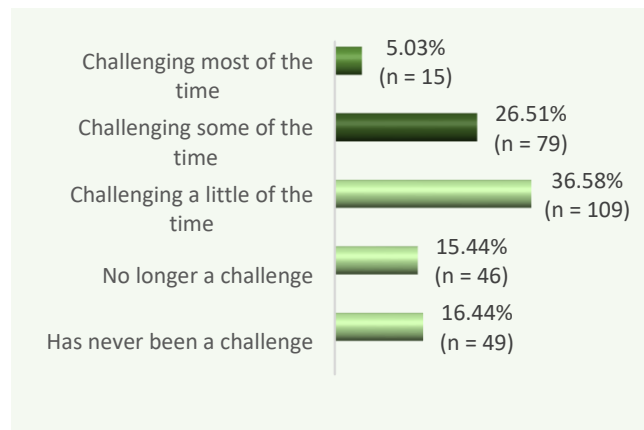
**Figure 181.** Level of Challenge Among Employees In City Centre Schools: Technology – Hardware Issues



Figure 180 data:
- Challenging most of the time: 5.03% (n = 15)
- Challenging some of the time: 26.51% (n = 79)
- Challenging a little of the time: 36.58% (n = 109)
- No longer a challenge: 15.44% (n = 46)
- Has never been a challenge: 16.44% (n = 49)

Figure 181 data:
- Challenging most of the time: 10.88% (n = 31)
- Challenging some of the time: 27.02% (n = 77)
- Challenging a little of the time: 29.47% (n = 84)
- No longer a challenge: 14.39% (n = 41)
- Has never been a challenge: 18.25% (n = 52)

Figure 182 data:
- Challenging most of the time: 12.88% (n = 38)
- Challenging some of the time: 20.68% (n = 61)
- Challenging a little of the time: 33.22% (n = 98)
- No longer a challenge: 11.53% (n = 34)
- Has never been a challenge: 21.69% (n = 64)

Figure 183 data:
- Challenging most of the time: 31.88% (n = 95)
- Challenging some of the time: 27.52% (n = 82)
- Challenging a little of the time: 22.82% (n = 68)
- No longer a challenge: 10.74% (n = 32)
- Has never been a challenge: 7.05% (n = 21)

**Figure 182.** Level of Challenge Among Employees in City Centre Schools: Receiving Adequate Information about Health and Safety in a Timely Manner
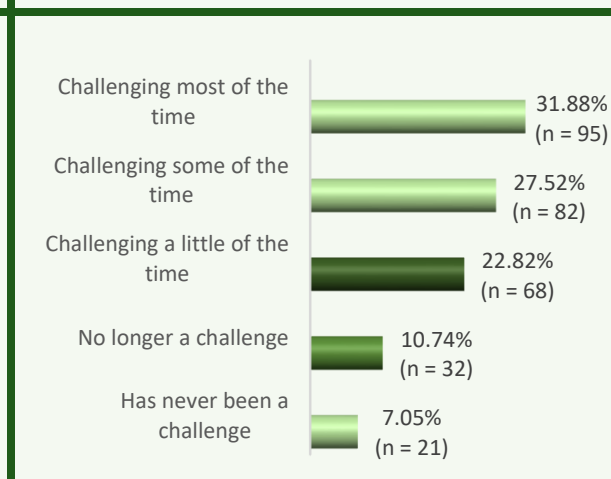
**Figure 183.** Level of Challenge Among Employees in City Centre Schools: Intensity of Workload

Close to one-third (33.6%) of employees with **City Centre Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Six in ten (59.4%) employees indicated that the intensity of the workload is challenging some or most of the time. See Figures 182 and 183 for additional information.

Four in ten (43.8%) employees with **City Centre Schools** indicated that feeling isolated and lonely has been challenging some or most of the time. Almost half (48.7%) of employees indicated that balancing work and life has been challenging some or most of the time. See Figures 184 and 185 for additional information.

**Figure 184.** Level of Challenge Among Employees in City Centre Schools: Feeling Isolated and Lonely



Challenging most of the time — 14.81% (n = 44)
Challenging some of the time — 28.96% (n = 86)
Challenging a little of the time — 23.57% (n = 70)
No longer a challenge — 7.07% (n = 21)
Has never been a challenge — 25.59% (n = 76)
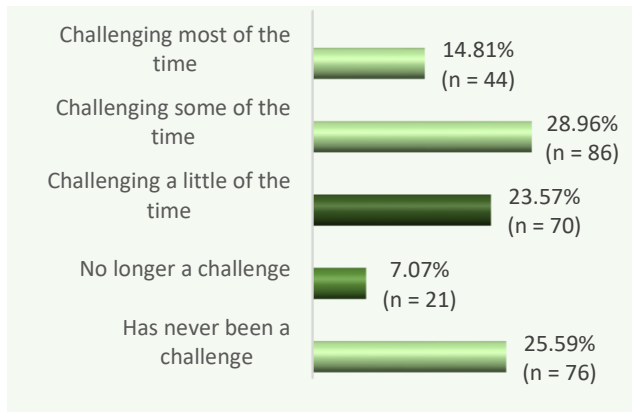
**Figure 185.** Level of Challenge Among Employees in City Centre Schools: Balancing Work and Life



Challenging most of the time — 20.33% (n = 61)
Challenging some of the time — 28.33% (n = 85)
Challenging a little of the time — 23.67% (n = 71)
No longer a challenge — 10.33% (n = 31)
Has never been a challenge — 17.33% (n = 52)



No longer a challenge — 4.67% (n = 14)
Has never been a challenge — 8.00% (n = 24)
Challenging some of the time — 28.67% (n = 86)
Challenging most of the time — 26.33% (n = 79)
Challenging a little of the time — 32.33% (n = 97)



No longer a challenge — 9.18% (n = 27)
Has never been a challenge — 13.95% (n = 41)
Challenging some of the time — 28.57% (n = 84)
Challenging most of the time — 17.69% (n = 52)
Challenging a little of the time — 30.61% (n = 90)

**Figure 186.** Level of Challenge Among Employees in City Centre Schools: Dealing with Stress and Anxiety
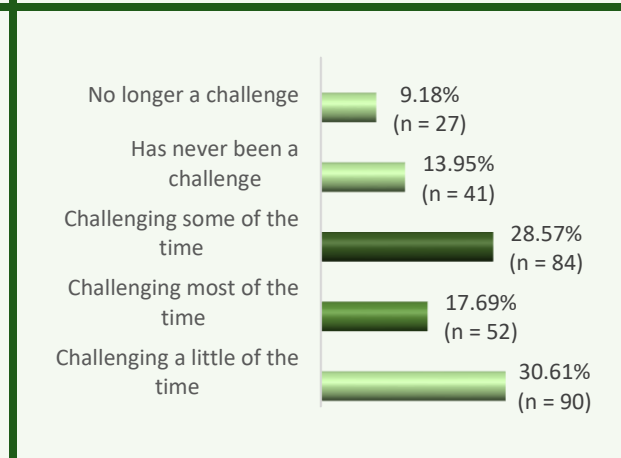
**Figure 187.** Level of Challenge Among Employees in City Centre Schools: Uncertainty of Expectations

About half (55%) of employees with **City Centre Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time. Nearly half (46.3%) of employees with **City Centre Schools** deal with the challenge of uncertainty around expectations some or most of the time. See Figures 186 and 187 for additional information

**Figure 188.** Total Number of Challenges Selected by Employees With City Centre Schools
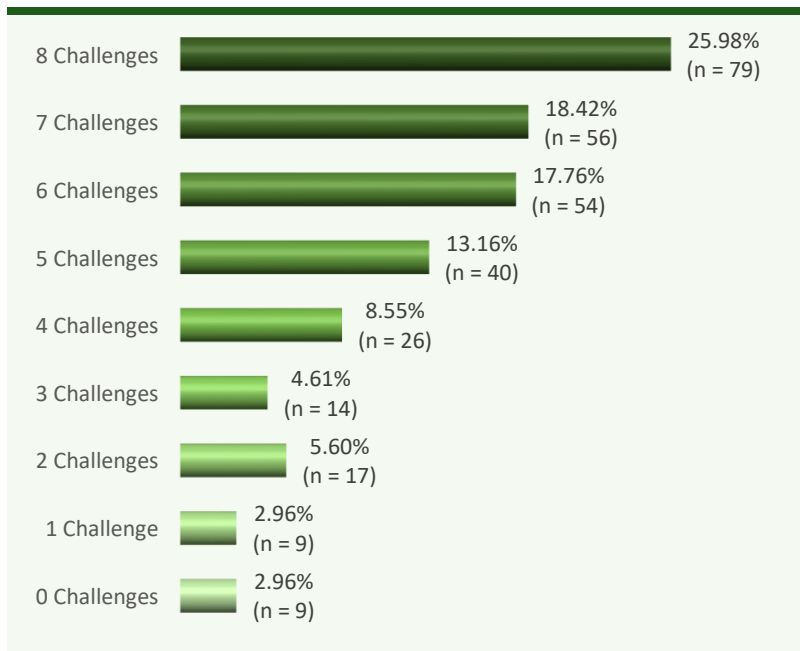
Overall, employees with **City Centre Schools** face nearly six (*M* = 5.71) challenges on average.

Three-quarters (75.32%) of employees with **City Centre Schools** indicated they face at least 5 challenges.

See Figure 188 for additional information.



**Figure 189.** Amount of Time Employees with City Centre Schools Are Faced with Challenges
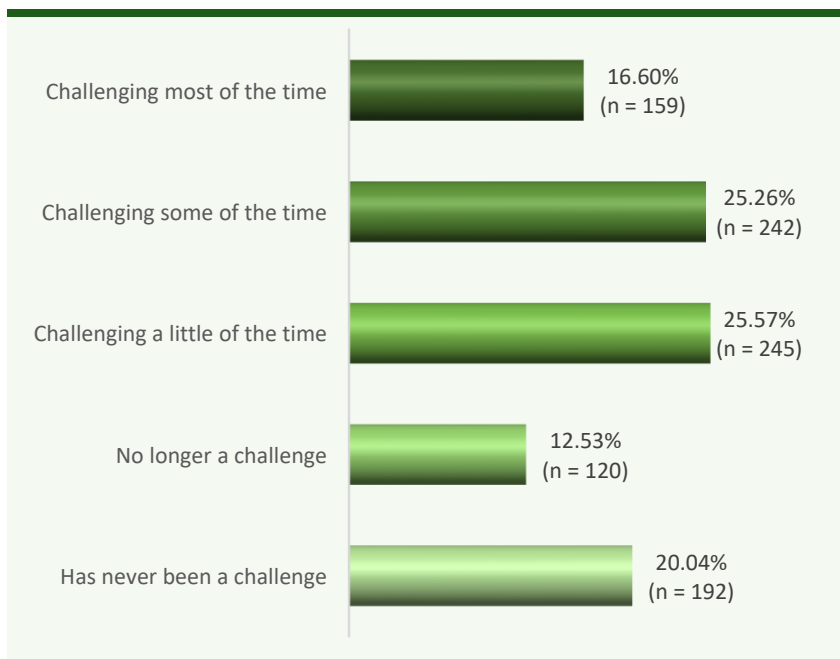
Across all challenges, four in ten (41.86%) employees with **City Centre Schools** face a challenge some or most of the time.

When an employee with **City Centre Schools** faces a challenge, they are more likely to face the challenge most of the time (*M* = 2.69)

See Figure 189 for additional information.

Between 41% and 63% of employees with **City Centre Schools** found the following resources and supports to be most helpful: 1) support from colleagues in school or the workplace (63.37%), 2) regular staff meetings led by administrators (41.58%) and weekly video messages by the superintendent (38.61%).

See Figure 190 for additional information
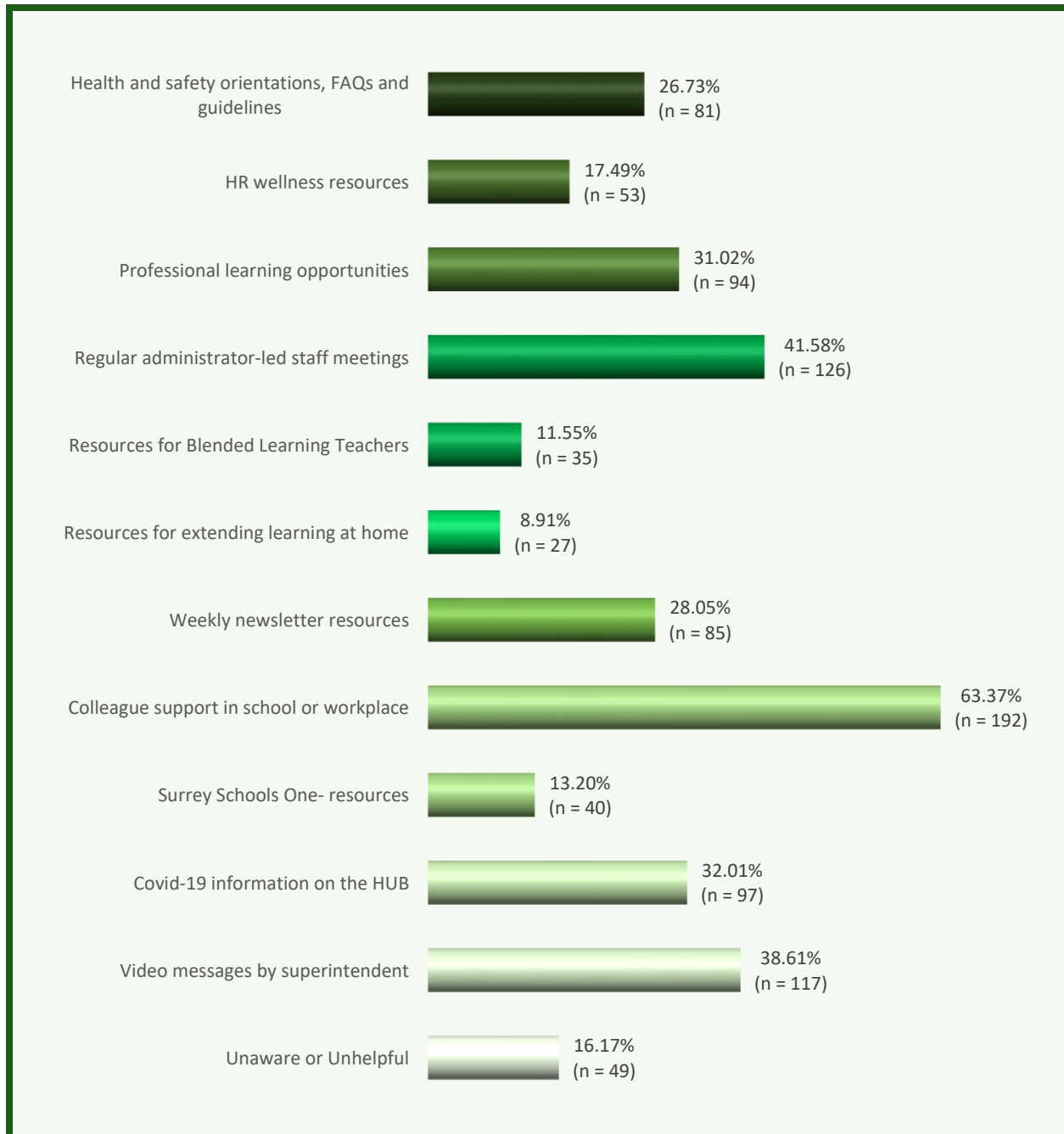


**Figure 190.** Resources and Supports Employees With City Centre Schools Found Most Helpful

On average, employees with **City Centre Schools** utilized three resources and supports they found most helpful (*M* = 3.12).

About one-fifth (21.78%) of employees with **City Centre Schools** utilized five or more resources and supports while one-quarter (25.74%) of employees utilized one resource or support or did not access any resources and supports at all.

See Figure 191 for additional information.



| | |
|---|---|
| 8+ Resources | 5.61% (n = 17) |
| 7 Resources | 2.97% (n = 9) |
| 6 Resources | 3.96% (n = 12) |
| 5 Resources | 9.24% (n = 28) |
| 4 Resources | 14.52% (n = 44) |
| 3 Resources | 19.80% (n = 60) |
| 2 Resources | 18.15% (n = 55) |
| 1 Resource | 14.52% (n = 44) |
| 0 Resources | 11.22% (n = 34) |
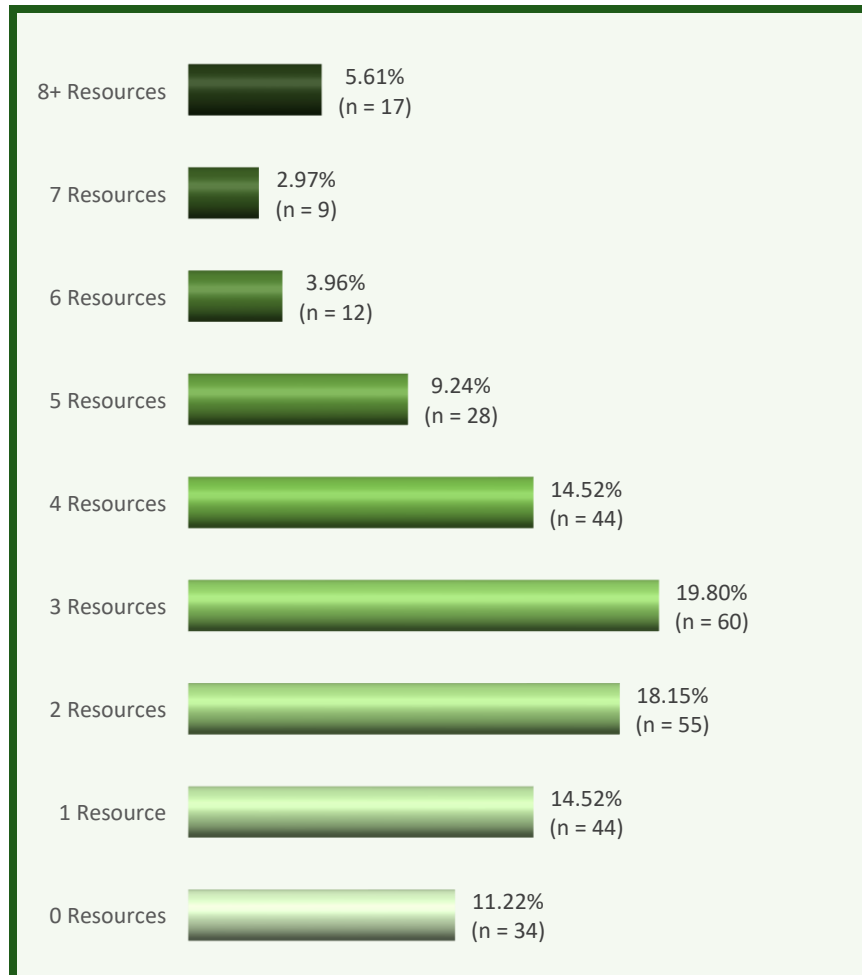
**Figure 191.** Number of Resources and Supports Per Employee in City Centre Schools That Were Found Most Helpful

Outside of the challenges listed above, the challenges employees working in **City Centre Schools** mentioned most were related to the theme of health and safety protocols and practices (37.7%). The most mentions for any sub-theme was related to uncertain and challenging expectations of roles, responsibilities, and compensation (12.9%). See Table 13 for a breakdown of the number of themes, sub-themes, and mentions of challenges faced by employees working in **City Centre Schools**.

**Table 13.** Challenges Faced by Employees in City Centre Schools

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| 1. **Health and Safety Protocols and Practices** (*n* = 64; 37.7 %) | a. Exposure risk | 19 | 11.2% |
| | b. Barriers and challenges to following and implementing protocols | 18 | 10.6% |
| | c. Effective and Consistent communication | 12 | 7.1% |
| | d. Compliance with safety protocols | 9 | 5.3% |
| | e. Lack of safety protocols, precautions, and enforcement | 6 | 3.5% |
| 2. **Workload, Scheduling and Roles** (*n* = 55; 32.4%) | a. Uncertain and challenging expectations of roles, responsibilities, compensation | 22 | 12.9% |
| | b. Consideration of workload and schedules | 19 | 11.2% |
| | c. District, school, and administration support, and communication and access to information | 14 | 8.2% |
| 3. **Support for Personal, Social, and Emotional Wellbeing and Mental Health** (*n* = 23; 13.5%) | a. Maintaining morale and connection with others, being acknowledge and respected | 9 | 5.3% |
| | b. Managing wellbeing of colleagues, workplace conflicts | 8 | 4.7% |
| | c. Physical and mental health, and home and family challenges | 6 | 3.5% |
| 4. **Managing Student Behavioural, Social, Mental Health, and Academic Challenges** (*n* = 21; 12.4 %) | a. Student learning, academic, and wellbeing challenges | 11 | 6.5% |
| | b. Lack of resources and supports to meet student needs | 7 | 4.1% |
| | c. Addressing and managing student wellbeing | 4 | 2.4% |
| 5. **Materials, Resources and the Physical Work Environment** (*n* =7; 4.1%) | a. Access to materials, resources, and funding | 5 | 2.9% |
| | b. Challenges and adaptations to the physical work environment | 2 | 1.2% |
| **Total** | | **170 mentions** | |

Table 14 includes a sample of quotes from employees working in **City Centre Schools.**

**Table 14.**  Sample Quotes of Challenges Faced by Employees in City Centre Schools for Each Theme

| Themes | Sample Quotes |
|---|---|
| 1. Health and Safety Protocols and Practices | *Its impossible to adequately support young students and still follow covid-19 guidelines like distancing.* |
| 2. Workload, Scheduling and Roles | *I am in an 80% position but am over my caseload. There are several students at our school with very challenging behaviour and so I'm involved in supporting the EAs working with them. Most of my case manager work has to be done after school hours because it's a challenge to get to it during the day. It means that I'm working very long hours on the 4 days per week that I work.* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *I work with someone that is challenging. I was willing to have a mediation, however she felt it was unnecessary.* |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges | *Frustration about a lack of support for students (we can't force them to attend, and attendance is severely impacting performance and learning).* |
| 5. Materials, Resources and the Physical Work Environment | *Wifi issues are challenging as well as the age of technology.* |

A total of 305 employees working in **Cloverdale and Clayton Schools** provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

**Figure 192.** Employee Groups in Cloverdale and Clayton Schools
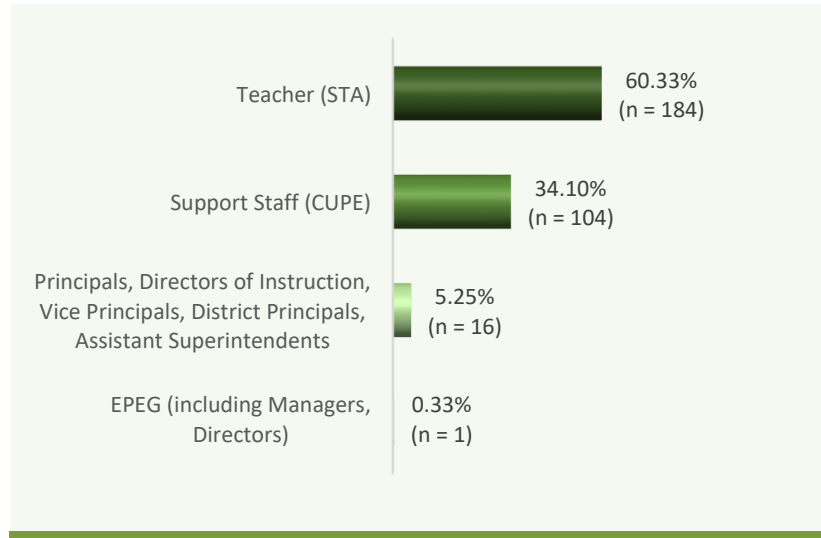


Six in ten (60.33%) employees working in **Cloverdale and Clayton Schools** are Teachers, while about one-third (34.1%) are Support Staff. Another 5.25% of survey respondents are Principals, Directors of Instruction, Vice Principals, District Principals, or Assistant Superintendents.

See Figure 192 for additional information.

Nearly three-quarters (72.46%) of employees with **Cloverdale and Clayton Schools** work with elementary students, while one-quarter (25.9%) work with secondary students.

See Figure 193 for additional information.
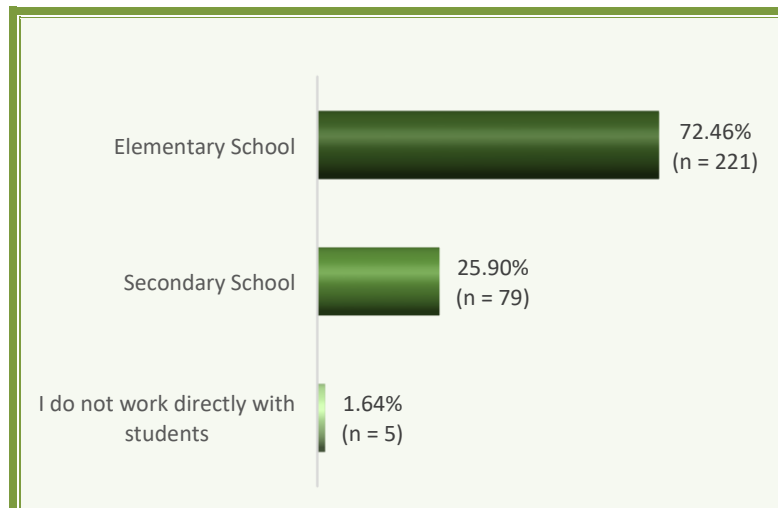


**Figure 193.** Cloverdale and Clayton Schools: Student Age Group Employees Work With Most or All of the Time

Four in ten (43.42%) employees in **Cloverdale and Clayton Schools** have been in their career for 16 or more years, while slightly more than one-quarter (26.32%) of employees have been in their career for 5 years or less.

See Figure 194 for additional information.
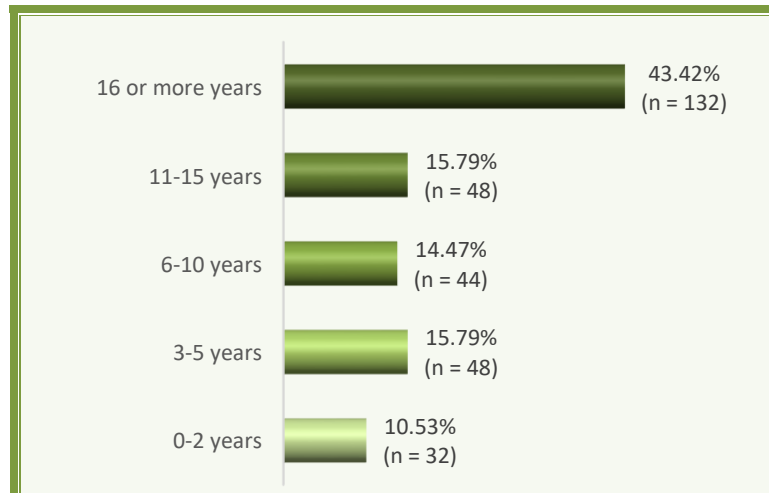


**Figure 194.** Number of Years Employees with Cloverdale and Clayton Schools Have Been in their Current Career

**Figure 195.** Descriptors Chosen by Employees in Cloverdale and Clayton Schools that Best Describes How They are Feeling
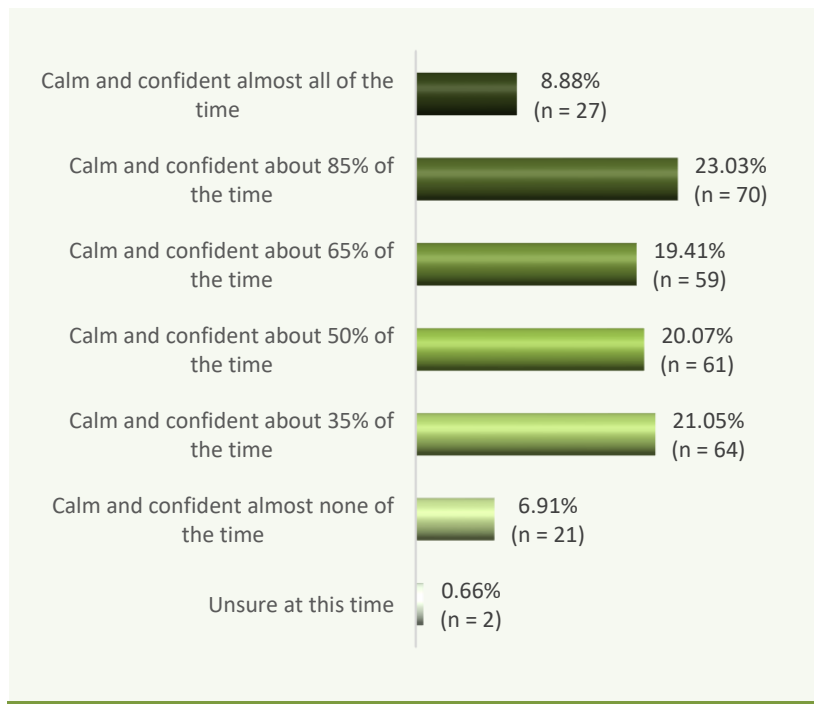


About half (51.32%) of employees with **Cloverdale and Clayton Schools** indicated they are calm and confident 65% or more of the time, while 6.91% indicated they are calm and confident almost none of the time.

See Figure 195 for additional information.

Four in ten (38.28%) employees with **Cloverdale and Clayton Schools** feel optimistic about how things are going in the workplace most or all of the time while about one-quarter (26.4%) of employees feel optimistic little or none of the time. Slightly more than half (52.32%) of the employees with **Cloverdale and Clayton Schools** deal well with challenges in the workplace most or all of the time, while two in ten (18.54%) selected little or none of the time. See Figures 196 and 197 for additional information.

**Figure 196.** Amount of Time Employees in Cloverdale and Clayton Schools Feel Optimistic About How Things Are Going in the Workplace
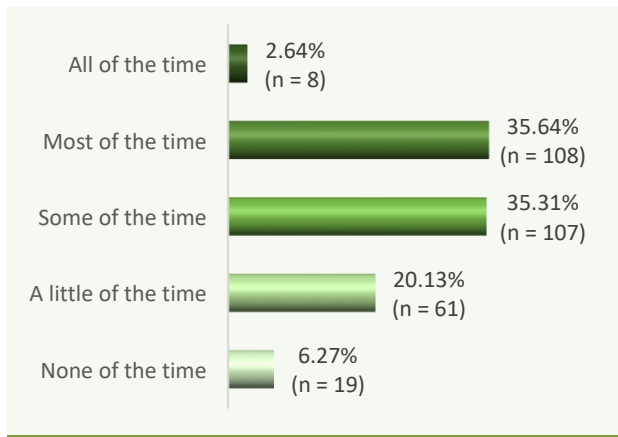
**Figure 197.** Amount of Time Employees in Cloverdale and Clayton Schools Deal Well with Challenges in the Workplace
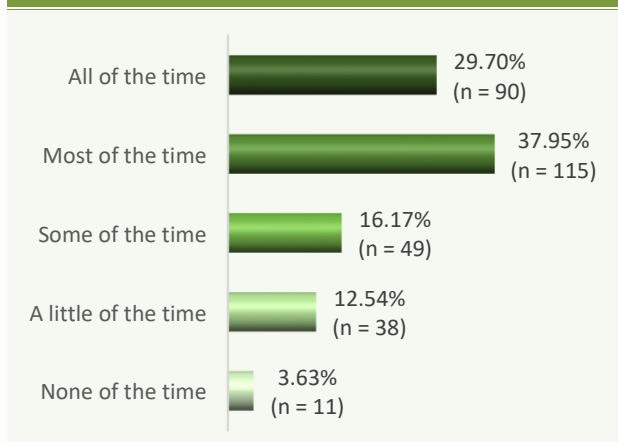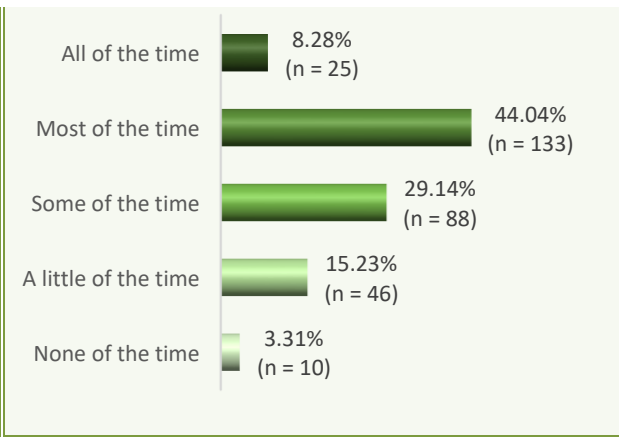


**Figure 198.** Amount of Time Employees in Cloverdale and Clayton Schools Feel They Belong in the Workplace
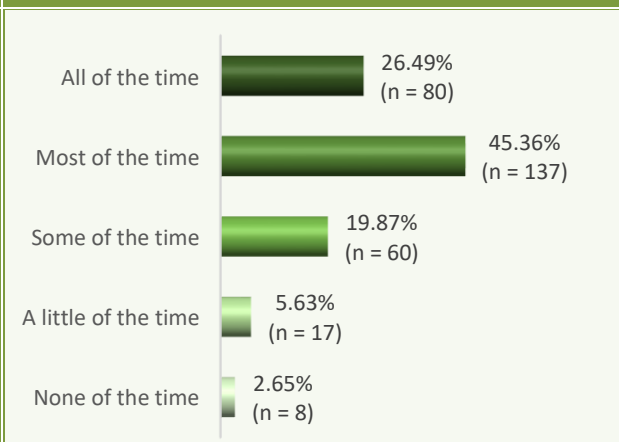
**Figure 199.** Amount of Time Employees in Cloverdale and Clayton Schools Believe the Work They Do Makes a Difference

Two-thirds (67.65%) of employees with **Cloverdale and Clayton Schools** feel they belong in the workplace most or all of the time, while close to one-fifth (16%) feel they belong little or none of the time. Seven in ten (71.85%) employees with **Cloverdale and Clayton Schools** believe their work makes a difference most or all of the time, while one in ten (8.28%) believe this a little or none of the time. See Figures 198 and 199 for additional information.

Eight in ten (78.07%) employees with **Cloverdale and Clayton Schools** feel confident in their abilities to do their work most or all of the time, while 3.65% of employees feel confident little or none of the time. Similarly, eight in ten (84.16%) employees with **Cloverdale and Clayton Schools** can go to at least one colleague for support most or all of the time, while one in ten (8.91%) employees selected little or none of the time.  See Figures 200 and 201 for additional information.

**Figure 200.** Amount of Time Employees in Cloverdale and Clayton Schools Feel Confident in Their Abilities to Do Their Work

All of the time — 28.24% (n = 85)
Most of the time — 49.83% (n = 150)
Some of the time — 18.27% (n = 55)
A little of the time — 3.32% (n = 10)
None of the time — 0.33% (n = 1)
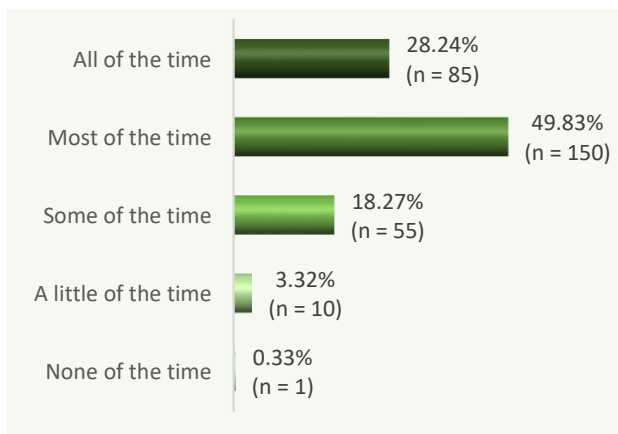
**Figure 201.** Amount of Time Employees in Cloverdale and Clayton Schools Can Go to One Colleague for Support

All of the time — 54.13% (n = 164)
Most of the time — 30.03% (n = 91)
Some of the time — 6.93% (n = 21)
A little of the time — 6.93% (n = 21)
None of the time — 1.98% (n = 6)
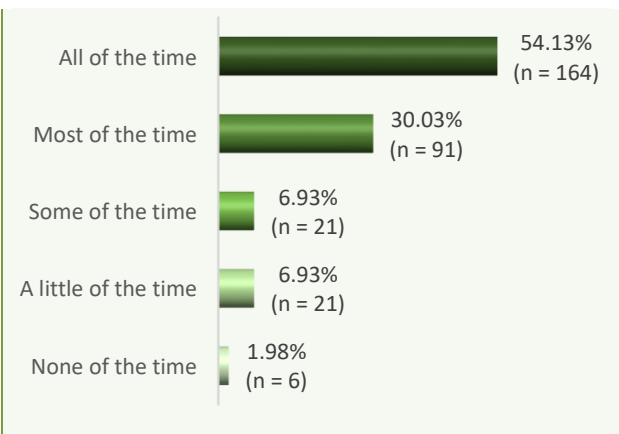
**Figure 202.** Amount of Time Employees in Cloverdale and Clayton Schools Can Go to a Supervisor When Support is Needed

All of the time — 39.14% (n = 119)
Most of the time — 28.62% (n = 87)
Some of the time — 15.13% (n = 46)
A little of the time — 11.84% (n = 36)
None of the time — 5.26% (n = 16)
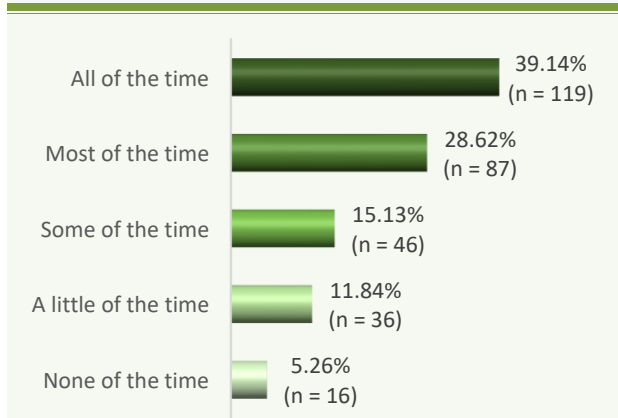
**Figure 203.** Amount of Time Employees in Cloverdale and Clayton Schools Know Where Resources and Supports Are When Needed

All of the time — 21.12% (n = 64)
Most of the time — 46.86% (n = 142)
Some of the time — 20.79% (n = 63)
A little of the time — 9.90% (n = 30)
None of the time — 1.32% (n = 4)
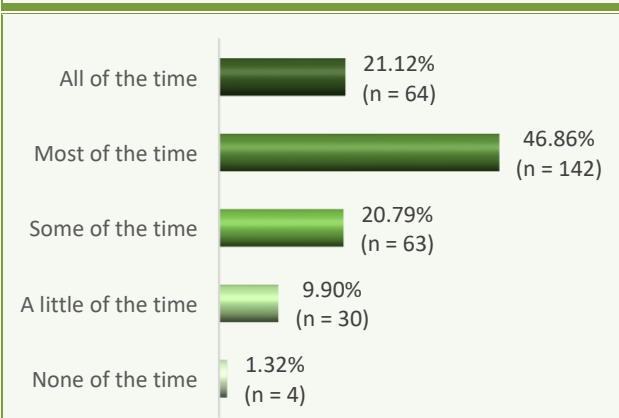
Two-thirds (67.76%) of employees with **Cloverdale and Clayton Schools** can go to a supervisor when support is needed most or all of the time, while two in ten (17.1%) employees selected little or none of the time.  Two-thirds (67.98%) of employees with **Cloverdale and Clayton Schools** where resources and supports are when needed all or most of the time, while one in ten (11.22%) employees selected little or none of the time.  See Figures 202 and 203 for additional information.

Over two-thirds (68.88%) of employees with **Cloverdale and Clayton Schools** are able to rebound from a bad day at work most or all of the time, while one in ten (10.27%) employees selected little or none of the time. Slightly more than half (51.15%) of employees with **Cloverdale and Clayton Schools** look forward to work each day most or all of the time, and two in ten (21.12%) employees selected little or none of the time. See Figures 204 and 205 for additional information.

**Figure 204.** Amount of Time Employees in Cloverdale and Clayton Schools Can Rebound from a Bad Day at Work

| | |
|---|---|
| All of the time | 19.54% (n = 59) |
| Most of the time | 49.34% (n = 149) |
| Some of the time | 20.86% (n = 63) |
| A little of the time | 7.62% (n = 23) |
| None of the time | 2.65% (n = 8) |
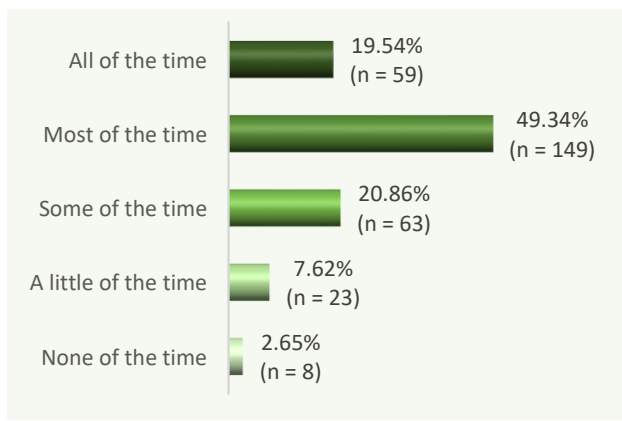
**Figure 205.** Amount of Time Employees in Cloverdale and Clayton Schools Look Forward to Work Each Day

| | |
|---|---|
| All of the time | 12.54% (n = 38) |
| Most of the time | 38.61% (n = 117) |
| Some of the time | 27.72% (n = 84) |
| A little of the time | 15.84% (n = 48) |
| None of the time | 5.28% (n = 16) |

Yes 53.77% (n = 305)

Unsure 31.80% (n = 97)

No 14.43% (n = 44)
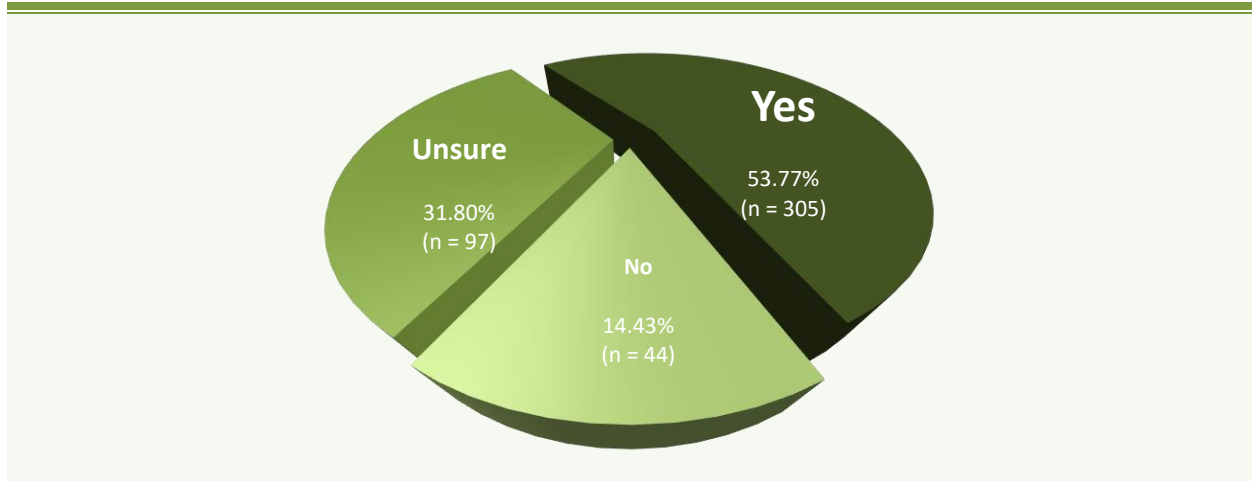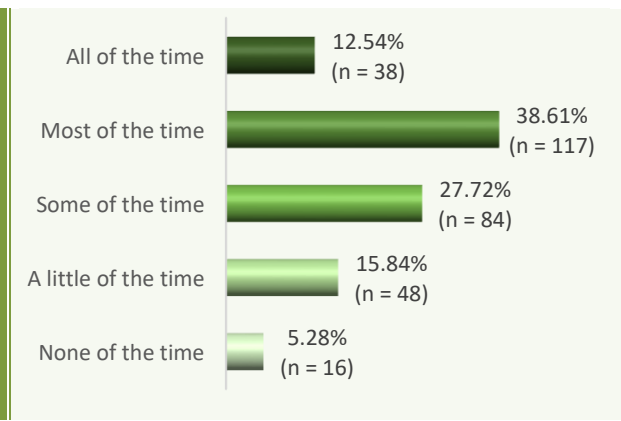
**Figure 206.** Interest Among Employees in Cloverdale and Clayton Schools in Completing an Employee Well-Being Survey with More Domains

Over half (53.77%) of employees with **Cloverdale and Clayton Schools** are interested in completing an employee well-being survey with more domains, while three in ten (31.80%) employees are unsure. See Figure 206 for additional information.

Three in ten (36.84%) employees with **Cloverdale and Clayton Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Four in ten (38.06%) employees with **Cloverdale and Clayton Schools** indicated that technology and hardware issues are challenging some or most of the time. See Figures 207 and 208 for additional information.

**Figure 207.** Level of Challenge Among Employees in Cloverdale and Clayton Schools: Using Teams or Other Software to Do Work

Has never been a challenge — 14.80% (n = 45)
No longer a challenge — 14.14% (n = 43)
Challenging a little of the time — 34.21% (n = 104)
Challenging some of the time — 27.63% (n = 84)
Challenging most of the time — 9.21% (n = 28)
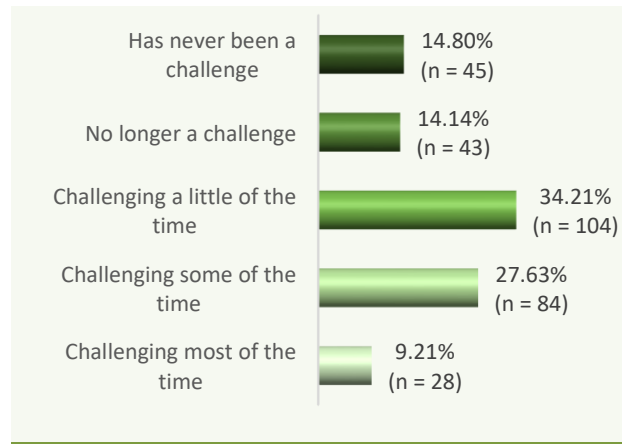
**Figure 208.** Level of Challenge Among Employees in Cloverdale and Clayton Schools: Technology – Hardware Issues

Has never been a challenge — 15.22% (n = 44)
No longer a challenge — 12.11% (n = 35)
Challenging a little of the time — 34.60% (n = 100)
Challenging some of the time — 29.41% (n = 85)
Challenging most of the time — 8.65% (n = 25)

Has never been a challenge — 21.00% (n = 63)
No longer a challenge — 15.67% (n = 47)
Challenging a little of the time — 33.33% (n = 100)
Challenging some of the time — 17.67% (n = 53)
Challenging most of the time — 12.33% (n = 37)

Has never been a challenge — 5.98% (n = 18)
No longer a challenge — 8.97% (n = 27)
Challenging a little of the time — 24.92% (n = 75)
Challenging some of the time — 32.56% (n = 98)
Challenging most of the time — 27.57% (n = 83)

**Figure 209.** Level of Challenge Among Employees in Cloverdale and Clayton Schools: Receiving Adequate Information about Health and Safety in a Timely Manner
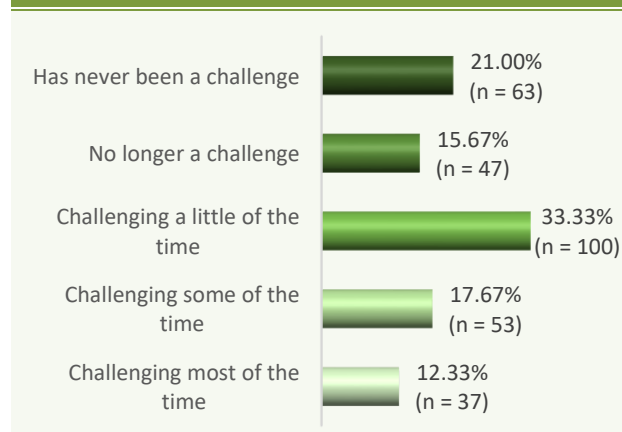
**Figure 210.** Level of Challenge Among Employees in Cloverdale and Clayton Schools: Intensity of Workload
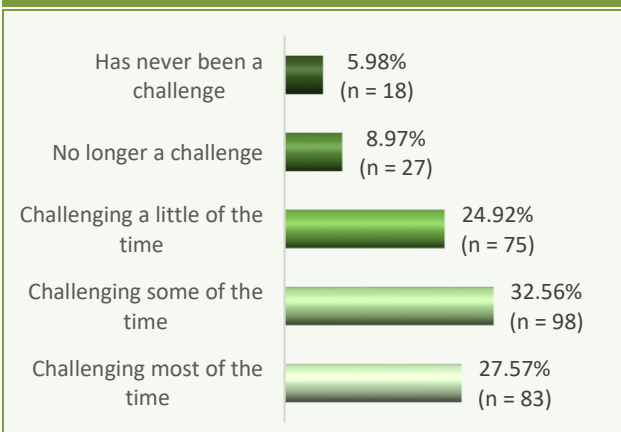
Three in ten (30%) employees with **Cloverdale and Clayton Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Six in ten (60.13%) employees with **Cloverdale and Clayton Schools** indicated that the intensity of the workload is challenging some or most of the time. See Figures 209 and 210 for additional information.

Almost half (45.54%) of employees with **Cloverdale and Clayton Schools** indicated that feeling isolated and lonely has been challenging some or most of the time. Close to two-thirds (65.55%) of employees with **Cloverdale and Clayton Schools** indicated that balancing work and life has been challenging some or most of the time. See Figures 211 and 212 for additional information.

**Figure 211.** Level of Challenge Among Employees in Cloverdale and Clayton Schools: Feeling Isolated and Lonely
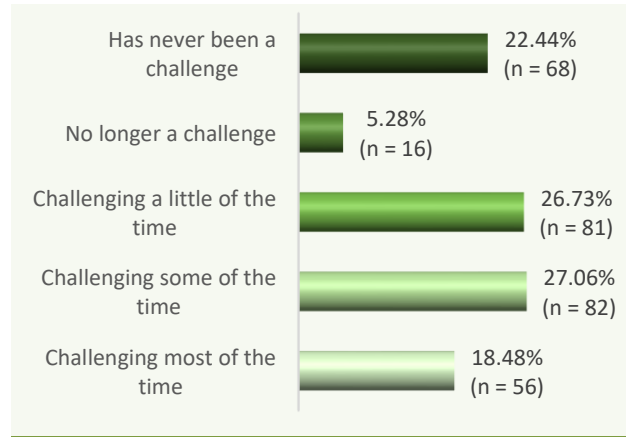
**Figure 212.** Level of Challenge Among Employees in Cloverdale and Clayton Schools: Balancing Work and Life
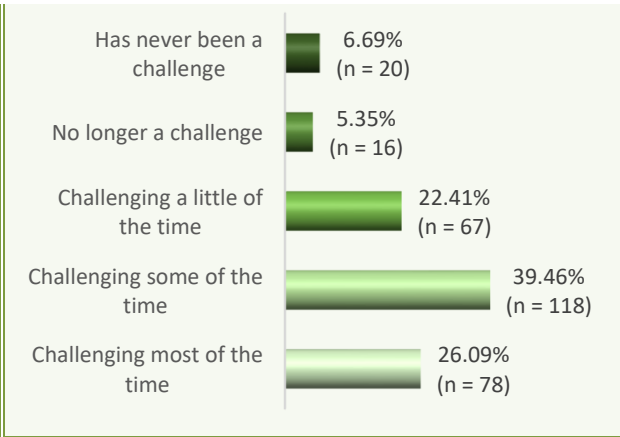


**Figure 213.** Level of Challenge Among Employees in Cloverdale and Clayton Schools: Dealing with Stress and Anxiety
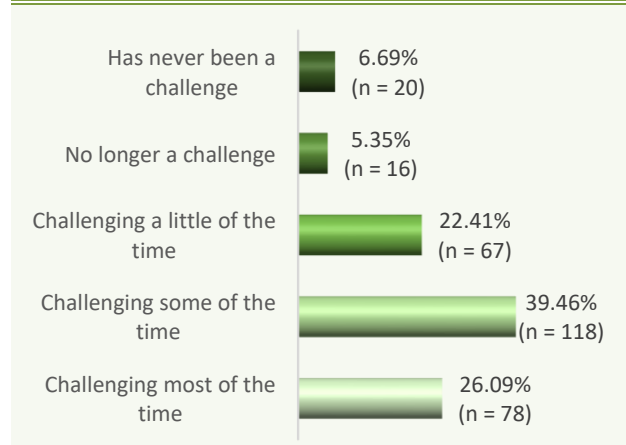
**Figure 214.** Level of Challenge Among Employees in Cloverdale and Clayton Schools: Uncertainty of Expectations
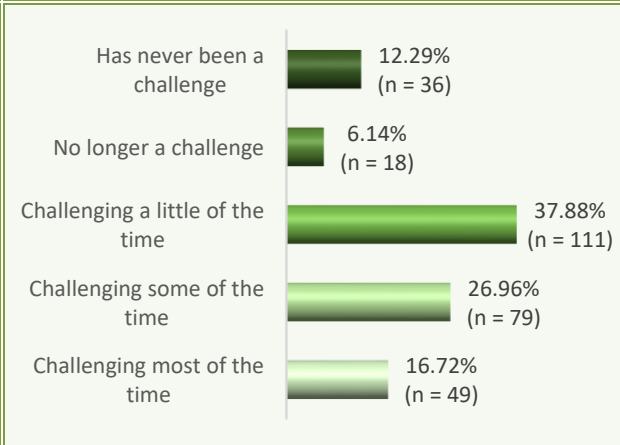
About two-thirds (65.55%) of employees with **Cloverdale and Clayton Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time. Four in ten (43.68%) employees with **Cloverdale and Clayton Schools** deal with the challenge of uncertainty around expectations some or most of the time. See Figures 213 and 214 for additional information

**Figure 215.** Total Number of Challenges Selected by Employees With Cloverdale and Clayton Schools
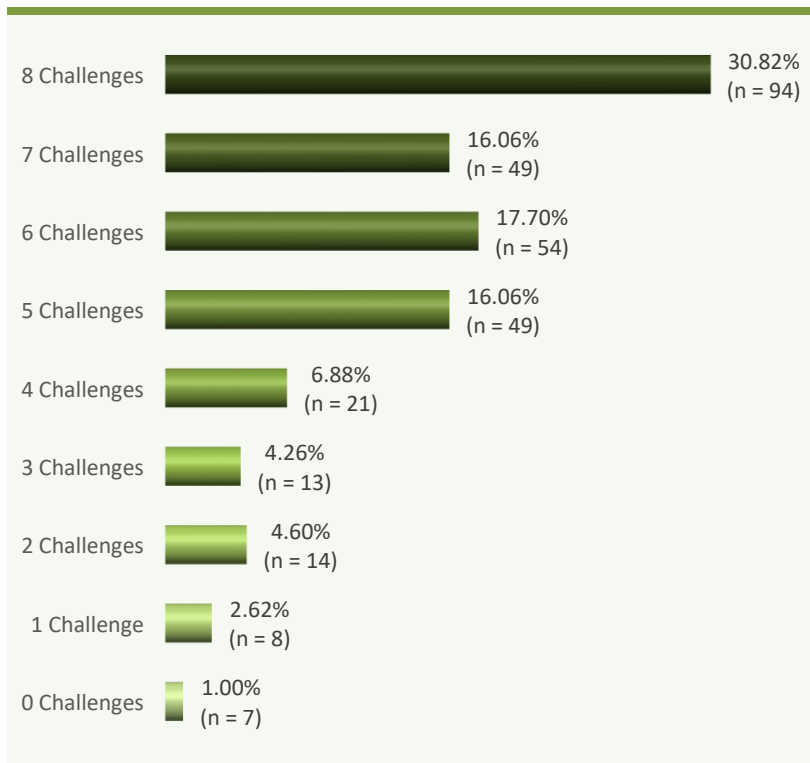
Overall, employees with **Cloverdale and Clayton Schools** face six (*M* = 5.98) challenges on average.

Eight in ten (80.64%) employees with **Cloverdale and Clayton Schools** indicated they face at least five challenges.

See Figure 215 for additional information.



**Figure 216.** Amount of Time Employees with Cloverdale and Clayton Schools Are Faced with Challenges
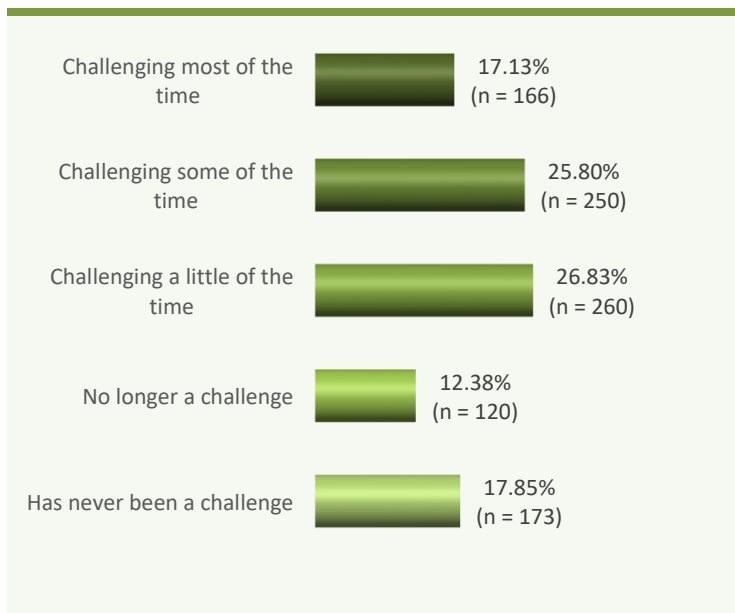
Across all challenges, four in ten (42.93%) employees with **Cloverdale and Clayton Schools** face a challenge some or most of the time.

When an employee with **Cloverdale and Clayton Schools** faces a challenge, they are more likely to face the challenge most of the time (*M* = 2.69)

See Figure 216 for additional information.

Between 34% and 60% of employees in **Cloverdale and Clayton Schools** found the following resources and supports to be the most helpful: 1) support from colleagues in school or the workplace (60.33%), 2) regular staff meetings led by administrators (41.31%) and 3) weekly video messages by the superintendent (34.09%). See Figure 217 for additional information.
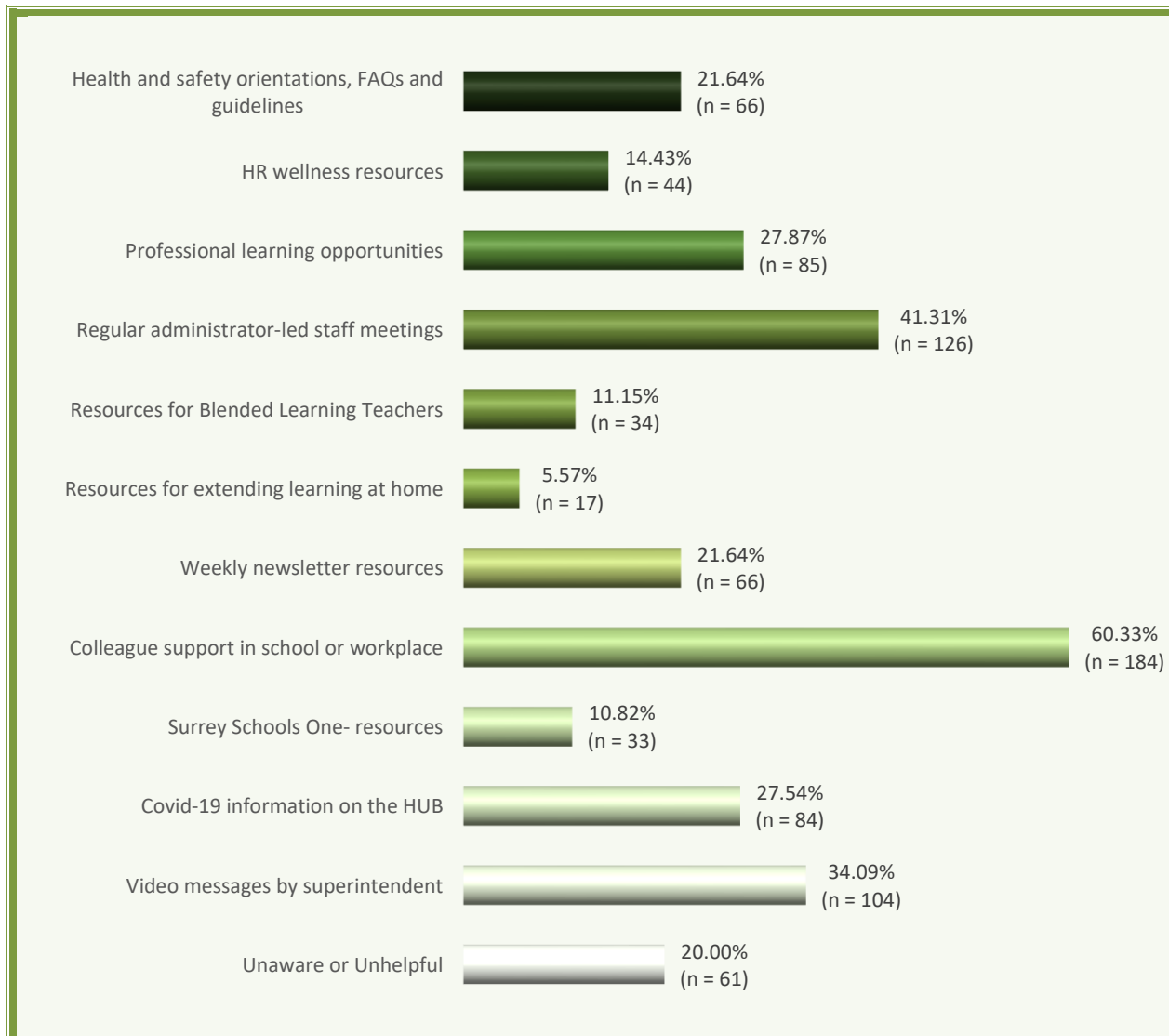


**Figure 217.** Resources and Supports Employees With Cloverdale and Clayton Schools Found Most Helpful

On average, employees with **Cloverdale and Clayton Schools** utilized three resources and supports they found most helpful (*M* = 2.76).

One-fifth (20.0%) of employees with **Cloverdale and Clayton Schools** utilized five or more resources and supports while more than one-third (34.76%) of employees utilized one resource or support or did not access any resources and supports at all.

See Figure 218 for additional information.



| | |
|---|---|
| 8+ Resources | 3.28% (n = 10) |
| 7 Resources | 3.93% (n = 12) |
| 6 Resources | 4.59% (n = 14) |
| 5 Resources | 8.20% (n = 25) |
| 4 Resources | 8.20% (n = 25) |
| 3 Resources | 22.29% (n = 68) |
| 2 Resources | 14.75% (n = 45) |
| 1 Resource | 20.33% (n = 62) |
| 0 Resources | 14.43% (n = 44) |
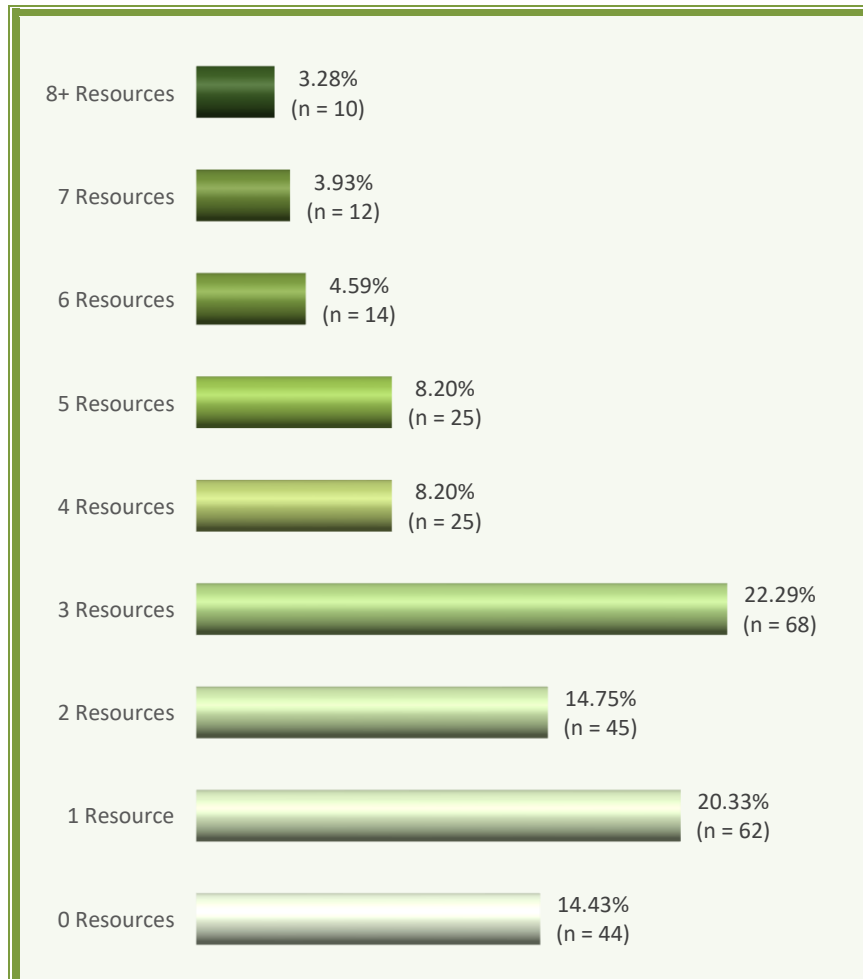
**Figure 218.** Number of Resources and Supports Per Employee in Cloverdale and Clayton Schools That Were Found Most Helpful

Outside of the challenges listed above, the challenges employees working in **Cloverdale and Clayton Schools** mentioned most were related to the theme of health and safety protocols and practices (47.4%). The most mentions for any sub-theme COVID-19 exposure risk (14.3%). See Table 15 for more details.

**Table 15.** Challenges Faced by Employees in Cloverdale and Clayton Schools

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| 1. Health and Safety Protocols and Practices (*n* = 83; 47.43%) | a. Exposure risk | 25 | 14.3% |
| | b. Lack of safety protocols, precautions, and enforcement | 20 | 11.4% |
| | c. Barriers and challenges to following and implementing protocols | 14 | 8.0% |
| | d. Compliance with safety protocols | 14 | 8.0% |
| | e. Effective and consistent communication | 10 | 5.7% |
| 2. Workload, Scheduling and Roles (*n* = 34; 19.43%) | a. Consideration of workload and schedules | 13 | 7.4% |
| | b. Uncertain and challenging expectations of roles, responsibilities, compensation | 11 | 6.3% |
| | c. District, school, and administration support, and communication and access to information | 10 | 5.7% |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health (*n* = 26; 14.86%) | a. Maintaining morale, motivation, connection with others | 10 | 5.7% |
| | b. Managing wellbeing of colleagues, workplace conflicts, being valued and respected | 10 | 5.7% |
| | c. Physical and mental health, home, and family challenges | 6 | 3.4% |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges (*n* = 24; 13.71 %) | a. Lack of resources, supports to meet Student needs | 11 | 6.3% |
| | b. Working with students with behaviour challenges | 7 | 4.0% |
| | c. Addressing and managing student wellbeing | 4 | 2.3% |
| | d. Student learning and academic challenges | 2 | 1.1% |
| 5. Materials, Resources and the Physical Work Environment (*n* = 8; 4.57%) | a. Access to materials, resources, and funding, appropriate workspace | 8 | 4.6% |
| | b. Challenges and adaptations to the physical work environment | 4 | 2.3% |
| Total | | 175 mentions | |

Table 16 includes a sample of quotes from employees working in **Cloverdale and Clayton Schools.**

**Table 16.** Sample Quotes of Challenges Faced by Employees in Cloverdale and Clayton Schools by Theme

| Themes | Sample Quotes |
|---|---|
| 1. Health and Safety Protocols and Practices | *I am ALWAYS worried that I could be exposed to Covid-19. I am ALWAYS worried that I could be unintentionally exposing my family to Covid-19* |
| 2. Workload, Scheduling and Roles | *I have difficulties trying to continue on with my job in a timely fashion, because so many other people are working from home. The turnaround time to get answers and information from Finance / H.R. / Purchasing / Ed Services has been lengthy, because they are working from home.* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *I feel like we should be better supported overall because morale is low - many staff are feeling burnt out, undervalued and demoralized. I feel like we, as a collective, should be doing better with this pandemic - staff, students and parents.* |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges | *Lack of outside supports (counsellor, child psychologist, effective childcare worker) for our students is a daily struggle.* |
| 5. Materials, Resources and the Physical Work Environment | *Cleaning / wiping the office and our computer screens, keyboards, phones and workstations every morning after the office has been fogged the night before. It leaves behind a thick sticky substance. I'm concerned that it might end up making us and young children ill long term.* |

A total of 344 employees working in **Guildford Schools** provided responses to the Employee Well-Being Survey.  A series of tables and figures summarizing results of the survey are provided below.

**Figure 219.**  Employee Groups in Guildford Schools
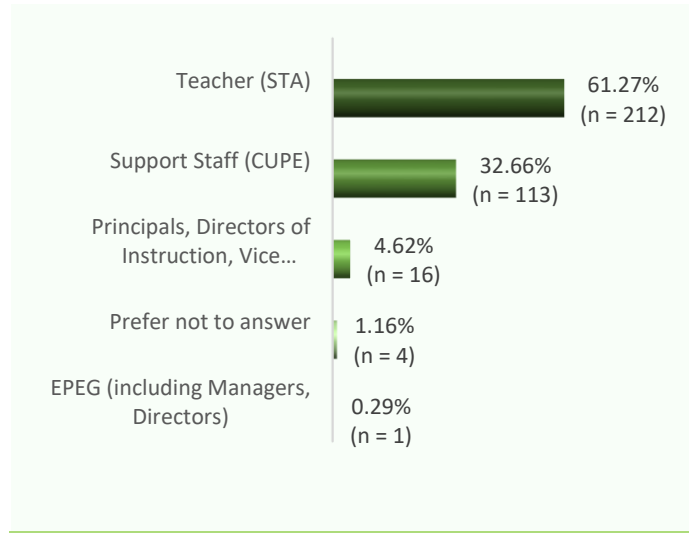


Six in ten (61.27%) employees working in **Guildford Schools** are Teachers, while about one-third (32.66%) are Support Staff.  Another 4.62% of survey respondents are Principals, Directors of Instruction, Vice Principals, District Principals, or Assistant Superintendents and one respondent indicated they are an EPEG employee.

See Figure 219 for a breakdown of employee groups within **Guildford Schools**.

Six in ten (63.37%) employees working in **Guildford Schools** work with elementary students, while over one-third (34.88%) work with secondary students.

See Figure 220 for additional information.
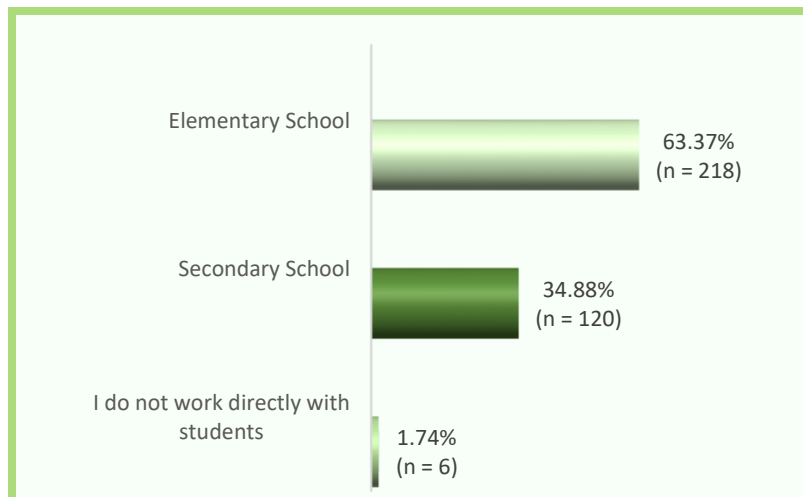


**Figure 220.**  Guildford Schools: Student Age Group Employees Work With Most or All of the Time

Over half (51.30%) of employees with **Guildford Schools** have been in their career for 11 or more years, while one-third (33.62%) of employees have been in their career for 5 years or less.

See Figure 221 for additional information.



| | |
|---|---|
| 16 or more years | 36.52% (n = 126) |
| 11-15 years | 14.78% (n = 51) |
| 6-10 years | 15.07% (n = 52) |
| 3-5 years | 18.55% (n = 64) |
| 0-2 years | 15.07% (n = 52) |
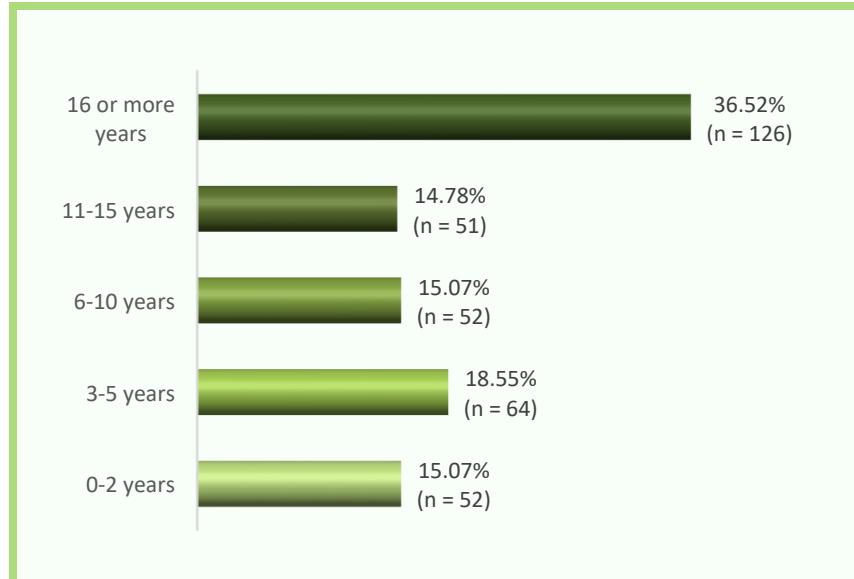
**Figure 221.** Number of Years Employees with Guildford Schools Have Been in their Current Career

**Figure 222.** Descriptors Chosen by Employees in Guildford Schools that Best Describes How They are Feeling



| | |
|---|---|
| Calm and confident almost all of the time | 11.59% (n = 40) |
| Calm and confident about 85% of the time | 19.13% (n = 66) |
| Calm and confident about 65% of the time | 21.45% (n = 74) |
| Calm and confident about 50% of the time | 19.71% (n = 68) |
| Calm and confident about 35% of the time | 20.58% (n = 71) |
| Calm and confident almost none of the time | 7.54% (n = 26) |

Over half (52.2%) employees with **Guildford Schools** indicated they are calm and confident 65% or more of the time, while 47.8% of employees indicated they are calm and confident either half or less than half of the time.

See Figure 222 for a breakdown of the descriptors employees chose that best describe how they are feeling.

Four in ten (39.6%) employees in **Guildford Schools** feel optimistic about their workplace most or all of the time, and three in ten (29.19%) selected a little or none of the time.  Over half (52.47%) of employees deal well with challenges in the workplace most or all of the time, and 16.48% selected a little or none of the time.  See Figures 223 and 224 for additional information.

**Figure 223.** Amount of Time Employees Feel Optimistic About How Things Are Going in the Workplace



| | |
|---|---|
| All of the time | 5.78% (n = 20) |
| Most of the time | 33.82% (n = 117) |
| Some of the time | 31.21% (n = 108) |
| A little of the time | 23.41% (n = 81) |
| None of the time | 5.78% (n = 20) |
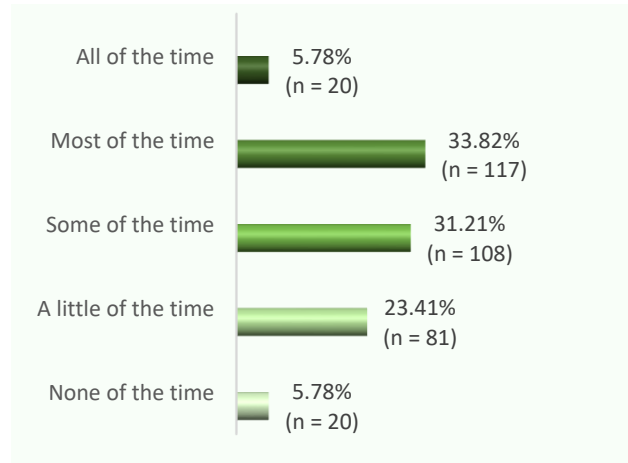
**Figure 184.** Amount of Time Employees Deal Well with Challenges in the Workplace



| | |
|---|---|
| All of the time | 8.99% (n = 31) |
| Most of the time | 43.48% (n = 150) |
| Some of the time | 31.01% (n = 107) |
| A little of the time | 13.04% (n = 45) |
| None of the time | 3.48% (n = 12) |



| | |
|---|---|
| All of the time | 35.00% (n = 119) |
| Most of the time | 37.65% (n = 128) |
| Some of the time | 17.65% (n = 60) |
| A little of the time | 6.76% (n = 23) |
| None of the time | 2.94% (n = 10) |



| | |
|---|---|
| All of the time | 35.47% (n = 122) |
| Most of the time | 46.80% (n = 161) |
| Some of the time | 12.79% (n = 44) |
| A little of the time | 3.78% (n = 13) |
| None of the time | 1.16% (n = 4) |
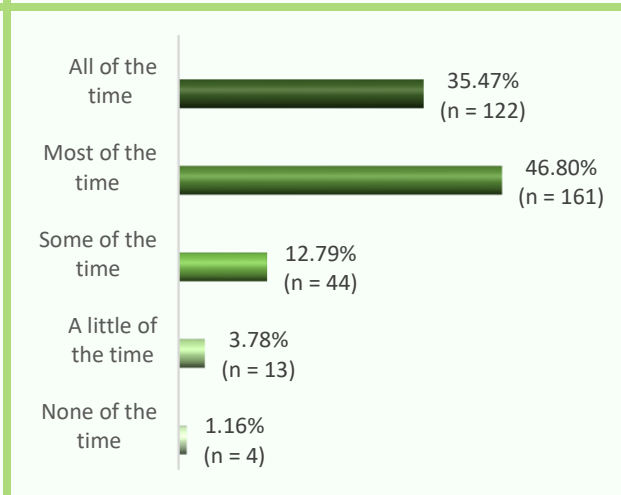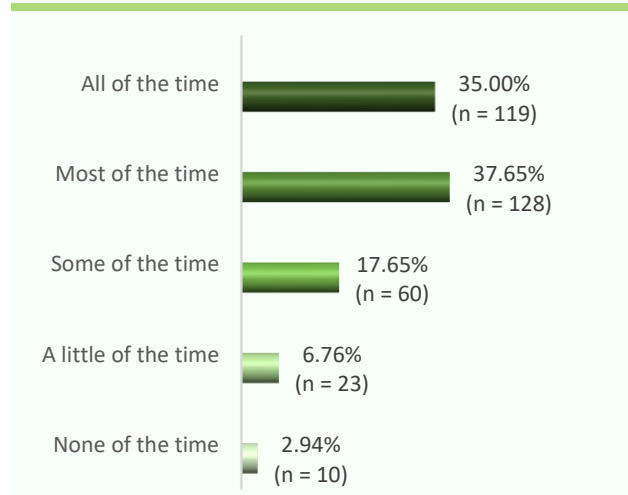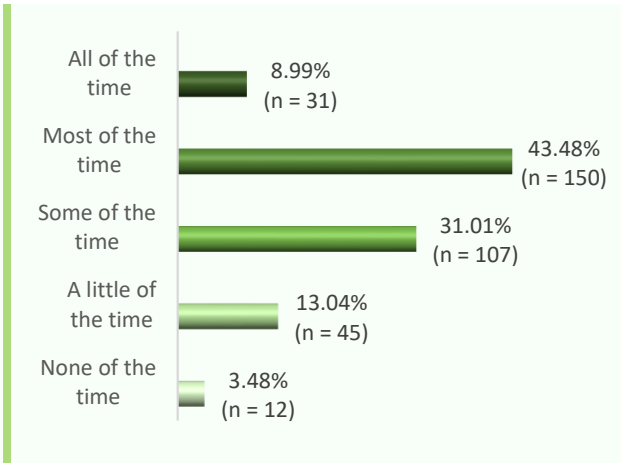
**Figure 224.** Amount of Time Employees Feel They Belong in the Workplace

**Figure 225.** Amount of Time Employees Feel the Work They Do Makes a Difference

Nearly three-quarters (72.65%) of employees in **Guildford Schools** feel they belong in the workplace most or all of the time, with one in ten (9.7%) a little or none of the time.  Eight in ten (82.27%) employees believe the work they do makes a difference most or all of the time, while 4.94% believe this a little or none of the time.  See Figures 224 and 225 for additional information.

Eight in ten (82.8%) employees in **Guildford Schools** feel confident in their work ability most or all of the time, with just 3.5% a little or none of the time. Similarly, eight in ten (81.69%) employees have at least one colleague they can go to for support most or all of the time, and 7.56% a little or none of the time. See Figures 226 and 227 for a breakdown of employees who feel confident in their work ability and have at least one colleague they can go to for support.

**Figure 226.** Amount of Time Employees Feel Confident in Their Work Ability

All of the time — 30.03% (n = 103)
Most of the time — 52.77% (n = 181)
Some of the time — 13.70% (n = 47)
A little of the time — 2.92% (n = 10)
None of the time — 0.58% (n = 2)
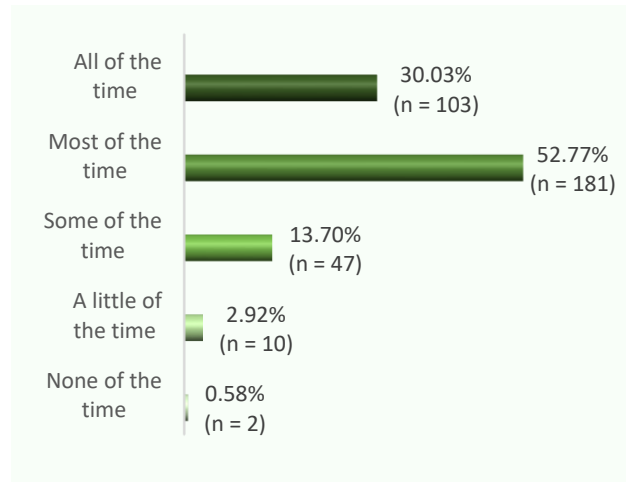
**Figure 227.** Employees Who Have at Least One Colleague They Can Go To For Support

All of the time — 56.40% (n = 194)
Most of the time — 25.29% (n = 87)
Some of the time — 10.76% (n = 37)
A little of the time — 4.36% (n = 15)
None of the time — 3.20% (n = 11)
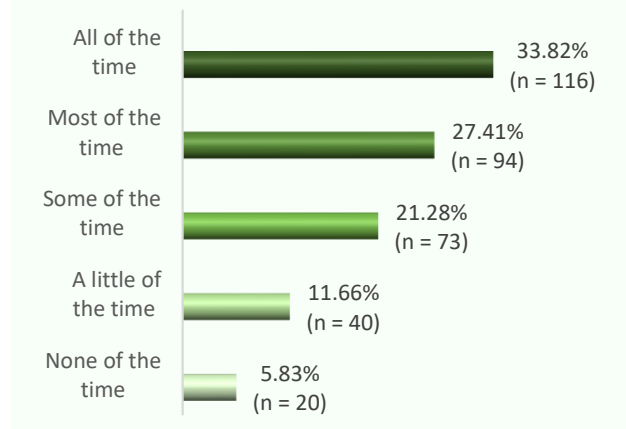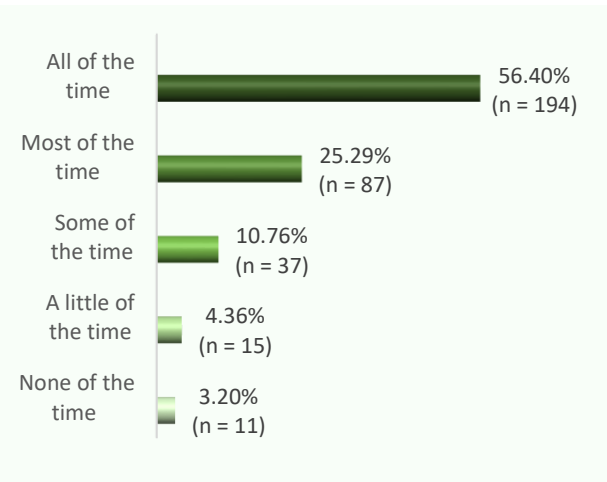
**Figure 228.** Amount of Time Employees Feel Like They Can Go to a Supervisor

All of the time — 33.82% (n = 116)
Most of the time — 27.41% (n = 94)
Some of the time — 21.28% (n = 73)
A little of the time — 11.66% (n = 40)
None of the time — 5.83% (n = 20)
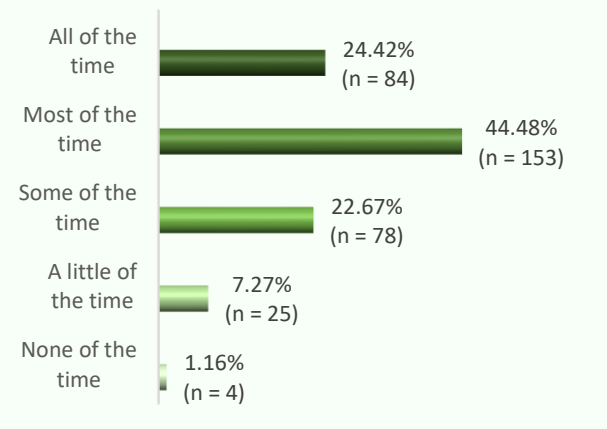
**Figure 229.** Amount of Time Employees Know Where to Seek Resources and Supports

All of the time — 24.42% (n = 84)
Most of the time — 44.48% (n = 153)
Some of the time — 22.67% (n = 78)
A little of the time — 7.27% (n = 25)
None of the time — 1.16% (n = 4)

Six in ten (61.2%) employees with **Guildford Schools** feel they can go to a Supervisor most or all of the time, while 17.49% feel they can go to a Supervisor a little or none of the time. Over two-thirds (68.9%) of employees know where to seek resources and supports when needed most or all of the time, and 8.43% a little or none of the time. See Figures 228 and 229 for additional information.

Two-thirds (68.41%) of **Guildford Schools** employees are confident in their ability to overcome a bad day at work most or all of the time, and one in ten (8.99%) selected a little or none of the time. More than half (56.51%) of employees look forward to work each day most or all of the time, and two in ten (19.53%) selected a little or none of the time. See Figures 230 and 231 for additional information.

**Figure 230.** Amount of Time Employees Are Confident About Their Ability to Overcome a Bad Day at Work
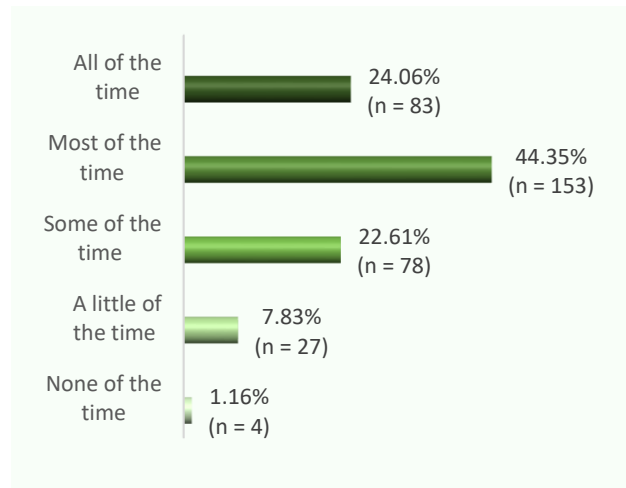
**Figure 231.** Amount of Time Employees Look Forward to Work Each Day



Figure 230 data:
- All of the time: 24.06% (n = 83)
- Most of the time: 44.35% (n = 153)
- Some of the time: 22.61% (n = 78)
- A little of the time: 7.83% (n = 27)
- None of the time: 1.16% (n = 4)

Figure 231 data:
- All of the time: 18.05% (n = 61)
- Most of the time: 38.46% (n = 130)
- Some of the time: 23.96% (n = 81)
- A little of the time: 13.61% (n = 46)
- None of the time: 5.92% (n = 20)



Yes 56.36% (n = 195)
Unsure 33.82% (n = 117)
No 9.83% (n = 34)
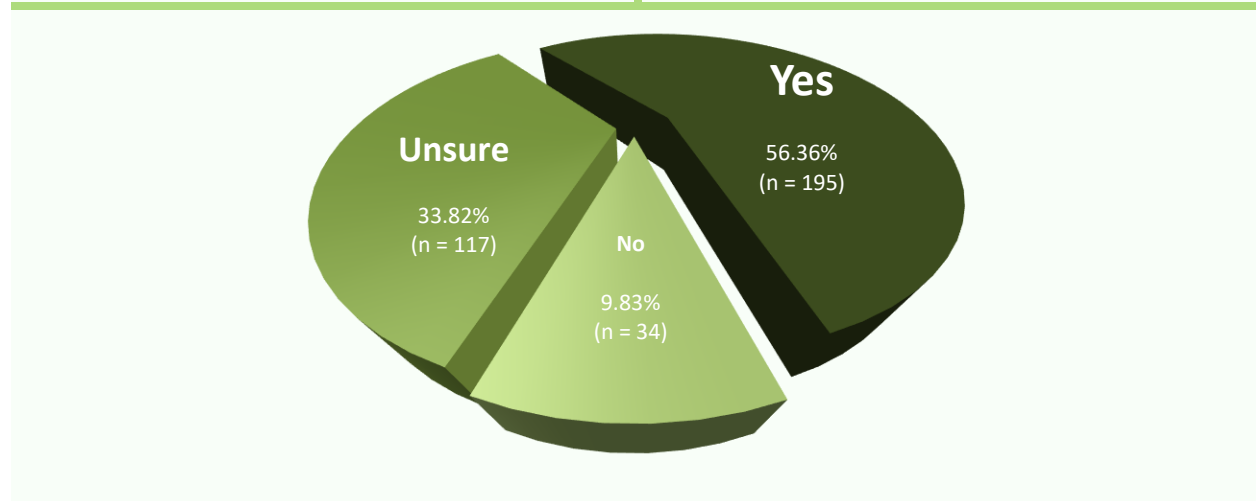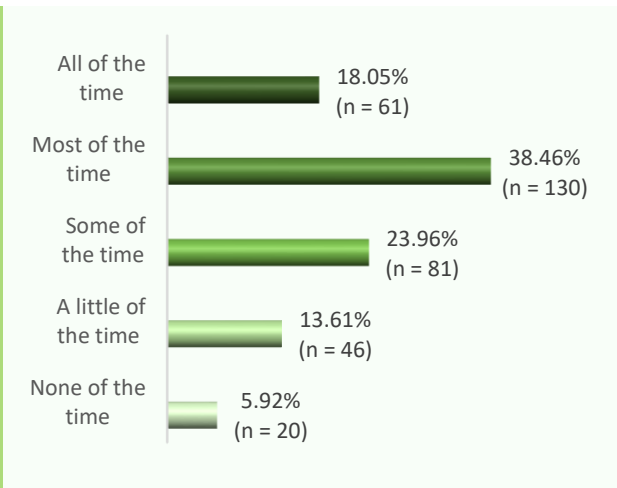
**Figure 232.** Interest Among Employees in Guildford Schools in Completing an Employee Well-Being Survey with More Domains

Over half (56.36%) of employees with **Guilford Schools** are interested in completing an employee well-being survey with more domains, while one-third (33.82%) of employees are unsure.

See Figure 232 for additional information.

Almost one-third (32.85%) of employees with **Guildford Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, over one-third (36.75%) of employees with **Guildford Schools** indicated that technology and hardware issues are challenging some or most of the time. See Figures 233 and 234 for additional information.

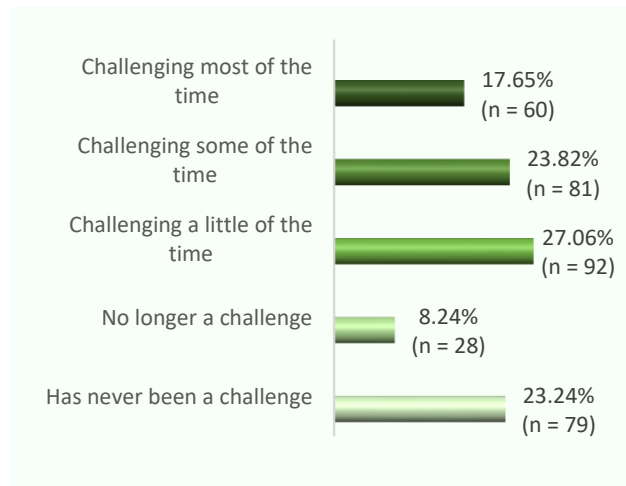**Figure 233.** Level of Challenge Among Employees in Guildford Schools: Using Teams or Other Software to Do Work
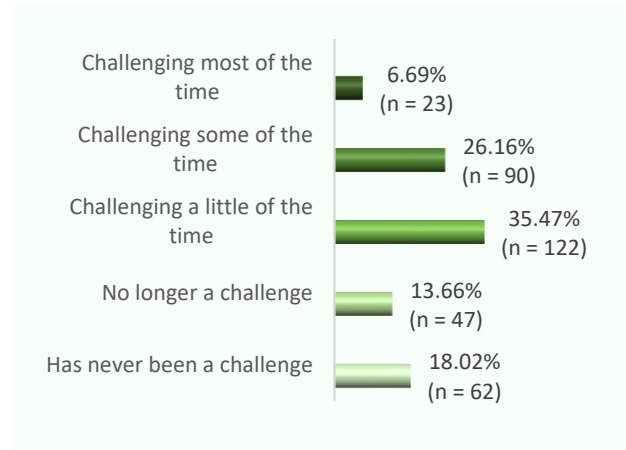
**Figure 234.** Level of Challenge Among Employees in Guildford Schools: Technology – Hardware Issues
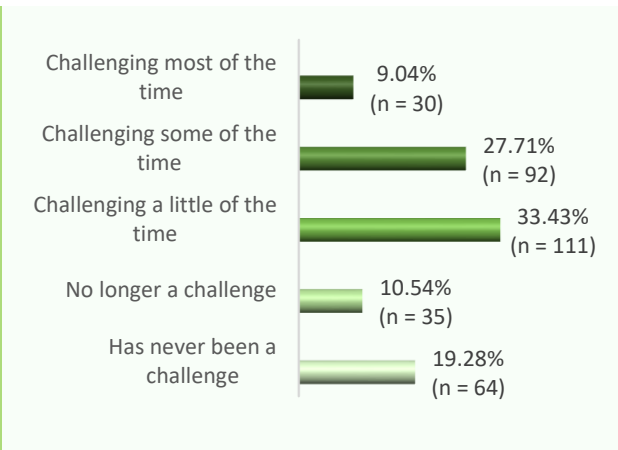


**Figure 235.** Level of Challenge Among Employees in Guildford Schools: Receiving Adequate Information about Health and Safety in a Timely Manner
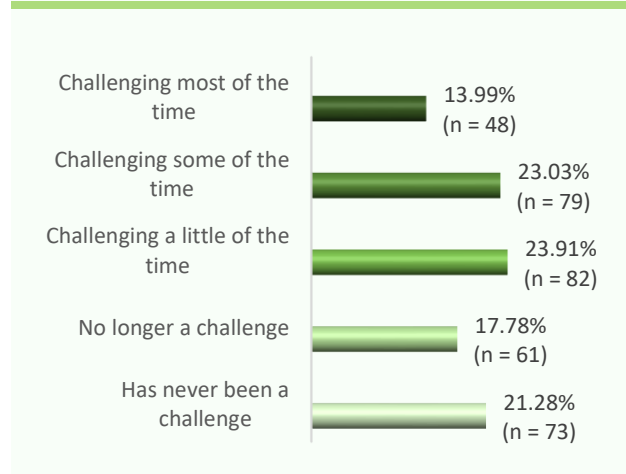
**Figure 236.** Level of Challenge Among Employees in Guildford Schools: Intensity of Workload
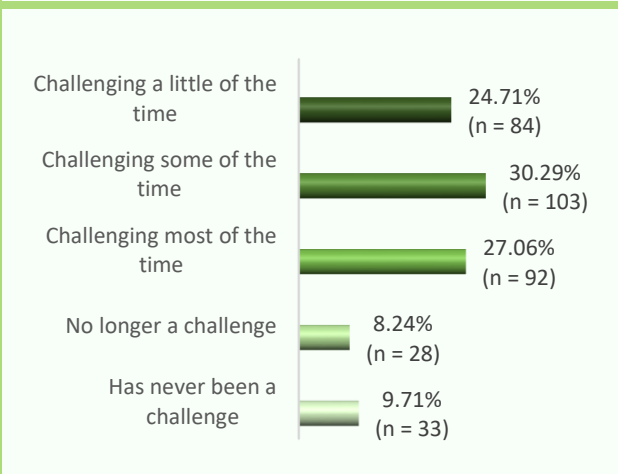
Over one-third (37.02%) of employees with **Guildford Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Over half (57.35%) of employees with **Guildford Schools** indicated that the intensity of the workload is challenging some or most of the time. See Figures 235 and 236 for additional information.

Four in ten (41.47%) employees with **Guildford Schools** indicated that feeling isolated and lonely has been challenging some or most of the time. Almost half (48.7%) employees with **Guildford Schools** indicated that balancing work and life has been challenging some or most of the time. See Figures 237 and 238 for additional information.

**Figure 237.** Level of Challenge Among Employees in Guildford Schools: Feeling Isolated and Lonely

**Figure 238.** Level of Challenge Among Employees in Guildford Schools: Balancing Work and Life
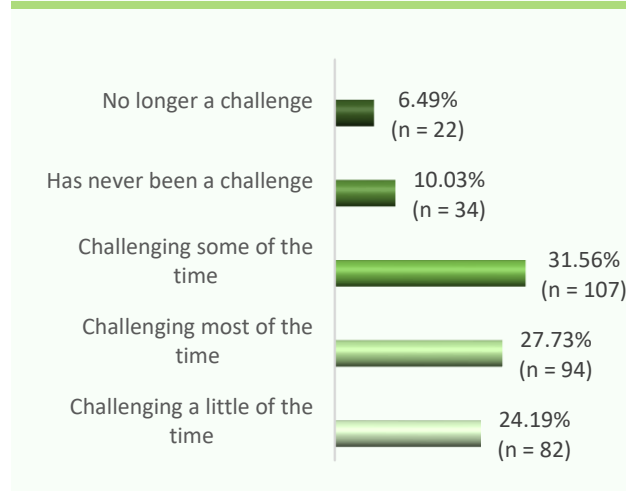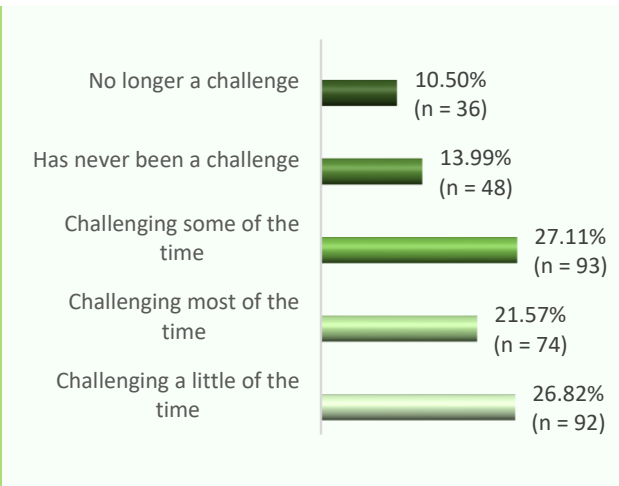


**Figure 239.** Level of Challenge Among Employees in Guildford Schools: Dealing with Stress and Anxiety
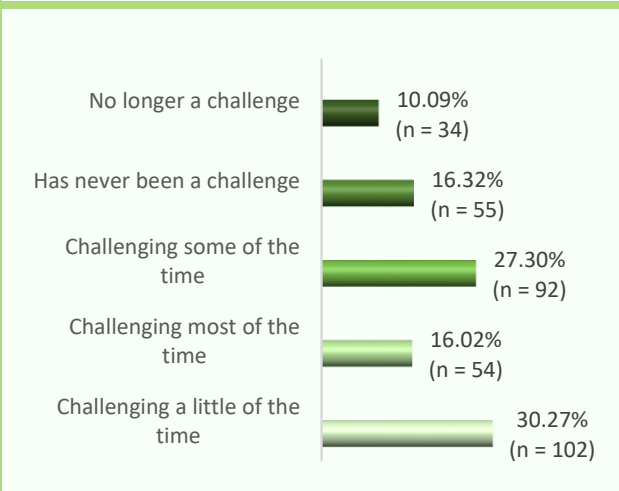
**Figure 240.** Level of Challenge Among Employees in Guildford Schools: Uncertainty of Expectations

Six in ten (59.3%) employees with **Guildford Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time. Four in ten (43.3%) employees with **Guildford Schools** deal with the challenge of uncertainty around expectations some or most of the time. See Figures 239 and 240 for additional information.

| | |
|---|---|
| 8 Challenges | 29.07% (n = 100) |
| 7 Challenges | 16.28% (n = 56) |
| 6 Challenges | 16.28% (n = 56) |
| 5 Challenges | 13.66% (n = 47) |
| 4 Challenges | 7.27% (n = 25) |
| 3 Challenges | 5.81% (n = 20) |
| 2 Challenges | 4.36% (n = 15) |
| 1 Challenge | 2.33% (n = 8) |
| 0 Challenges | 4.94% (n = 17) |

**Figure 241.** Total Number of Challenges Selected by Employees with Guilford Schools
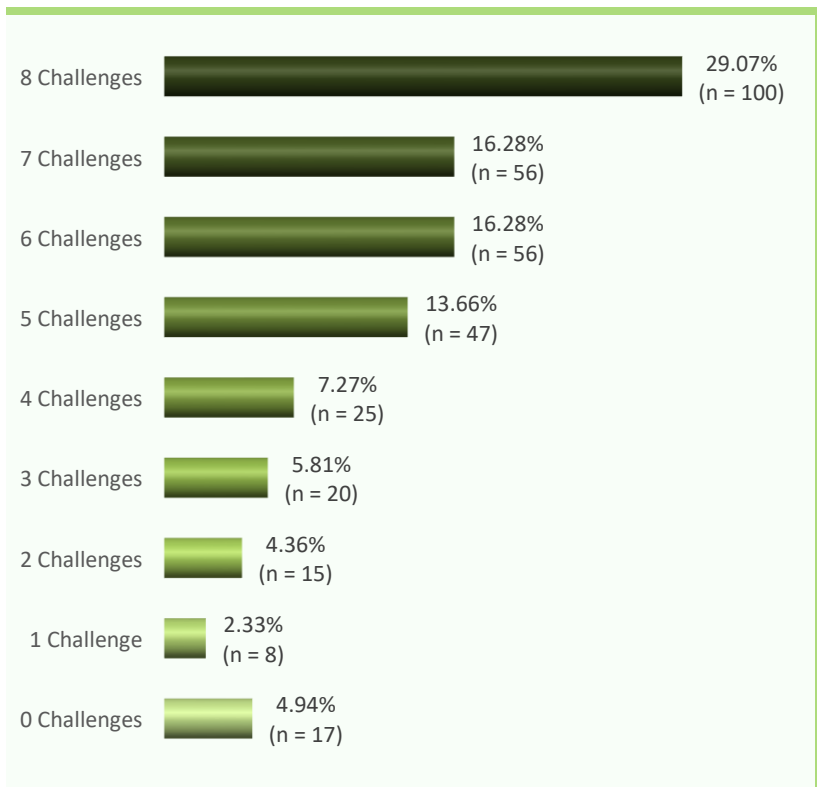
Overall, employees with **Guilford Schools** face nearly six ($M$ = 5.70) challenges on average.

Three-quarters (75.29%) of employees with **Guilford Schools** indicated they face at least five challenges.

See Figure 241 for additional information.

Between 39% and 62% of employees in **Guildford Schools** found the following resources and supports to be the most helpful: 1) support from colleagues in school or the workplace (61.52%), 2) regular staff meetings led by administrators (39.36%), and 3) weekly video messages by the superintendent (12.35%).

See Figure 242 for additional information
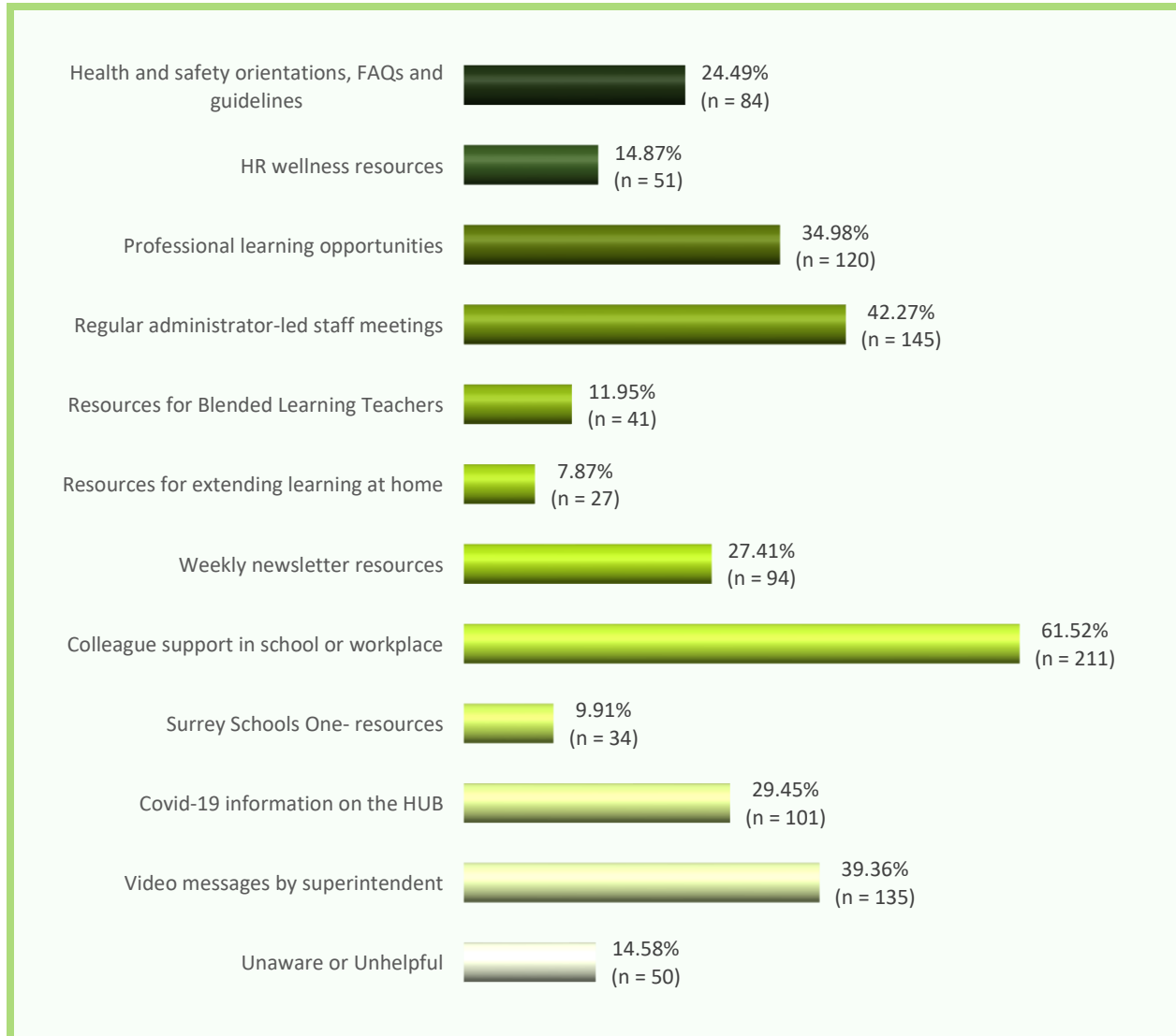


**Figure 242.** Resources and Supports Employees With Guildford Schools Found Most Helpful

On average, employees with **Guildford Schools** utilized three resources and supports they found most helpful (*M* = 3.03).

About one-fifth (19.47%) of employees with **Guildford Schools** utilized five or more resources and supports while one-quarter (25.29%) of employees utilized one resource or support or did not access any resources and supports at all.

See Figure 243 for additional information.
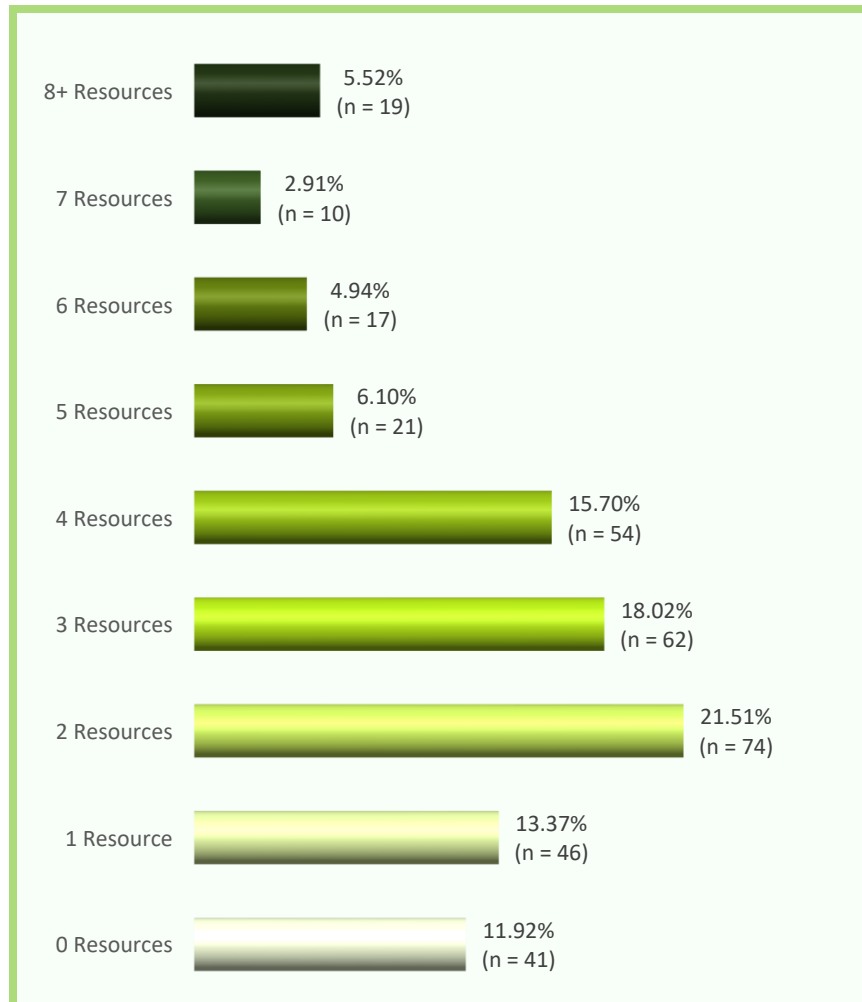


**Figure 243.** Number of Resources and Supports Per Employee in Guildford Schools That Were Found Most Helpful

Outside of the challenges listed above, the challenges employees working in **Guildford Schools** mentioned most were related to the theme of workloads, schedules, and roles (30.0%). The most mentions for any sub-theme was uncertain and challenging expectations of roles, responsibilities, compensation (13.6%). See Table 17 for more details.

**Table 17**. Challenges Faced by Employees in Guildford Schools

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| 1. Health and Safety Protocols and Practices (*n* = 66; 30.0%) | a. Exposure risk | 24 | 10.9% |
| | b. Barriers and challenges to following and implementing protocols | 18 | 8.2% |
| | c. Compliance with safety protocols | 12 | 5.5% |
| | d. Effective and consistent communication | 8 | 3.6% |
| | e. Lack of safety protocols, precautions, and enforcement | 4 | 1.8% |
| 2. Workload, Scheduling and Roles (*n* = 67; 30.5%) | a. Uncertain and challenging expectations of roles, responsibilities, compensation | 30 | 13.6% |
| | b. Consideration of workload and schedules | 21 | 9.5% |
| | c. District, school, and administration support and communication and access to information | 16 | 7.3% |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health (*n* = 36; 16.4%) | a. Maintaining morale, motivation, connection with others | 13 | 5.9% |
| | b. Being acknowledged, respected and valued | 9 | 4.1% |
| | c. Staff access to mental healthcare, personal life challenges | 9 | 4.1% |
| | d. Managing wellbeing of colleagues, workplace conflicts | 5 | 2.3% |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges (*n* = 41; 18.6 %) | a. Student learning and academic challenges | 17 | 7.7% |
| | b. Lack of resources and supports to meet student needs | 13 | 5.9% |
| | c. Working with students with behaviour challenges | 7 | 3.2% |
| | d. Addressing and managing student wellbeing | 4 | 1.8% |
| 5. Materials, Resources and the Physical Work Environment (*n* = 10; 4.6%) | a. Access to materials, resources, and funding | 5 | 2.3% |
| | b. Challenges and adaptations to the physical work environment | 5 | 2.3% |
| **Total** | | **220 mentions** | |

Table 18 includes a sample of quotes from employees working in **Guildford Schools**.

**Table 18**. Sample Quotes of Challenges Faced by Employees in Guildford Schools for Each Theme

| Themes | Quote |
|---|---|
| 1. Health and Safety Protocols and Practices | *Overwhelmed and unsafe at work due to Covid, large classes, poor ventilation, illusion of cohort safety.* |
| 2. Workload, Scheduling and Roles | *1. lack of time to prep, mark, work with students and colleagues 2. timetable inequities and challenges: between juniors and seniors, very long classes for grade 8's and 9's, time inequity between seniors in AM and PM.* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *Just feeling worn down by the long haul of it all - and no clear end.* |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges | *My challenge is finding a way to support all of my students when so much of my time is spent with specific students because they do not qualify for EA hours without an official designation.* |
| 5. Materials, Resources and the Physical Work Environment | *I find our technology that is available to students are old and numbers are limited that I cannot deliver tech-based programs well.* |

## 5.4. NEWTON AND FLEETWOOD SCHOOLS

A total of 518 employees working in **Newton and Fleetwood Schools** provided responses to the Well-Being Survey. A series of tables and figures summarizing results of the survey are provided below.

**Figure 244.** Employee Groups in Newton and Fleetwood Schools

Six in ten (57.03%) employees in **Newton and Fleetwood Schools** are Teachers, while four in ten (41.23%) are Support Staff. Another 1.73% of survey respondents are Administrators.

See Figure 244 for a breakdown of employee groups within **Newton and Fleetwood Schools**.

Teacher (STA) — 57.03% (n = 296)

Support Staff (CUPE) — 41.23% (n = 214)

Principals, Directors of Instruction, Vice Principals, District Principals, Assistant Superintendents — 1.73% (n = 9)
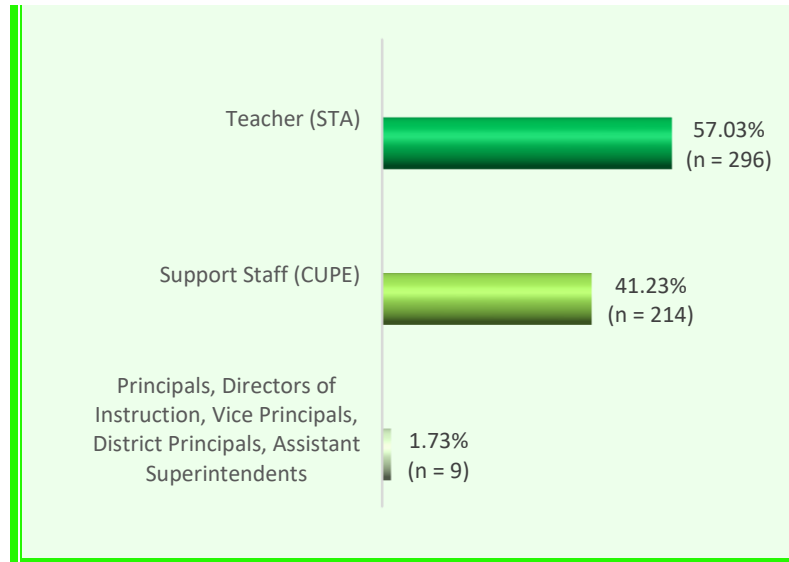
About two-thirds (65.7%) of employees in **Newton and Fleetwood Schools** work with elementary students, while three in ten (31.98%) work with secondary students.

See Figure 245 for additional information.

Elementary School — 65.70% (n = 339)

Secondary School — 31.98% (n = 165)

I do not work directly with students — 2.33% (n = 12)
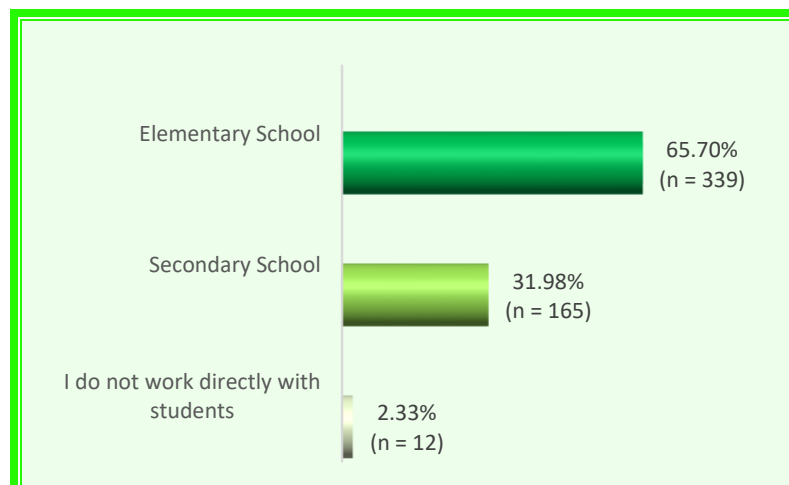
**Figure 245.** Newton and Fleetwood Schools: Student Age Group Employees Work With Most or All of the Time

One-third (33.40%) of employees with **Newton and Fleetwood Schools** have been in their career for 16 or more years, while just under one-third (32.04%) have been in their career for 5 years or less.

See Figure 246 for additional information.



**Figure 247.** Descriptors Chosen by Employees in Newton and
Fleetwood Schools that Best Describes How They
are Feeling
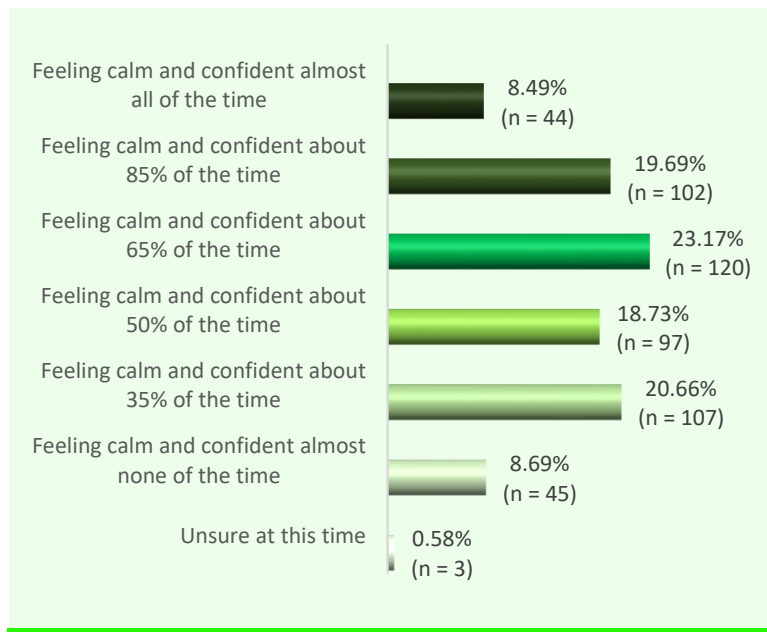


About half (51.4%) of employees with **Newton and Fleetwood Schools** indicated they are calm and confident 65% or more of the time, while 48.1% of employees indicated they are calm and confident either half or less than half of the time.

See Figure 247 for additional information.

Over one-third (37.1%) of employees in **Newton and Fleetwood Schools** feel optimistic about their workplace most or all of the time, and three in ten (28.1%) selected a little or none of the time. Half (50.3%) of employees deal well with challenges in the workplace most or all of the time, and two in ten (19.0%) selected a little or none of the time. See Figures 248 and 249 for additional information.

**Figure 248.** Amount of Time Employees Feel Optimistic About How Things Are Going in the Workplace
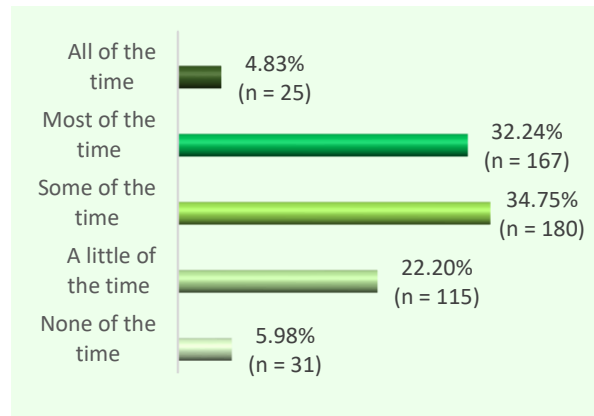
**Figure 249.** Amount of Time Employees Deal Well with Challenges in the Workplace

All of the time — 4.83% (n = 25)
Most of the time — 32.24% (n = 167)
Some of the time — 34.75% (n = 180)
A little of the time — 22.20% (n = 115)
None of the time — 5.98% (n = 31)

All of the time — 9.11% (n = 46)
Most of the time — 41.19% (n = 208)
Some of the time — 30.69% (n = 155)
A little of the time — 14.26% (n = 72)
None of the time — 4.75% (n = 24)

All of the time — 33.00% (n = 167)
Most of the time — 37.35% (n = 189)
Some of the time — 18.58% (n = 94)
A little of the time — 8.30% (n = 42)
None of the time — 2.77% (n = 14)

All of the time — 34.46% (n = 173)
Most of the time — 42.83% (n = 215)
Some of the time — 16.53% (n = 83)
A little of the time — 5.18% (n = 26)
None of the time — 1.00% (n = 5)

**Figure 250.** Amount of Time Employees Feel They Belong in the Workplace
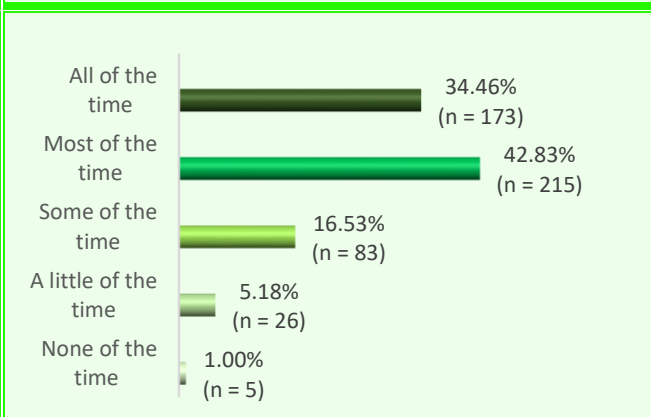
**Figure 251.** Amount of Time Employees Feel the Work They Do Makes a Difference

Seven in ten (70.3%) employees in **Newton and Fleetwood Schools** feel they belong in the workplace most or all of the time, and one in ten (11.1%) a little or none of the time.  Over three-quarters (77.3%) of employees believe the work they do makes a difference most or all of the time, while 6.2% believe this a little or none of the time.  See Figures 250 and 251 for additional information.

Eight in ten (79.9%) employees in **Newton and Fleetwood Schools** feel confident in their work ability most or all of the time, with just 5.2% a little or none of the time. Similarly, eight in ten (83.2%) employees have at least one colleague they can go to for support most or all of the time, and 5.9% a little or none of the time. See Figures 252 and 253 for additional information.

**Figure 252.** Amount of Time Employees Feel Confident in Their Work Ability
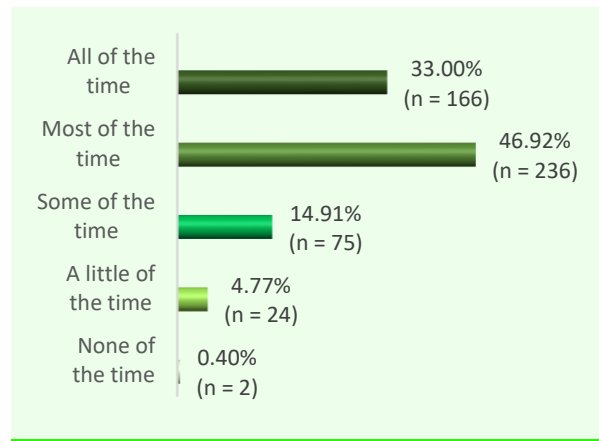
**Figure 253.** Employees Who Have at Least One Colleague They Can Go To For Support
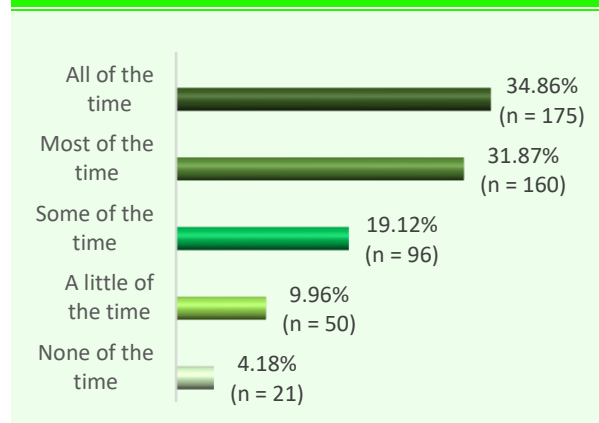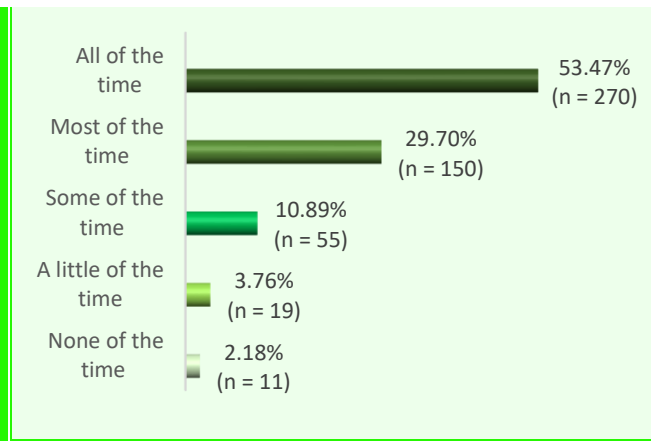
**Figure 254.** Amount of Time Employees Feel Like They Can Go to a Supervisor
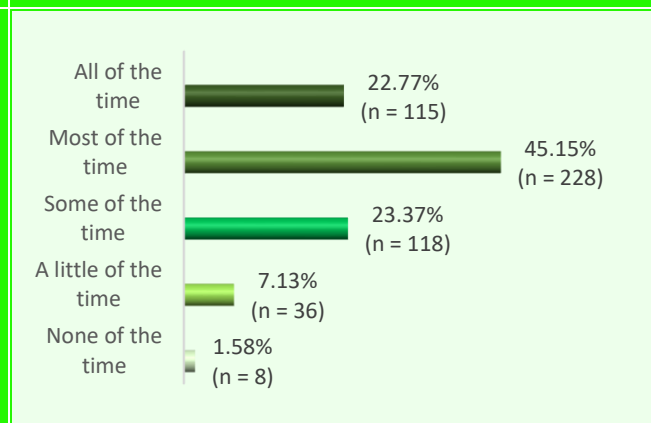
**Figure 255.** Amount of Time Employees Know Where to Seek Resources and Supports

Figure 252:
- All of the time: 33.00% (n = 166)
- Most of the time: 46.92% (n = 236)
- Some of the time: 14.91% (n = 75)
- A little of the time: 4.77% (n = 24)
- None of the time: 0.40% (n = 2)

Figure 253:
- All of the time: 53.47% (n = 270)
- Most of the time: 29.70% (n = 150)
- Some of the time: 10.89% (n = 55)
- A little of the time: 3.76% (n = 19)
- None of the time: 2.18% (n = 11)

Figure 254:
- All of the time: 34.86% (n = 175)
- Most of the time: 31.87% (n = 160)
- Some of the time: 19.12% (n = 96)
- A little of the time: 9.96% (n = 50)
- None of the time: 4.18% (n = 21)

Figure 255:
- All of the time: 22.77% (n = 115)
- Most of the time: 45.15% (n = 228)
- Some of the time: 23.37% (n = 118)
- A little of the time: 7.13% (n = 36)
- None of the time: 1.58% (n = 8)

Two-thirds (66.7%) of employees with **Newton and Fleetwood Schools** feel they can go to a Supervisor most or all of the time, while 14.1% feel they can go to a Supervisor a little or none of the time. Two-thirds (67.9%) of employees know where to seek resources and supports when needed most or all of the time, and 8.7% a little or none of the time. See Figures 254 and 255 for additional information.

Two-thirds (67.9%) of **Newton and Fleetwood Schools** employees are confident in their ability to overcome a bad day at work most or all of the time, and 8.5% selected a little or none of the time. Six in ten (58.3%) employees look forward to work each day most or all of the time, and two in ten (18.0%) selected a little or none of the time. See Figures 256 and 257 for additional information.

**Figure 256.** Amount of Time Employees Are Confident About Their Ability to Overcome a Bad Day at Work
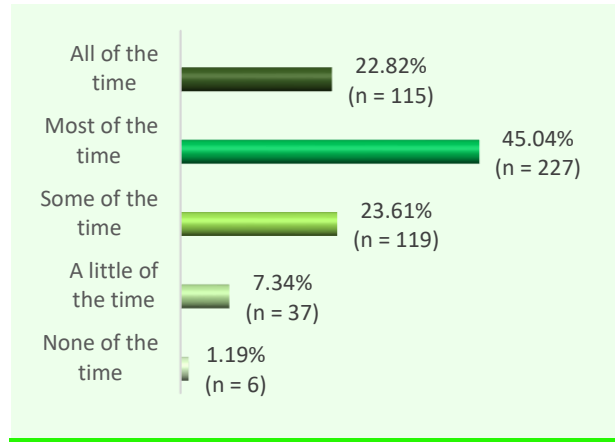
**Figure 257.** Amount of Time Employees Look Forward to Work Each Day
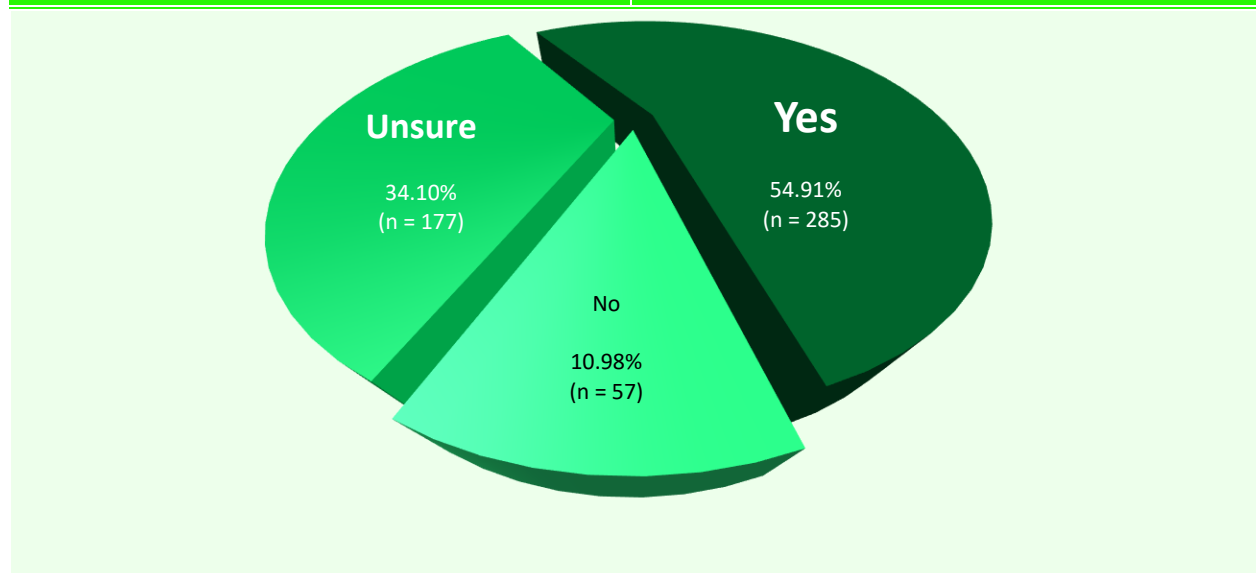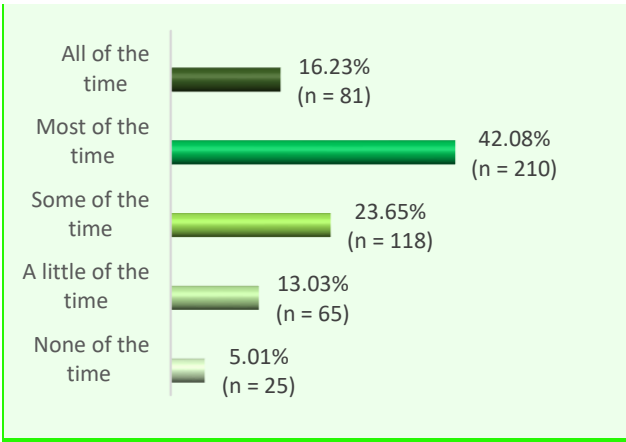


**Figure 258.** Interest Among Employees in Newton and Fleetwood Schools in Completing an Employee Well-Being Survey with More Domains

Over half (54.91%) of employees with **Newton and Fleetwood Schools** are interested in completing an employee well-being survey with more domains, while just over one-third (34.10%) of employees are unsure. See Figure 258 for additional information.

Over one-third (37.3%) of employees with **Newton and Fleetwood Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Four in ten (41.1%) of employees indicated that technology and hardware issues are challenging some or most of the time. See Figures 259 and 260 for additional information.

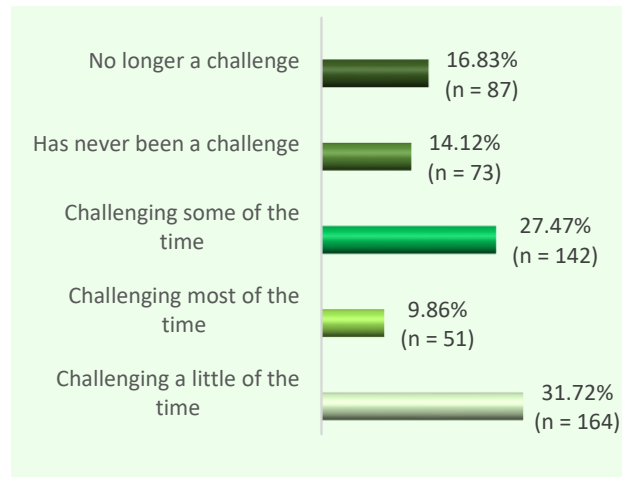**Figure 259.** Level of Challenge Among Employees in Newton and Fleetwood Schools: Using Teams or Other Software to Do Work



**Figure 260.** Level of Challenge Among Employees in Newton and Fleetwood Schools: Technology – Hardware Issues
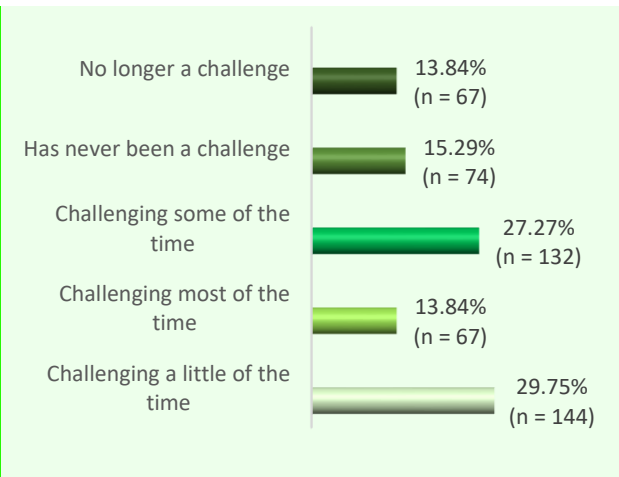


**Figure 261.** Level of Challenge Among Employees in Newton and Fleetwood Schools: Receiving Adequate Information about Health and Safety in a Timely Manner
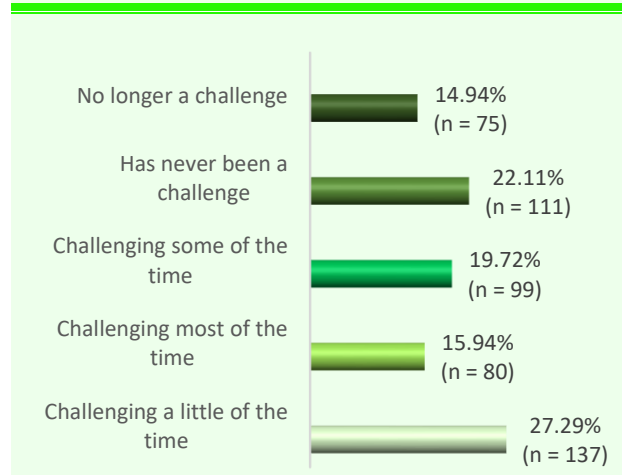
**Figure 262.** Level of Challenge Among Employees in Newton and Fleetwood Schools: Intensity of Workload
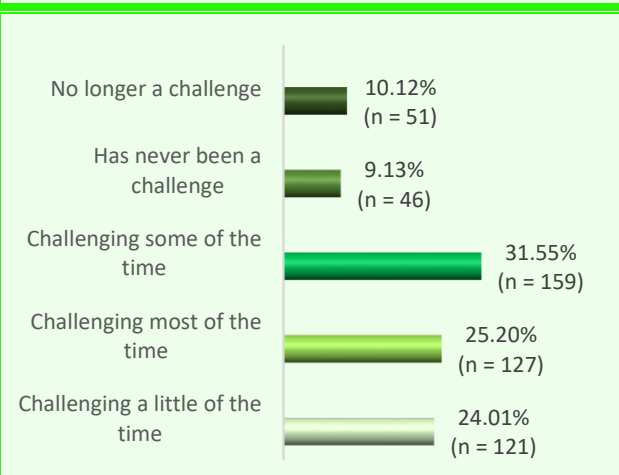
Over one-third (35.7%) of employees with **Newton and Fleetwood Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Over half (56.8%) of employees indicated that the intensity of the workload is challenging some or most of the time. See Figures 261 and 262 for additional information.

Four in ten (41.5%) employees with **Newton and Fleetwood Schools** indicated that feeling isolated and lonely has been challenging some or most of the time. Almost half (48.7%) of employees with indicated that balancing work and life has been challenging some or most of the time. See Figures 263 and 264 for additional information.

**Figure 263.** Level of Challenge Among Employees in Newton and Fleetwood Schools: Feeling Isolated and Lonely
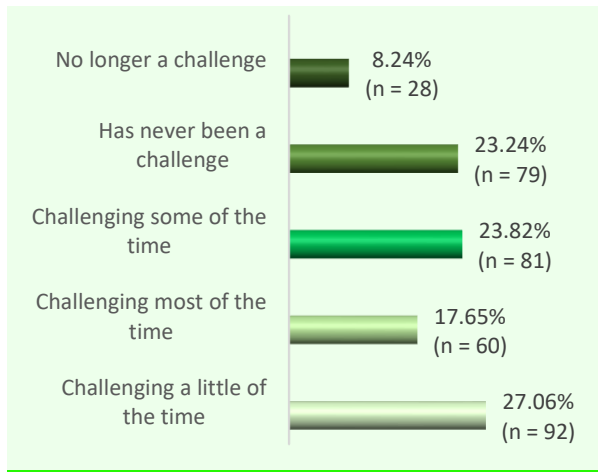
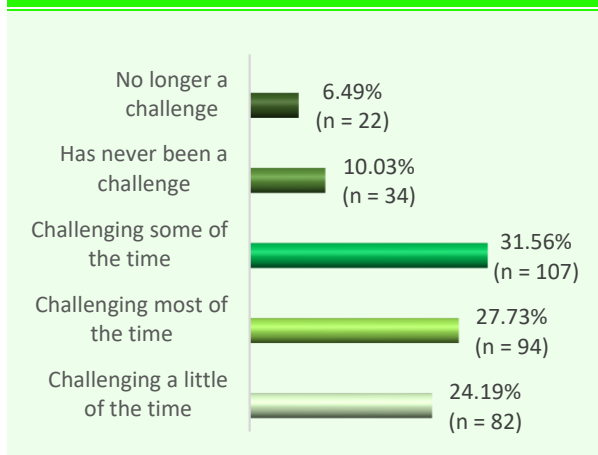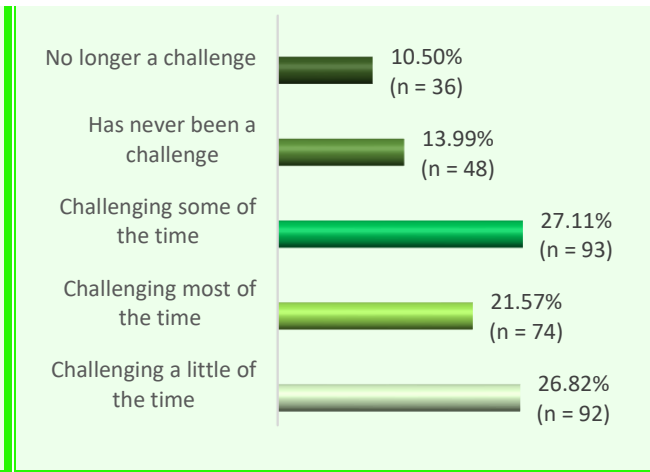**Figure 264.** Level of Challenge Among Employees in Newton and Fleetwood Schools: Balancing Work and Life

No longer a challenge — 8.24% (n = 28)
Has never been a challenge — 23.24% (n = 79)
Challenging some of the time — 23.82% (n = 81)
Challenging most of the time — 17.65% (n = 60)
Challenging a little of the time — 27.06% (n = 92)

No longer a challenge — 10.50% (n = 36)
Has never been a challenge — 13.99% (n = 48)
Challenging some of the time — 27.11% (n = 93)
Challenging most of the time — 21.57% (n = 74)
Challenging a little of the time — 26.82% (n = 92)

No longer a challenge — 6.49% (n = 22)
Has never been a challenge — 10.03% (n = 34)
Challenging some of the time — 31.56% (n = 107)
Challenging most of the time — 27.73% (n = 94)
Challenging a little of the time — 24.19% (n = 82)

No longer a challenge — 10.09% (n = 34)
Has never been a challenge — 16.32% (n = 55)
Challenging some of the time — 27.30% (n = 92)
Challenging most of the time — 16.02% (n = 54)
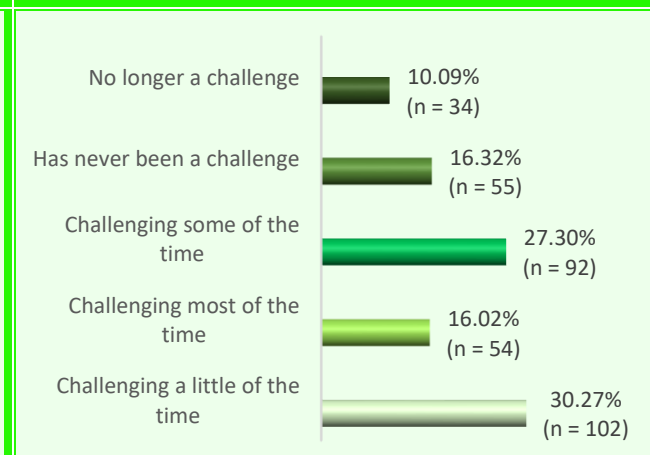Challenging a little of the time — 30.27% (n = 102)

**Figure 265.** Level of Challenge Among Employees in Newton and Fleetwood Schools: Dealing with Stress and Anxiety

**Figure 266.** Level of Challenge Among Employees in Newton and Fleetwood Schools: Uncertainty of Expectations

Six in ten (59.3%) employees with **Newton and Fleetwood Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time. Four in ten (43.3%) employees deal with the challenge of uncertainty around expectations some or most of the time. See Figures 265 and 266 for additional information.
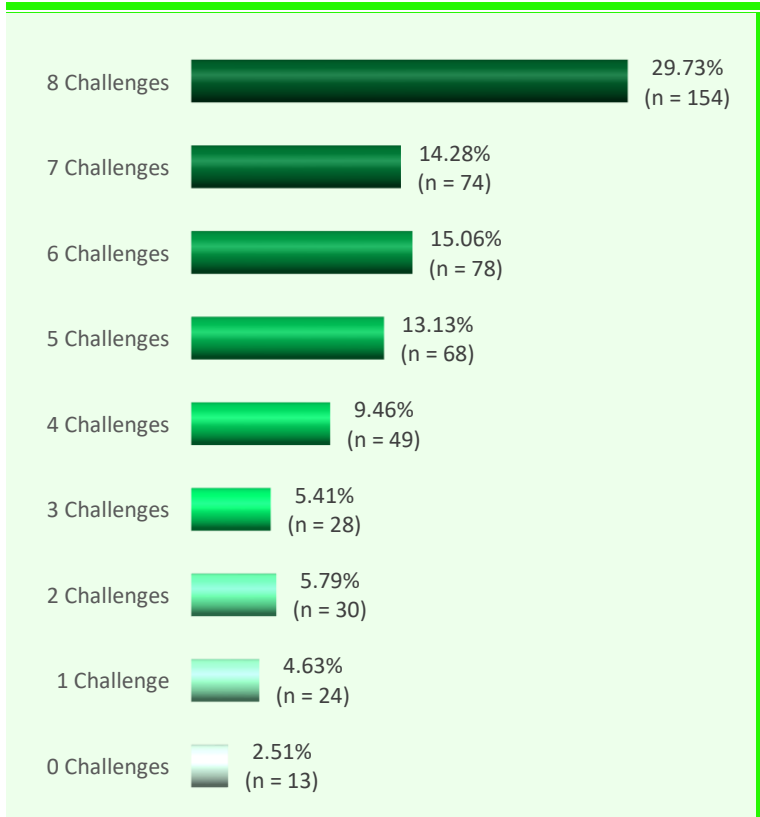
**Figure 267.** Total Number of Challenges Selected by Employees with Newton and Fleetwood Schools

Overall, employees with **Newton and Fleetwood Schools** face almost six (*M* = 5.64) challenges on average.

Seven in ten (72.04%) employees with **Newton and Fleetwood Schools** indicated they face at least 5 challenges.
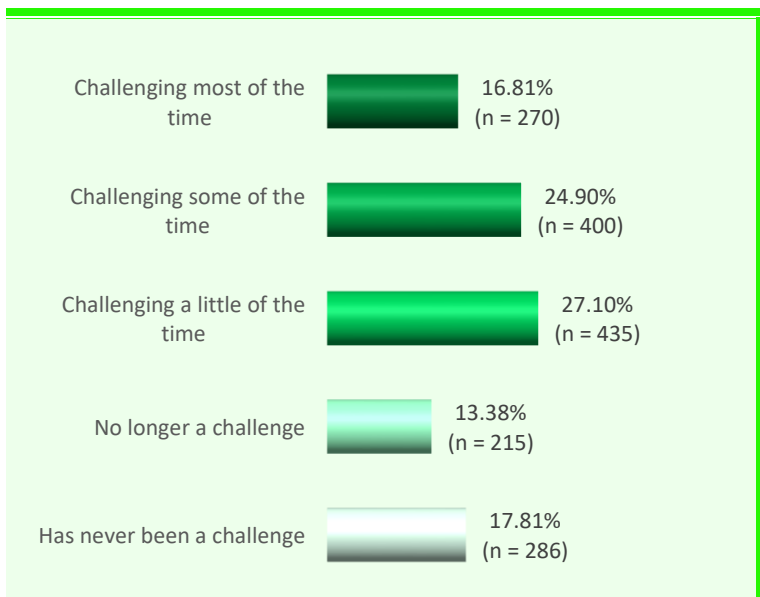
See Figure 267 for additional information



**Figure 268.** Amount of Time Employees with Newton and Fleetwood Schools Are Faced with Challenges

Across all challenges, four in ten challenges (41.72%) employees with **Newton and Fleetwood Schools** face a challenge some or most of the time

When an employee with **Newton and Fleetwood Schools** faces a challenge, they are more likely to face the challenge most of the time (*M* = 2.64)

See Figure 268 for additional information.

Between 43% and 63% of employees in **Newton and Fleetwood Schools** found the following resources and supports to be the most helpful: 1) support from colleagues in school or the workplace (62.74%), 2) weekly video messages by the superintendent (44.21%), and 3) regular staff meetings led by administrators (43.24%).

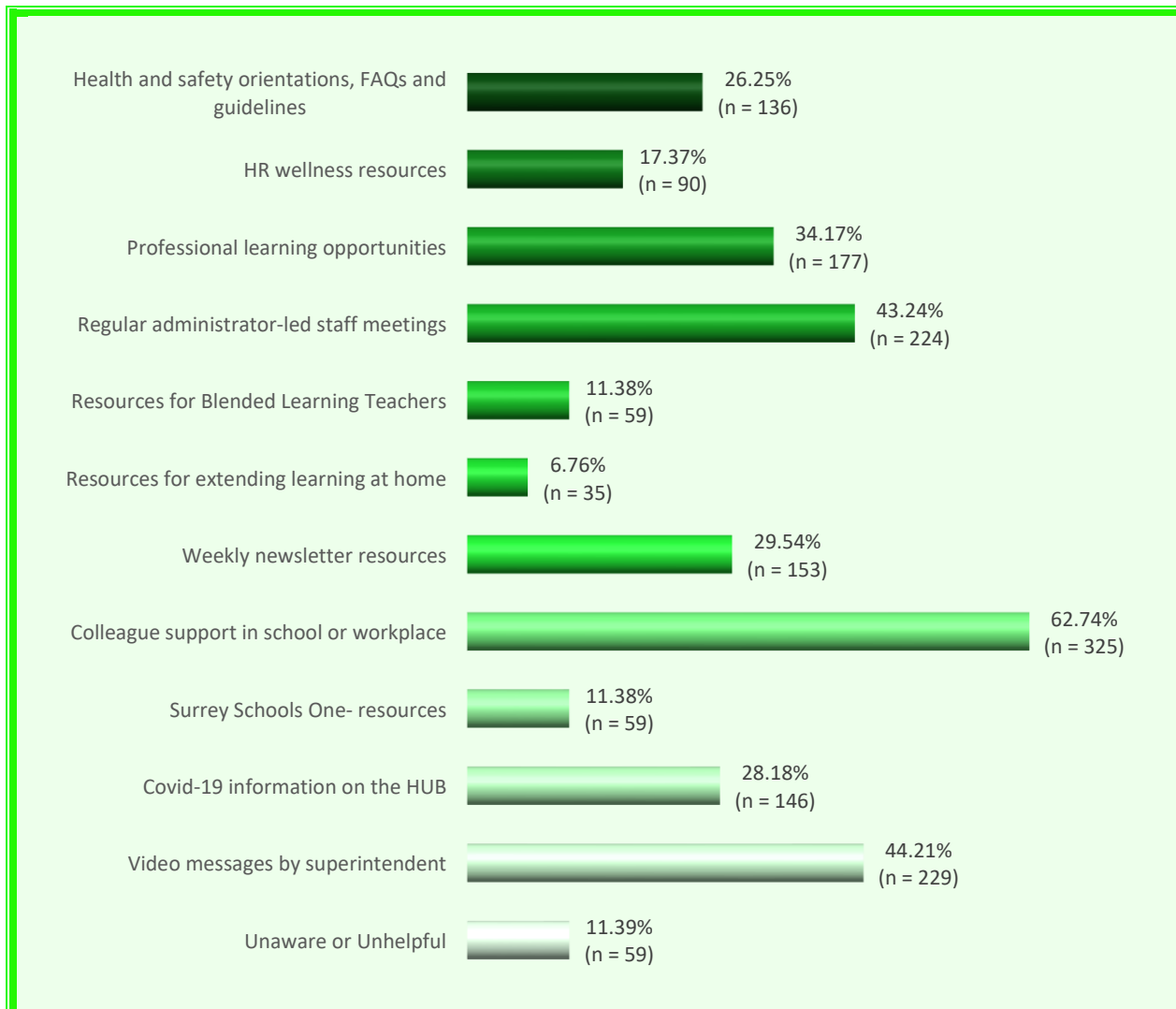See Figure 269 for additional information.



**Figure 269.** Resources and Supports Employees With Newton and Fleetwood Schools Found Most Helpful

On average, employees with **Newton and Fleetwood Schools** utilized three resources and supports they found most helpful (*M* = 3.15).

About one-quarter (23.37%) of employees with **Newton and Fleetwood Schools** utilized five or more resources and supports while about one-quarter (24.32%) of employees utilized one resource or support or did not access any resources and supports at all.
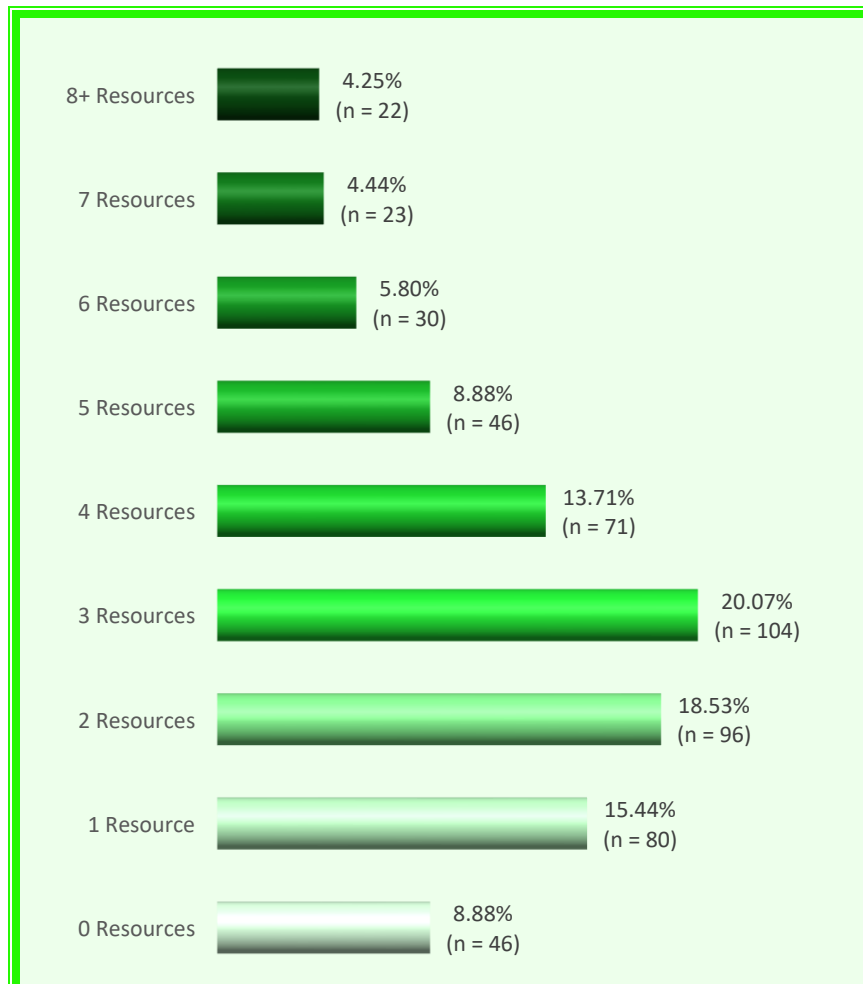
See Figure 269 for additional information.



| Category | Percentage |
|----------|-----------|
| 8+ Resources | 4.25% (n = 22) |
| 7 Resources | 4.44% (n = 23) |
| 6 Resources | 5.80% (n = 30) |
| 5 Resources | 8.88% (n = 46) |
| 4 Resources | 13.71% (n = 71) |
| 3 Resources | 20.07% (n = 104) |
| 2 Resources | 18.53% (n = 96) |
| 1 Resource | 15.44% (n = 80) |
| 0 Resources | 8.88% (n = 46) |

**Figure 270.** Number of Resources and Supports Per Employee in Newton and Fleetwood Schools That Were Found Most Helpful

Outside of the challenges listed above, the challenges employees working in **Newton and Fleetwood Schools** mentioned most were related to the theme of workloads, schedules, and roles (30.0%). The most mentions for any sub-theme was uncertain and challenging expectations of roles, responsibilities, compensation (13.6%). See Table 19 for more details.

**Table 19.** Challenges Faced by Employees in Newton and Fleetwood Schools

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| 1. Health and Safety Protocols and Practices (*n* = 100; 36.9%) | a. Exposure risk | 26 | 9.6% |
| | b. Effective and consistent communication | 22 | 8.1% |
| | c. Barriers and challenges to following and implementing protocols | 18 | 6.6% |
| | d. Lack of safety protocols, precautions, and enforcement | 18 | 6.6% |
| | e. Compliance with safety protocols | 16 | 5.9% |
| 2. Workload, Scheduling, and Roles (*n* = 65; 24.0%) | a. Consideration of Workload and Schedules | 29 | 10.7% |
| | b. District, school, and administration support, and communication and access to information | 22 | 8.1% |
| | c. Uncertain and challenging expectations of roles, responsibilities, compensation | 14 | 5.2% |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health (*n* = 54; 19.9%) | a. Maintaining morale, motivation, connection with others | 15 | 5.5% |
| | b. Managing wellbeing of colleagues, workplace conflicts | 12 | 4.4% |
| | c. Being acknowledged, respected and valued | 11 | 4.1% |
| | d. Staff access to mental healthcare | 10 | 3.7% |
| | e. Personal health, home, and family challenges | 6 | 2.2% |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges (*n* = 28; 10.3 %) | a. Lack of resources and supports to meet student needs | 11 | 4.1% |
| | b. Student learning and academic challenges | 9 | 3.3% |
| | c. Managing Student wellbeing and behaviour challenges | 8 | 2.9% |
| 5. Materials, Resources, and the Physical Work Environment (*n* =24; 8.9%) | a. Access to materials, resources, and funding | 12 | 4.4% |
| | b. Challenges and adaptations to the physical work environment | 12 | 4.4% |
| **Total** | | **271 mentions** | |

Table 20 includes a sample of quotes from employees working in **Newton and Fleetwood Schools.**

**Table 20.** Sample Quotes of Challenges Faced by Employees in Newton and Fleetwood Schools for Each Theme

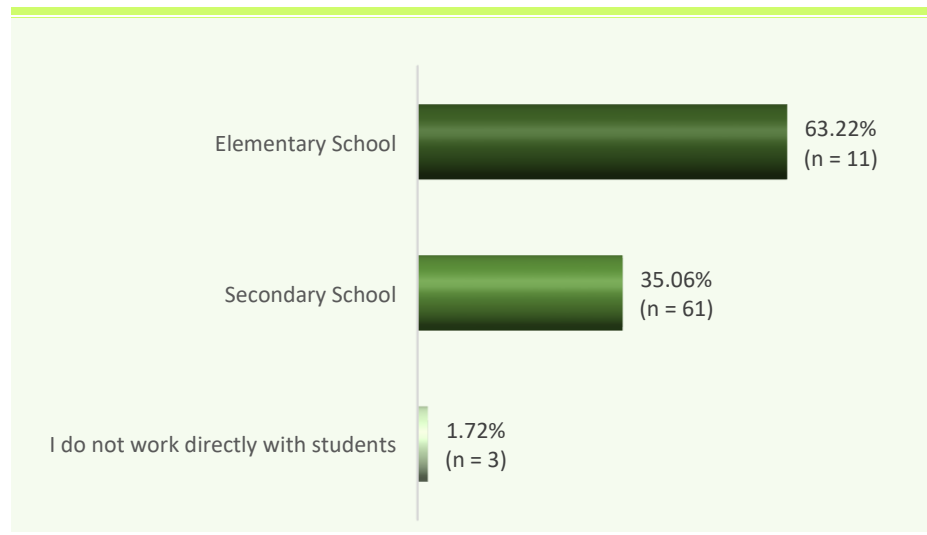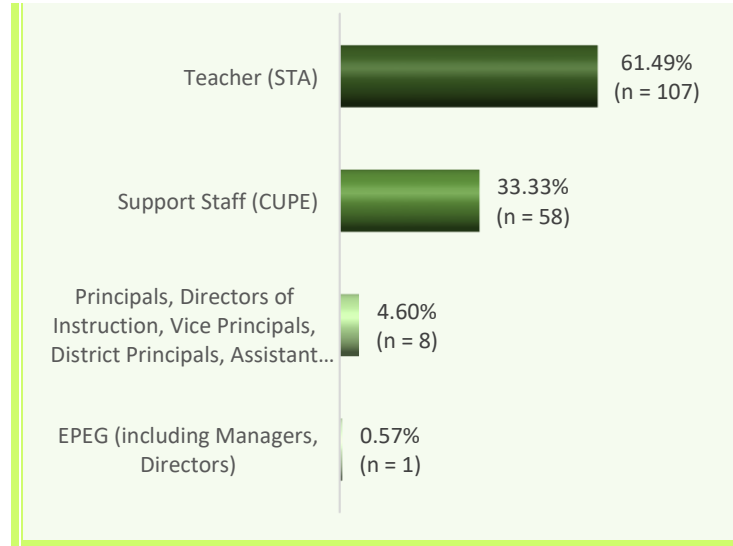| Themes | Sample Quotes |
|---|---|
| 1. Health and Safety Protocols and Practices | *Student goes to Super Bowl party. Everyone else at party tests positive. Student returns to school for four days. Student refuses to get tested. What next? Now I am feeling unwell and waiting for my Covid test results... As far as I know, I'm not allowed to tell my students that I think they should all go get tests... now what?* |
| 2. Workload, Scheduling, and Roles | *I was hired to do intermediate LST as mostly in class, and I feel like an EA. I am very good at what I do but this new position makes me feel like I have no autonomy.* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *Media and district saying schools can do better is a motivation to stop trying... it's highly disrespectful and a blow to the hard work we already do. I'm deeply disappointed.* |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges | *Students do not have adequate experience using teams, or technology is not reliable (students are kicked out of break out rooms) and students give up. Leaving teachers under even more pressure to contact students/parents almost daily to problem solve.* |
| 5. Materials, Resources, and the Physical Work Environment | *As a Blended Learning teacher, I have been sitting more than ever. Our "workspace" is not set up or meant for lots of sitting or working on the computer.* |

A total of 175 employees working in **Panorama and Sullivan Schools** provided responses to the Well-Being Survey.  A series of tables and figures summarizing results of the survey are provided below.

**Figure 271.**  Employee Groups in Panorama and Sullivan Schools

Six in ten (60%) employees working in **Panorama and Sullivan Schools** are Teachers, while about one-third (34%) are Support Staff. Another 5.5% of survey respondents are Administrators and one respondent indicated they are EPEG employees.

See Figure 271 for additional information.



| | |
|---|---|
| Teacher (STA) | 61.49% (n = 107) |
| Support Staff (CUPE) | 33.33% (n = 58) |
| Principals, Directors of Instruction, Vice Principals, District Principals, Assistant… | 4.60% (n = 8) |
| EPEG (including Managers, Directors) | 0.57% (n = 1) |



| | |
|---|---|
| Elementary School | 63.22% (n = 11) |
| Secondary School | 35.06% (n = 61) |
| I do not work directly with students | 1.72% (n = 3) |

Six in ten (57%) employees working in **Panorama and Sullivan Schools** work with elementary students, while four in ten (38%) work with secondary students.

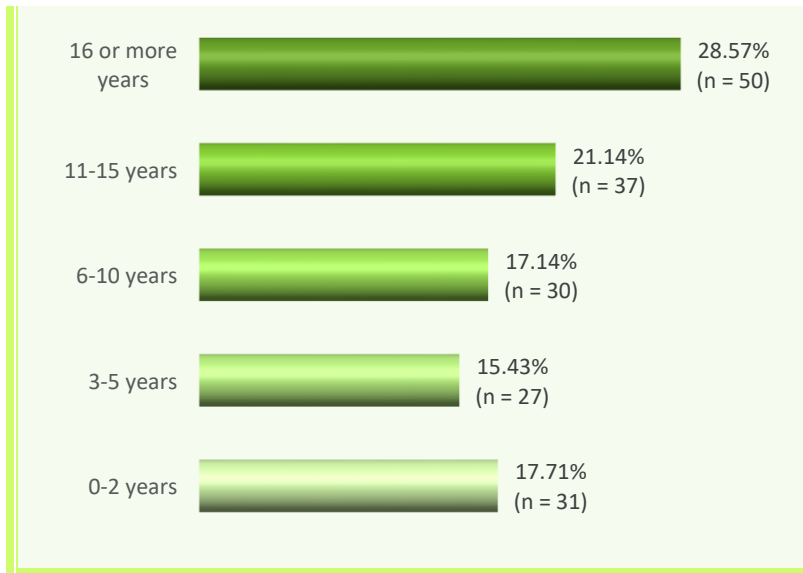See Figure 272 for additional information.

**Figure 272.**  Panorama and Sullivan: Student Age Group Employees Work With Most or All of the Time

Three in ten (28.57%) employees with **Panorama and Sullivan Schools** have been in their career for 16 or more years, while one-third (33.14%) of employees have been in their career for 5 years or less.

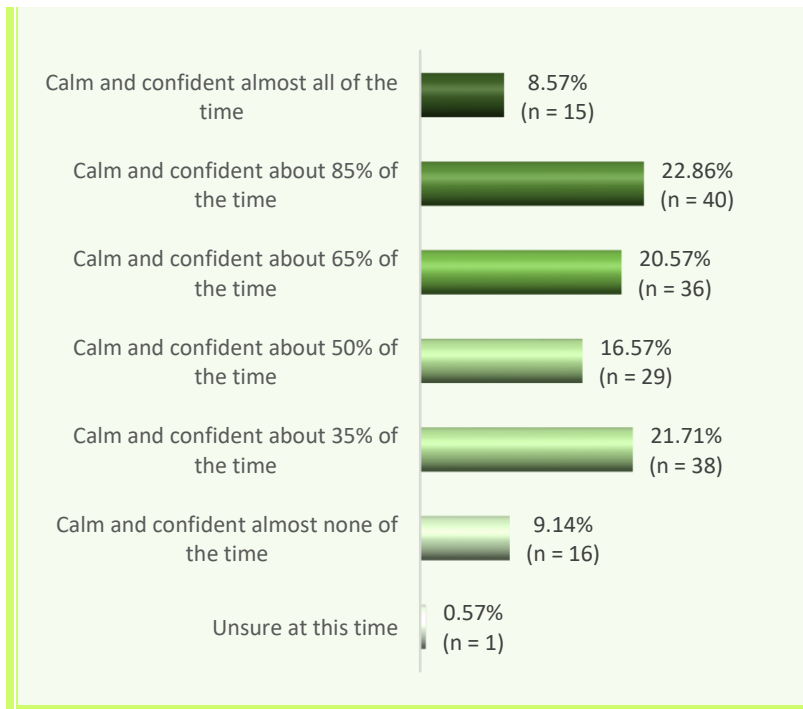See Figure 273 for additional information.

**Figure 273.** Number of Years Employees with Panorama and Sullivan Schools Have Been in their Current Career

| Category | Value |
|---|---|
| 16 or more years | 28.57% (n = 50) |
| 11-15 years | 21.14% (n = 37) |
| 6-10 years | 17.14% (n = 30) |
| 3-5 years | 15.43% (n = 27) |
| 0-2 years | 17.71% (n = 31) |

About two-thirds (68.0%) of employees with **Panorama and Sullivan Schools** indicated they are calm and confident 65% or more of the time, while one in ten (9.14%) employees indicated they are calm and confident almost none of the time.

See Figure 274 for additional information.

**Figure 274.** Descriptors Chosen by Employees in Panorama and Sullivan Schools that Best Describes How They are Feeling

| Descriptor | Value |
|---|---|
| Calm and confident almost all of the time | 8.57% (n = 15) |
| Calm and confident about 85% of the time | 22.86% (n = 40) |
| Calm and confident about 65% of the time | 20.57% (n = 36) |
| Calm and confident about 50% of the time | 16.57% (n = 29) |
| Calm and confident about 35% of the time | 21.71% (n = 38) |
| Calm and confident almost none of the time | 9.14% (n = 16) |
| Unsure at this time | 0.57% (n = 1) |

Over one-third (36.41%) of employees in **Panorama and Sullivan Schools** feel optimistic about their workplace most or all of the time, and three in ten (32.53%) selected a little or none of the time. Four in ten (44.7%) employees deal well with challenges in the workplace most or all of the time, and close to one-quarter (23.53%) selected a little or none of the time. See Figures 275 and 276 for additional information.

**Figure 275.** Amount of Time Employees in Panorama and Sullivan Schools Feel Optimistic About How Things Are Going in the Workplace
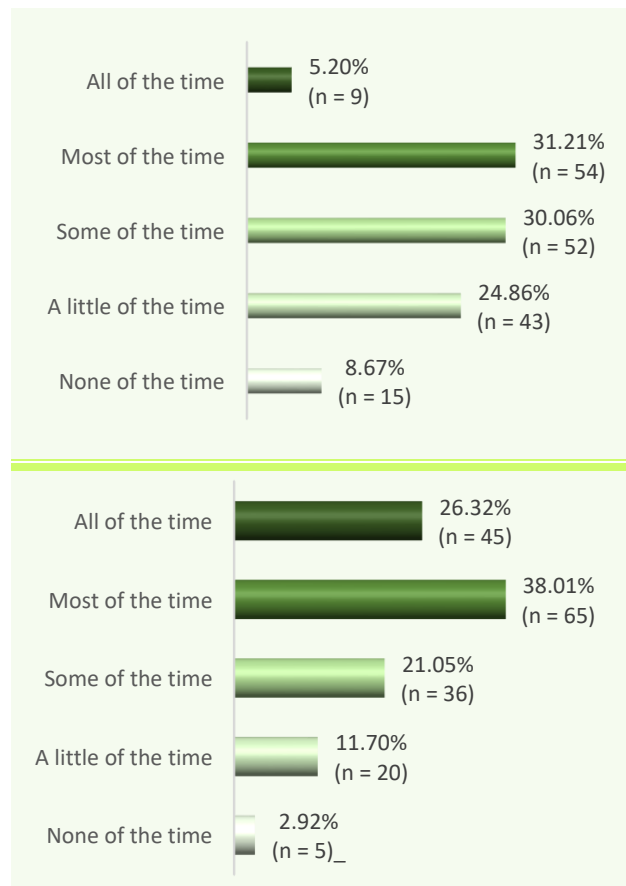
**Figure 276.** Amount of Time Employees in Panorama and Sullivan Schools Deal Well With Challenges in the Workplace



Figure 275:
- All of the time: 5.20% (n = 9)
- Most of the time: 31.21% (n = 54)
- Some of the time: 30.06% (n = 52)
- A little of the time: 24.86% (n = 43)
- None of the time: 8.67% (n = 15)

Figure 276:
- All of the time: 5.29% (n = 9)
- Most of the time: 39.41% (n = 67)
- Some of the time: 31.76% (n = 54)
- A little of the time: 18.82% (n = 32)
- None of the time: 4.71% (n = 8)

Figure 277:
- All of the time: 26.32% (n = 45)
- Most of the time: 38.01% (n = 65)
- Some of the time: 21.05% (n = 36)
- A little of the time: 11.70% (n = 20)
- None of the time: 2.92% (n = 5)_

Figure 278:
- All of the time: 32.16% (n = 55)
- Most of the time: 38.01% (n = 65)
- Some of the time: 22.81% (n = 39)
- A little of the time: 4.09% (n = 7)
- None of the time: 2.92% (n = 5)

**Figure 277.** Amount of Time Employees in Panorama and Sullivan Schools Feel They Belong in the Workplace
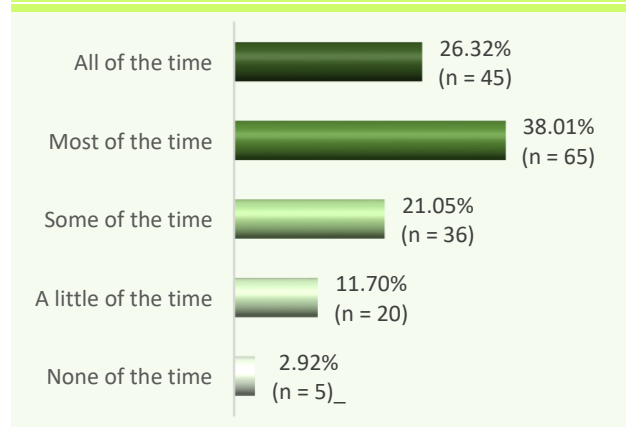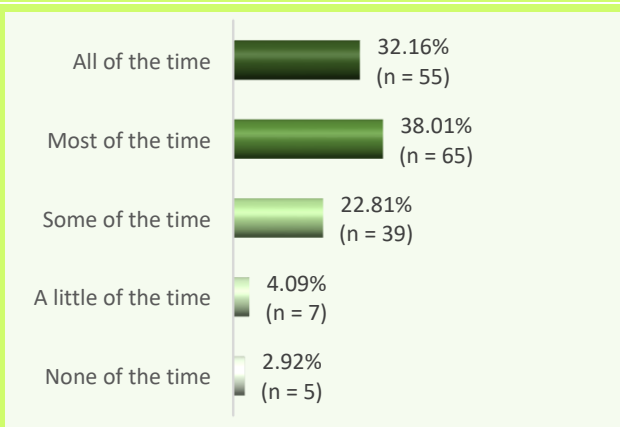
**Figure 278.** Amount of Time Employees in Panorama and Sullivan Schools Feel They Work They Do Makes a Difference

Close to two-thirds (64.33%) of employees in **Panorama and Sullivan Schools** feel they belong in the workplace most or all of the time, and one in ten (13.62%) a little or none of the time. Seven in ten (70.17%) employees believe the work they do makes a difference most or all of the time, while 7.81% believe this a little or none of the time. See Figures 277 and 278 for additional information.

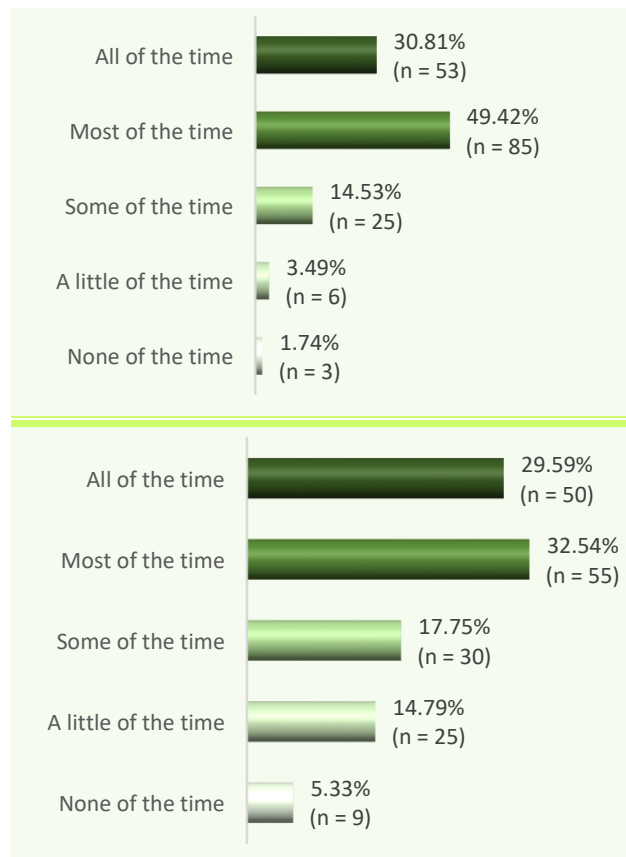Eight in ten (80.73%) employees in **Panorama and Sullivan Schools** feel confident in their work ability most or all of the time, with just 5.23% selecting a little or none of the time. Similarly, eight in ten (79.53%) employees have at least one colleague they can go to for support most or all of the time, and one in ten (9.35%) selected a little or none of the time. See Figures 279 and 280 for additional information.

**Figure 279.** Amount of Time Employees in Panorama and Sullivan Schools Feel Confident in Their Work Ability

**Figure 280.** Amount of Time Employees in Panorama and Sullivan Schools Feel They Have at Least One Colleague They Can Go To For Support



| | |
|---|---|
| All of the time | 30.81% (n = 53) |
| Most of the time | 49.42% (n = 85) |
| Some of the time | 14.53% (n = 25) |
| A little of the time | 3.49% (n = 6) |
| None of the time | 1.74% (n = 3) |

| | |
|---|---|
| All of the time | 57.31% (n = 98) |
| Most of the time | 22.22% (n = 38) |
| Some of the time | 11.11% (n = 19) |
| A little of the time | 7.60% (n = 13) |
| None of the time | 1.75% (n = 3) |

| | |
|---|---|
| All of the time | 29.59% (n = 50) |
| Most of the time | 32.54% (n = 55) |
| Some of the time | 17.75% (n = 30) |
| A little of the time | 14.79% (n = 25) |
| None of the time | 5.33% (n = 9) |

| | |
|---|---|
| All of the time | 26.47% (n = 45) |
| Most of the time | 36.47% (n = 62) |
| Some of the time | 28.82% (n = 49) |
| A little of the time | 5.88% (n = 10) |
| None of the time | 2.35% (n = 4) |

**Figure 281.** Amount of Time Employees in Panorama and Sullivan Schools Feel Like They Can Go to a Supervisor

**Figure 282.** Amount of Time Employees in Panorama and Sullivan Schools Know Where to Seek Resources and Supports Supports

Six in ten (62.13%) employees with **Panorama and Sullivan Schools** feel they can go to a Supervisor most or all of the time, while two in ten (20.12%) feel they can go to a supervisor a little or none of the time. Similarly, six in ten (62.94%) employees know where to seek resources and supports when needed most or all of the time, and 8.7% a little or none of the time. See Figures 281 and 282 for additional information.

Six in ten (63.74%) **Panorama and Sullivan Schools** employees are confident in their ability to overcome a bad day at work most or all of the time, and one in ten (10.53%) selected a little or none of the time. Six in ten (59.88%) employees look forward to work each day most or all of the time, and two in ten (20.36%) selected a little or none of the time. See Figures 283 and 284 for additional information.

**Figure 283.** Amount of Time Employees Are Confident About Their Ability to Overcome a Bad Day at Work
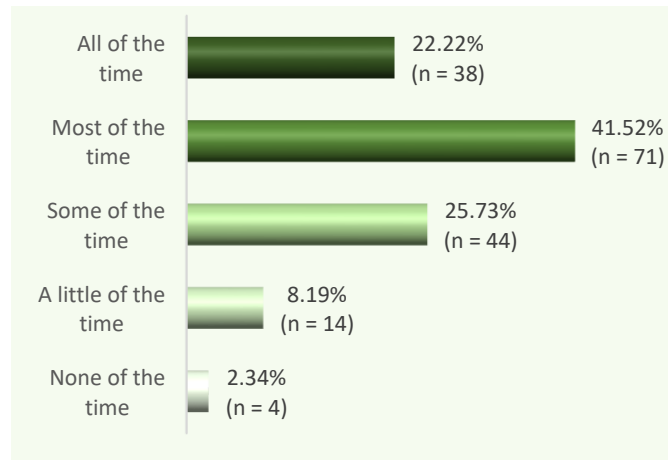
**Figure 284.** Amount of Time Employees Look Forward to Work Each Day



| | Figure 283 | Figure 284 |
|---|---|---|
| All of the time | 22.22% (n = 38) | 18.56% (n = 31) |
| Most of the time | 41.52% (n = 71) | 41.32% (n = 69) |
| Some of the time | 25.73% (n = 44) | 19.76% (n = 33) |
| A little of the time | 8.19% (n = 14) | 11.98% (n = 20) |
| None of the time | 2.34% (n = 4) | 8.38% (n = 14) |



Yes 60.57% (n = 106)

Unsure 33.14% (n = 58)

No 6.29% (n = 11)
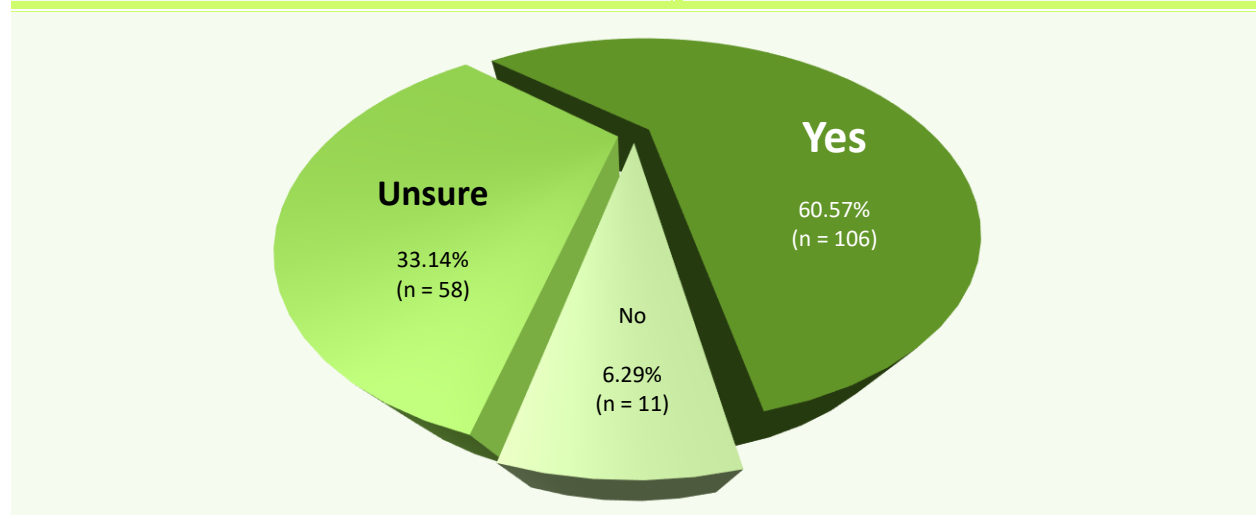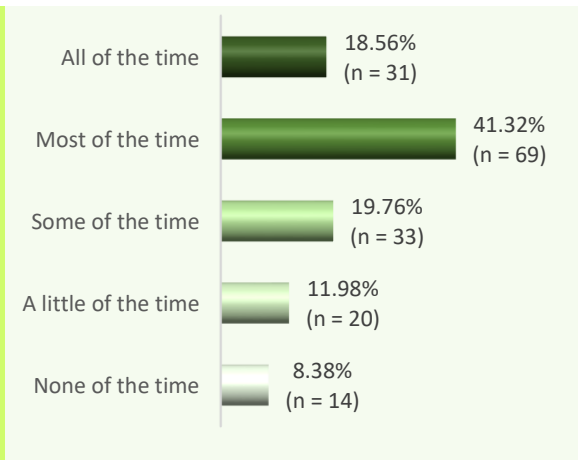
**Figure 285.** Interest Among Employees in Panorama and Sullivan Schools in Completing an Employee Well-Being Survey with More Domains

Six in ten (60.57%) employees with **Panorama and Sullivan Schools** are interested in completing an employee well-being survey with more domains, while one-third (33.14%) of employees are unsure. See Figure 285 for additional information.

More than half (52.43%) of employees with **Panorama and Sullivan Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time. Similarly, more than half (54.96%) of employees indicated that technology and hardware issues are challenging some or most of the time. See Figures 286 and 287 for additional information.

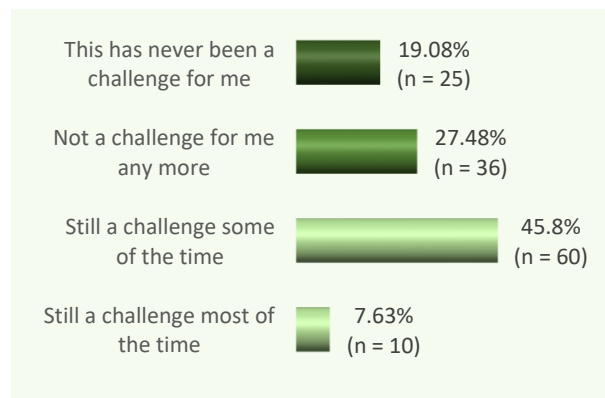**Figure 286.** Level of Challenge Among Employees in Panorama and Sullivan Schools: Using Teams or Other Software to Do Work

**Figure 287.** Level of Challenge Among Employees in Panorama and Sullivan Schools: Technology – Hardware Issues

| | |
|---|---|
| This has never been a challenge for me | 19.08% (n = 25) |
| Not a challenge for me any more | 27.48% (n = 36) |
| Still a challenge some of the time | 45.8% (n = 60) |
| Still a challenge most of the time | 7.63% (n = 10) |

| | |
|---|---|
| This has never been a challenge for me | 25.94% (n = 34) |
| Not a challenge for me any more | 19.08% (n = 25) |
| Still a challenge some of the time | 44.27% (n = 58) |
| Still a challenge most of the time | 10.69% (n = 14) |

| | |
|---|---|
| This has never been a challenge for me | 41.22% (n = 54) |
| Not a challenge for me any more | 29.01% (n = 38) |
| Still a challenge some of the time | 22.14% (n = 29) |
| Still a challenge most of the time | 7.63% (n = 10) |

| | |
|---|---|
| This has never been a challenge for me | 18.32% (n = 24) |
| Not a challenge for me any more | 22.14% (n = 29) |
| Still a challenge some of the time | 35.88% (n = 47) |
| Still a challenge most of the time | 23.66% (n = 31) |

**Figure 288.** Level of Challenge Among Employees in Panorama and Sullivan Schools: Receiving Adequate Information about Health and Safety in a Timely Manner
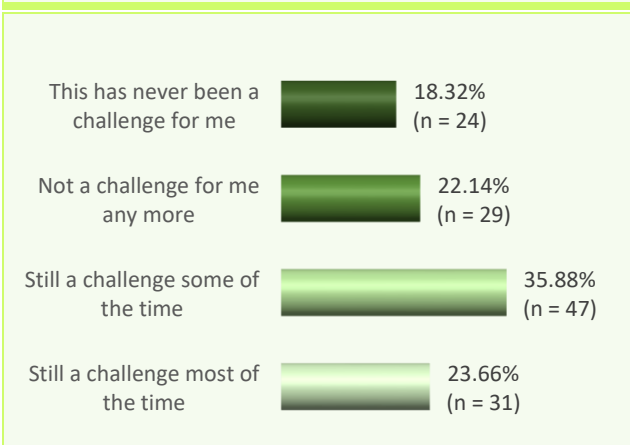
**Figure 289.** Level of Challenge Among Employees in Panorama and Sullivan Schools: Intensity of Workload

Three in ten (29.77%) employees with **Panorama and Sullivan Schools** indicated that receiving adequate information about health and safety in a timely manner poses a challenge some or most of the time. Likewise, six in ten (60%) employees indicated that the intensity of the workload is challenging some or most of the time. See Figures 288 and 289 for additional information.

About half (51%) of employees with **Panorama and Sullivan Schools** indicated that feeling isolated and lonely has been challenging some or most of the time. Six in ten (62.5%) employees with indicated that balancing work and life has been challenging some or most of the time. See Figures 290 and 291 for additional information.

**Figure 290.** Level of Challenge Among Employees in Panorama and Sullivan Schools: Feeling Isolated and Lonely
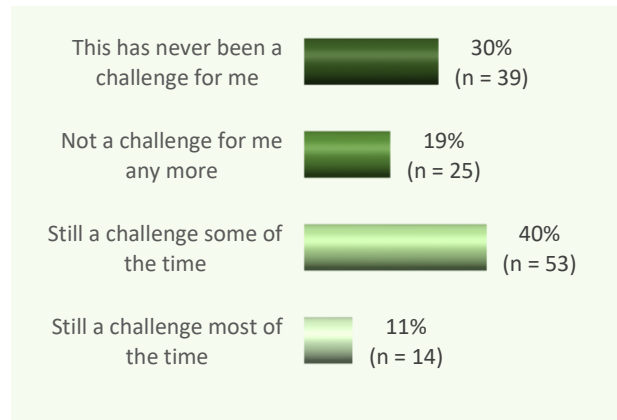
| | |
|---|---|
| This has never been a challenge for me | 30% (n = 39) |
| Not a challenge for me any more | 19% (n = 25) |
| Still a challenge some of the time | 40% (n = 53) |
| Still a challenge most of the time | 11% (n = 14) |

**Figure 291.** Level of Challenge Among Employees in Panorama and Sullivan Schools: Balancing Work and Life

| | |
|---|---|
| This has never been a challenge for me | 23% (n = 30) |
| Not a challenge for me any more | 14.5% (n = 19) |
| Still a challenge some of the time | 33.5% (n = 44) |
| Still a challenge most of the time | 29% (n = 38) |

| | |
|---|---|
| This has never been a challenge for me | 12.98% (n = 17) |
| Not a challenge for me any more | 14.5% (n = 19) |
| Still a challenge some of the time | 52.67% (n = 69) |
| Still a challenge most of the time | 19.85% (n = 26) |

| | |
|---|---|
| This has never been a challenge for me | 14.5% (n = 19) |
| Not a challenge for me any more | 12.21% (n = 16) |
| Still a challenge some of the time | 34.35% (n = 45) |
| Still a challenge most of the time | 38.93% (n = 51) |

**Figure 292.** Level of Challenge Among Employees in Panorama and Sullivan Schools: Dealing with Stress and Anxiety
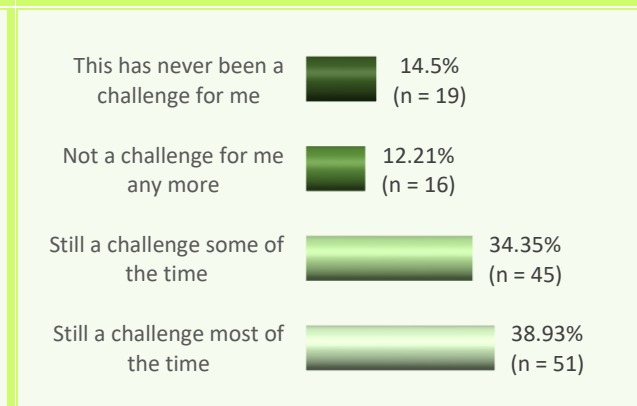
**Figure 293.** Level of Challenge Among Employees in Panorama and Sullivan Schools: Uncertainty of Expectations

Nearly three-quarters (72.52%) of employees with **Panorama and Sullivan Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time. Similarly, almost three-quarters (73.28%) of employees deal with the challenge of uncertainty around expectations some or most of the time. See Figures 292 and 293 for additional information.
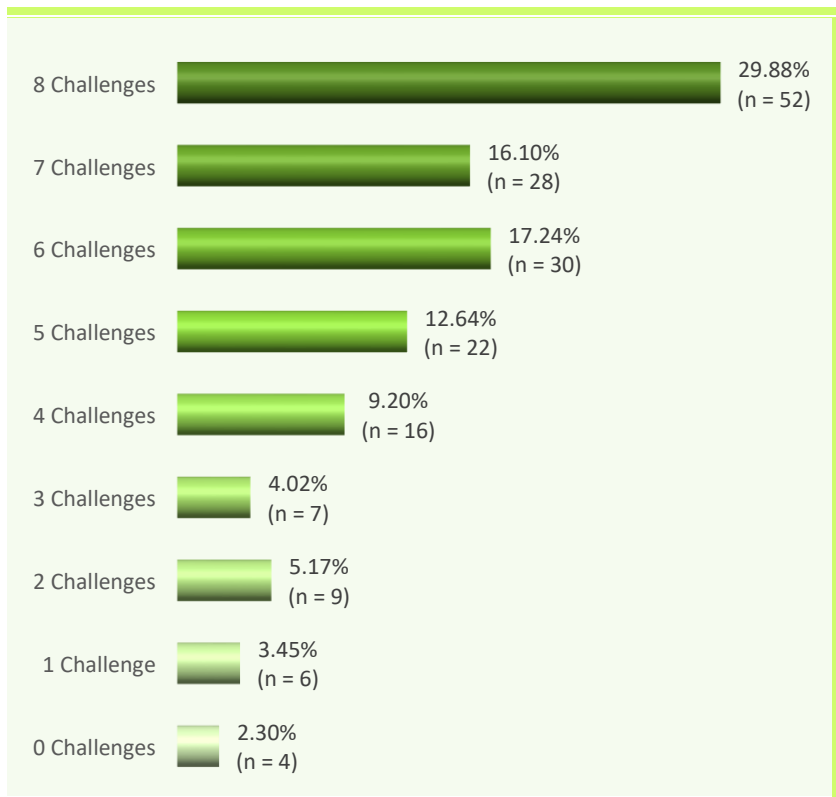
**Figure 294.** Total Number of Challenges Selected by Employees with Panorama and Sullivan Schools

Overall, employees with **Panorama and Sullivan Schools** face almost six ($M$ = 5.79) challenges on average.

Three-quarters (75.86%) of employees with **Panorama and Sullivan Schools** indicated they face at least five challenges.
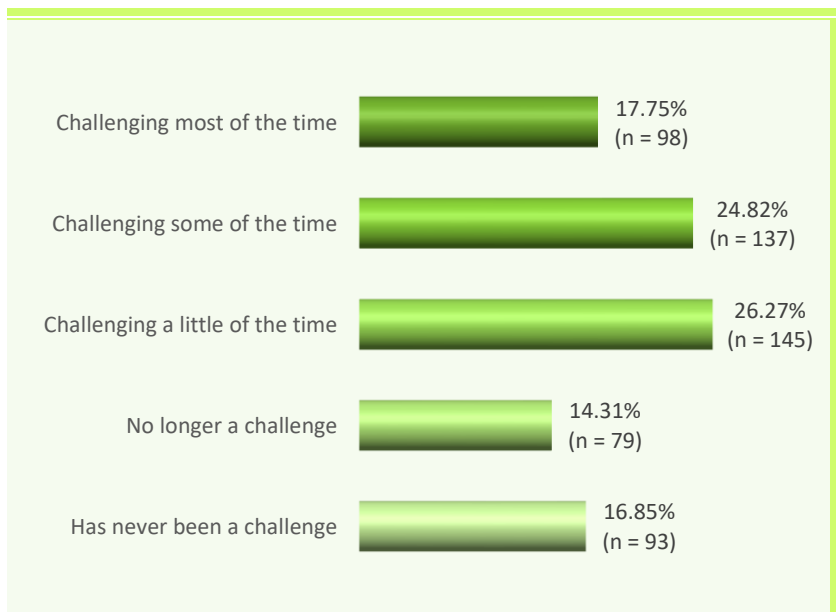
See Figure 294 for more information.



**Figure 295.** Amount of Time Employees With Panorama and Sullivan Schools

Across all challenges, four in ten (42.57%) employees with **Panorama and Sullivan Schools** face a challenge some or most of the time.

When an employee with **Panorama and Sullivan Schools** faces a challenge, they are more likely to face the challenge most of the time ($M$ = 2.67)

See Figure 295 for additional information.

Between 31% and 68% of employees with **Panorama and Sullivan Schools** found the following resources and supports to be the most helpful: 1) support from colleagues in school or the workplace (68.0%), 2) regular weekly video messages by the superintendent (36.0%), and 3) professional learning opportunities (30.06%) and Covid 19 information provided on the HUB (30.86%).

See Figure 296 for additional information.



| | |
|---|---|
| Health and safety orientations, FAQs and guidelines | 22.28% (n = 28) |
| HR wellness resources | 14.86% (n = 63) |
| Professional learning opportunities | 30.86% (n = 54) |
| Regular administrator-led staff meetings | 29.71% (n = 20) |
| Resources for Blended Learning Teachers | 16.57% (n = 119) |
| Resources for extending learning at home | 7.43% (n = 41) |
| Weekly newsletter resources | 23.43% (n = 13) |
| Colleague support in school or workplace | 68.00% (n = 29) |
| Surrey Schools One- resources | 11.43% (n = 52) |
| Covid-19 information on the HUB | 30.86% (n = 54) |
| Video messages by superintendent | 36.00% (n = 26) |
| Unaware or Unhelpful | 16.00% (n = 39) |

**Figure 296.** Resources and Supports Employees With Panorama and Sullivan Schools Found Most Helpful

On average, employees with **Panorama and Sullivan Schools** utilized three resources and supports they found most helpful (*M* = 2.91).

About one-fifth (18.29%) of employees with **Panorama and Sullivan Schools** utilized five or more resources and supports while more than one-quarter (28.14%) of employees utilized one resource or support or did not access any resources and supports at all.

See Figure 297 for additional information.
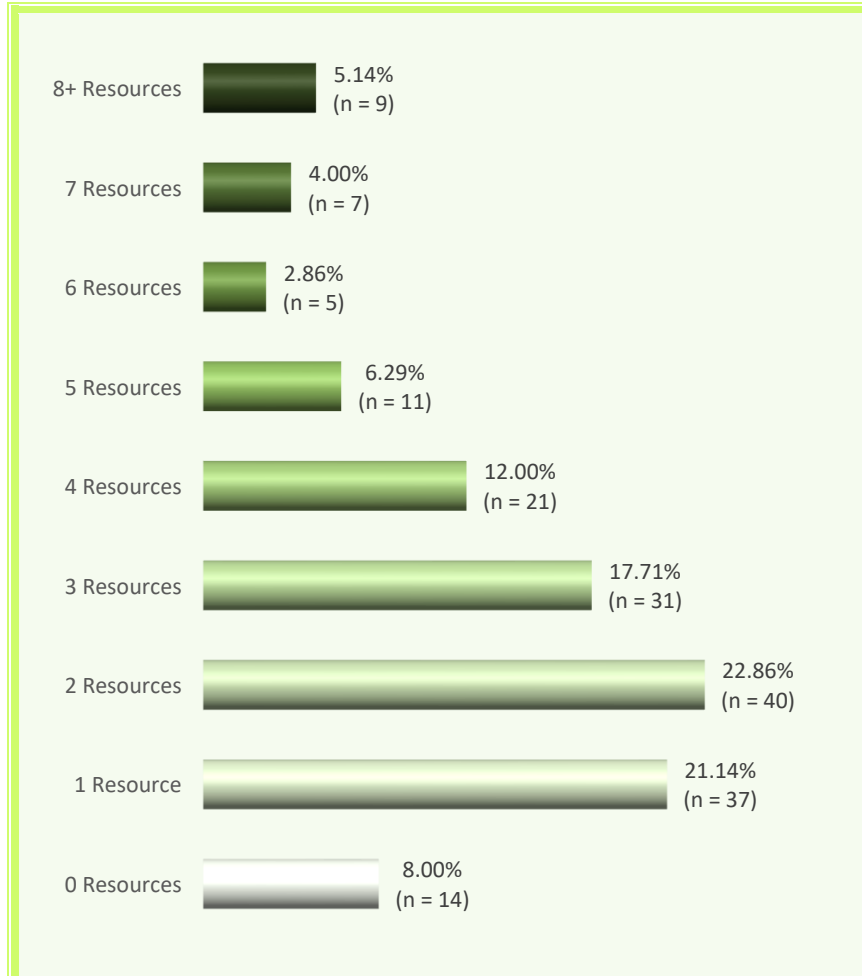


**Figure 297.** Number of Resources and Supports Per Employee in Panorama and Sullivan Schools That Were Found Most Helpful.

Outside of the challenges listed above, the challenges employees working in **Panorama and Sullivan Schools** mentioned most were related to the theme of support for personal, social, and emotional wellbeing and mental health (36.6%).  Sub-themes with the most mentions include COVID-19 exposure risk; district, school, and admin support, communication and access to information; and being acknowledged, respected, and valued (all 9.9%).  See Table 21 for details.

**Table 21.**  Challenges Faced by Employees in Panorama and Sullivan Schools

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| 1. Health and Safety Protocols and Practices (*n* = 17; 23.9%) | a. Exposure risk | 7 | 9.9% |
| | b. Compliance with safety protocols | 4 | 5.6% |
| | c. Effective and consistent communication | 4 | 5.6% |
| | d. Barriers and challenges to following and implementing protocols | 2 | 2.8% |
| 2. Workload, Scheduling, and Roles (*n* = 18; 25.4%) | a. District, school, and administration support, and communication and access to information | 7 | 9.9% |
| | b. Consideration of workload and schedules | 6 | 8.5% |
| | c. Uncertain and challenging expectations of roles, responsibilities, compensation | 5 | 7.0% |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health (*n* = 26; 36.6%) | a. Being acknowledged, respected and valued | 7 | 9.9% |
| | b. Managing wellbeing of colleagues and workplace conflicts | 7 | 9.9% |
| | c. Maintaining morale, motivation, connection with others | 6 | 8.5% |
| | d. Personal health, home, and family challenges | 5 | 7.0% |
| | e. Staff access to mental healthcare | 2 | 2.8% |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges (*n* = 2; 2.8 %) | a. Lack of resources and supports to meet student needs | 1 | 1.4% |
| | b. Addressing and managing student wellbeing | 1 | 1.4% |
| 5. Materials, Resources, and the physical Work Environment (*n* = 7; 9.9%) | a. Access to materials, resources, and funding | 5 | 7.0% |
| | b. Challenges and adaptations to the physical work environment | 2 | 2.8% |
| Total | | 71 mentions | |

Table 22 includes a sample of quotes from employees working in **Panorama and Sullivan Schools**.

**Table 22.** Sample Quotes of Challenges Faced by Employees in Panorama and Sullivan Schools for Each Theme

| Themes | Sample Quotes |
|---|---|
| 1. Health and Safety Protocols and Practices | *Covid cases in school is very stressful.* |
| 2. Workload, Scheduling, and Roles | *Uncertainty about job next year. Will there still be a blended program? Will I be chosen to do a job I don't want to do?* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *I am very disappointed with our benefits in this district; it should be possible to see a registered counsellor and have that covered by Pacific Blue Cross. It is very difficult to find a registered Psychologist who is taking new patients and is willing to see someone 3-4 times a year (all that our benefits will cover).* |
| 4. Managing Student Behavioural, Social, and Mental Health, and Academic Challenges | *Not enough support for both designated and undesignated students in my classroom.* |
| 5. Materials, Resources, and Physical Work Environment | *I have to use my cell data most of the time which cost me money because at times there's not enough laptops since past January the WiFi in school is not working properly. I tried everything ask for help but no luck.* |

## 5.6.   SOUTH SURREY AND WHITE ROCK

A total of 312 employees working in **South Surrey and White Rock Schools** provided responses to the Well-Being Survey.  A series of tables and figures summarizing results of the survey are provided below.

**Figure 298.**  Employee Groups in South Surrey and White Rock Schools
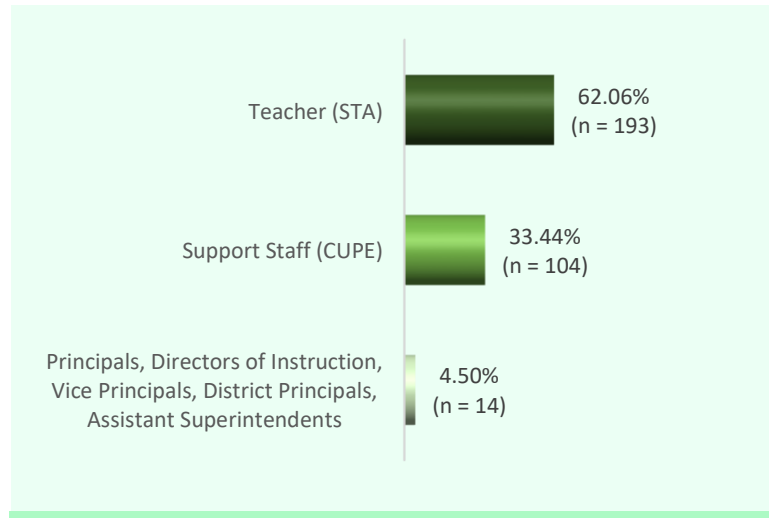


Six in ten (62%) employees working in **South Surrey and White Rock Schools** are Teachers, while one-third (33.4%) are Support Staff.

See Figure 298 for additional information.

Six in ten (64.1%) employees working in **South Surrey and White Rock Schools** work in elementary schools, while one-third (33%) work in secondary schools.

See Figure 299 for additional information.
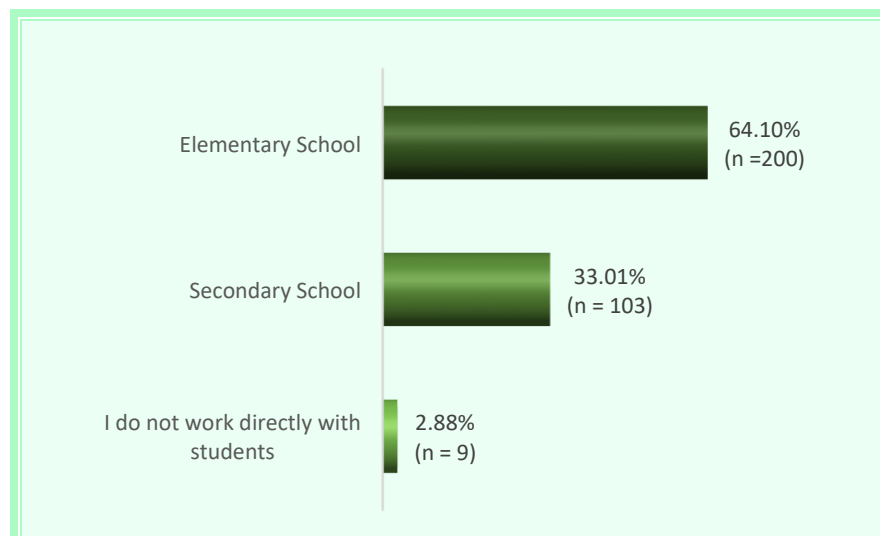


**Figure 299.**  South Surrey and White Rock Schools: Student Age Group Employees Work With Most or All of the Time

**Figure 300.** Number of Years Employees with South Surrey and White Rock Schools Have Been in their Current Career
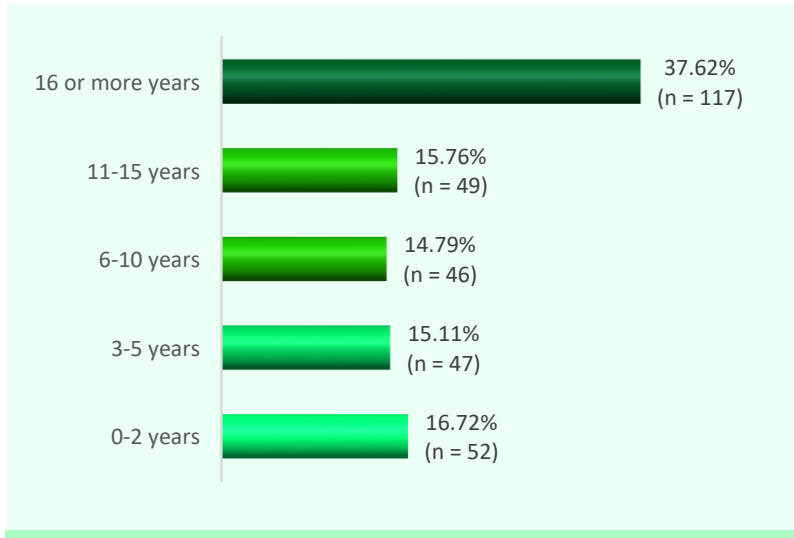


Four in ten (37.62%) employees with **South Surrey and White Rock Schools** have been in their career for 16 or more years, while three in ten (31.83%) employees have been in their career for 5 years or less.

See Figure 300 for additional information.

**Figure 301.** Descriptors Chosen by Employees in South Surrey and White Rock Schools that Best Describes How They are Feeling
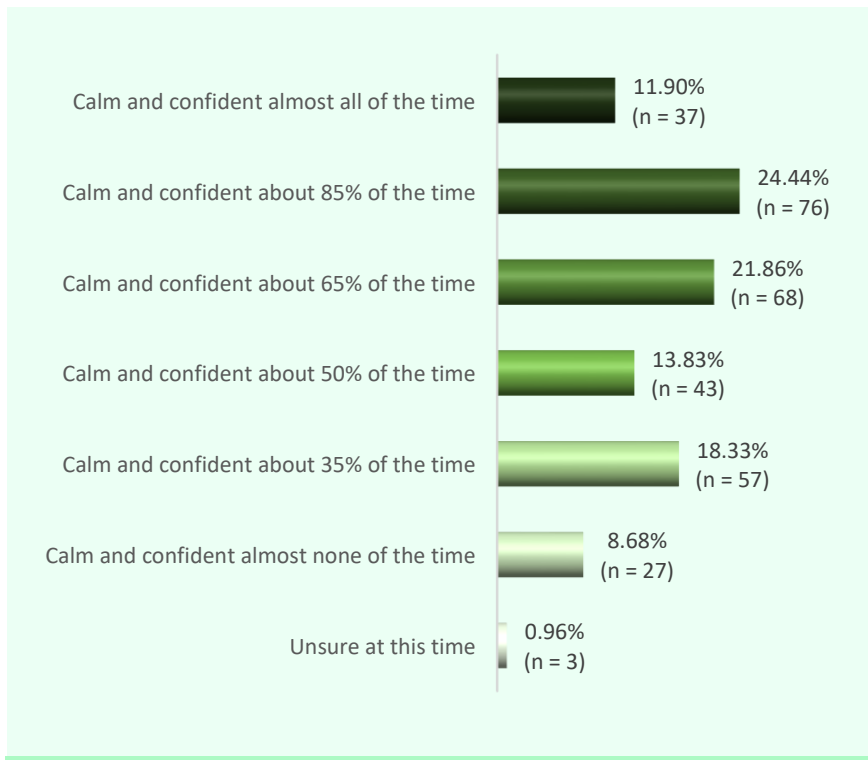


Six in ten (57.2%) employees with **South Surrey and White Rock Schools** indicated they are calm and confident 65% or more of the time, while four in ten (40.84%) employees indicated they are calm and confident either half or less than half of the time.

See Figure 301 for additional information.

Four in ten (42.8%) employees with **South Surrey and White Rock Schools** feel optimistic about how things are going in the workplace most or all of the time while about one-quarter (26.7%) of employees feel optimistic little or none of the time.  Half (51.0%) of the employees with **South Surrey and White Rock Schools** deal well with challenges in the workplace most or all of the time, while two in ten (20.1%) selected little or none of the time.  See Figures 302 and 303 for additional information.

**Figure 302.** Amount of Time Employees in South Surrey and White Rock Schools Feel Optimistic About How Things Are Going in the Workplace



| | |
|---|---|
| All of the time | 5.79% (n = 18) |
| Most of the time | 36.98% (n = 115) |
| Some of the time | 30.55% (n = 95) |
| A little of the time | 18.33% (n = 57) |
| None of the time | 8.36% (n = 26) |
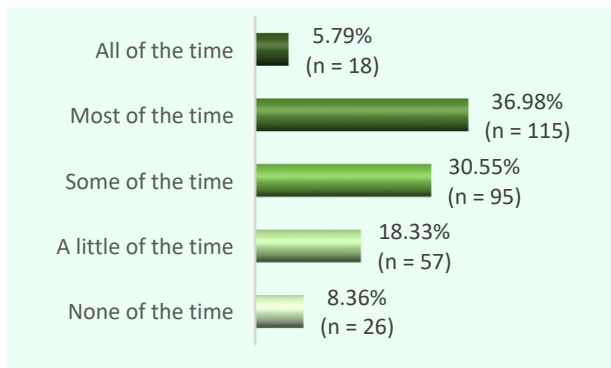
**Figure 303.** Amount of Time Employees in South Surrey and White Rock Schools Deal Well with Challenges in the Workplace



| | |
|---|---|
| All of the time | 8.12% (n = 25) |
| Most of the time | 42.86% (n = 132) |
| Some of the time | 28.90% (n = 89) |
| A little of the time | 16.23% (n = 50) |
| None of the time | 3.90% (n = 12) |



| | |
|---|---|
| All of the time | 30.84% (n = 95) |
| Most of the time | 40.58% (n = 125) |
| Some of the time | 14.61% (n = 45) |
| A little of the time | 10.71% (n = 33) |
| None of the time | 3.25% (n = 10) |



| | |
|---|---|
| All of the time | 31.82% (n = 98) |
| Most of the time | 42.53% (n = 131) |
| Some of the time | 20.78% (n = 64) |
| A little of the time | 3.90% (n = 12) |
| None of the time | 0.97% (n = 3) |
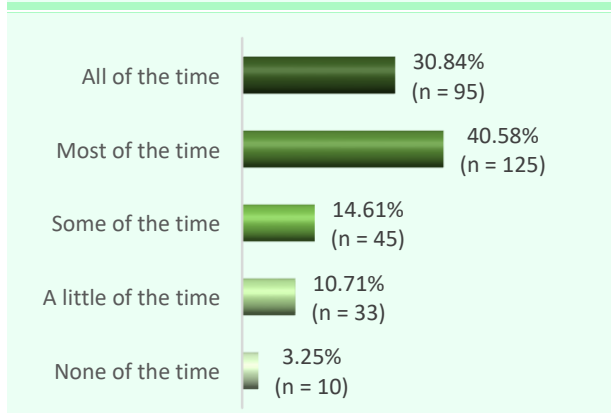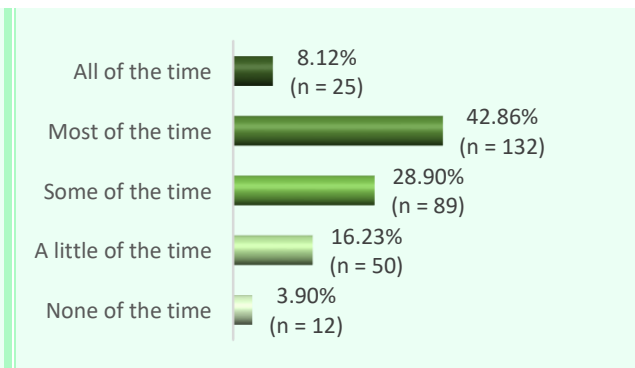
**Figure 304.** Amount of Time Employees in South Surrey and White Rock Schools Feel They Belong in the Workplace
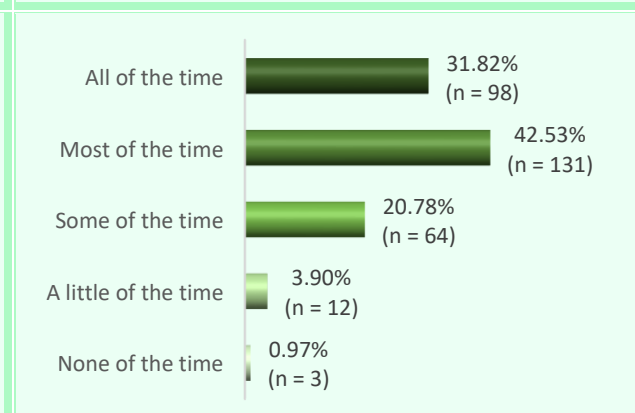
**Figure 305.** Amount of Time Employees in South Surrey and White Rock Schools Believe the Work They Do Makes a Difference

Seven in ten (71.42%) employees with **South Surrey and White Rock Schools** feel they belong in the workplace most or all of the time, while one in ten (13.96%) feel they belong little or none of the time. About three-quarters (74.35%) of employees with **South Surrey and White Rock Schools** believe their work makes a difference most or all of the time, while 4.87% believe this a little or none of the time. See Figures 304 and 305 for additional information.

Eight in ten (80.45%) employees with **South Surrey and White Rock Schools** feel confident in their abilities to do their work most or all of the time, while 4.88% of employees feel confident little or none of the time.  Eight in ten (86.04%) employees with **South Surrey and White Rock Schools** can go to at least one colleague for support most or all of the time, while 7.47% of employees selected little or none of the time.  See Figures 306 and 307 for additional information.

**Figure 306.** Amount of Time Employees in South Surrey and White Rock Schools Feel Confident in Their Abilities to Do Their Work

All of the time — 30.94% (n = 95)
Most of the time — 49.51% (n = 152)
Some of the time — 14.66% (n = 45)
A little of the time — 4.23% (n = 13)
None of the time — 0.65% (n = 2)
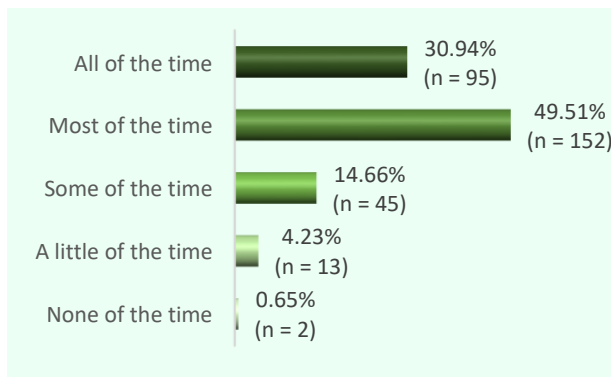
**Figure 307.** Amount of Time Employees in South Surrey and White Rock Schools Can Go to One Colleague for Support

All of the time — 58.44% (n = 180)
Most of the time — 27.60% (n = 85)
Some of the time — 6.49% (n = 20)
A little of the time — 4.87% (n = 15)
None of the time — 2.60% (n = 8)

All of the time — 33.77% (n = 104)
Most of the time — 35.39% (n = 109)
Some of the time — 16.23% (n = 50)
A little of the time — 8.77% (n = 27)
None of the time — 5.84% (n = 18)

All of the time — 26.54% (n = 82)
Most of the time — 41.42% (n = 128)
Some of the time — 23.95% (n = 74)
A little of the time — 7.77% (n = 24)
None of the time — 0.32% (n = 1)
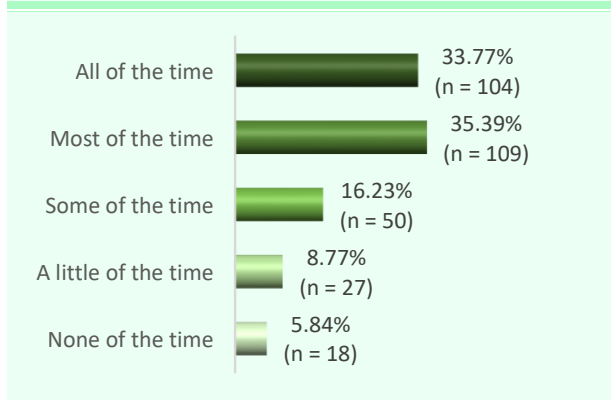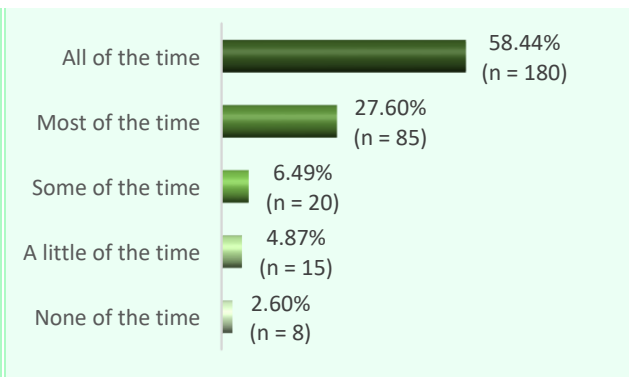
**Figure 308.** Amount of Time Employees in South Surrey and White Rock Schools Can Go to a Supervisor When Support is Needed
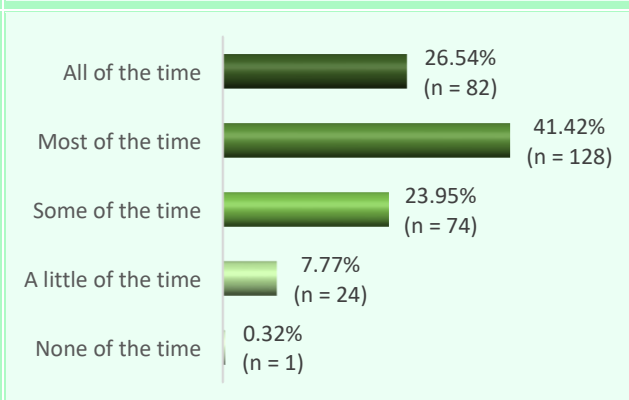
**Figure 309.** Amount of Time Employees in South South Surrey and White Rock Schools Know Where Resources and Supports Are When Needed

Seven in ten (69.16% of) employees with **South Surrey and White Rock Schools** can go to a supervisor when support is needed most or all of the time, while one in ten (14.61%) employees selected little or none of the time.  Two-thirds (67.96%) of employees with **South Surrey and White Rock Schools** know where resources and supports are when needed all or most of the time, though 8.09% of employees selected little or none of the time.  See Figures 308 and 309 for additional information.

Seven in ten (69%) employees with **South Surrey and White Rock Schools** are able to rebound from a bad day at work most or all of the time, though 9% of employees selected little or none of the time. Over half (56%) of employees with **South Surrey and White Rock Schools** look forward to work each day most or all of the time, though two in ten (22%) employees selected little or none of the time. See Figures 310 and 311 for additional information

**Figure 310.** Amount of Time Employees in South Surrey and White Rock Schools Can Rebound from a Bad Day at Work
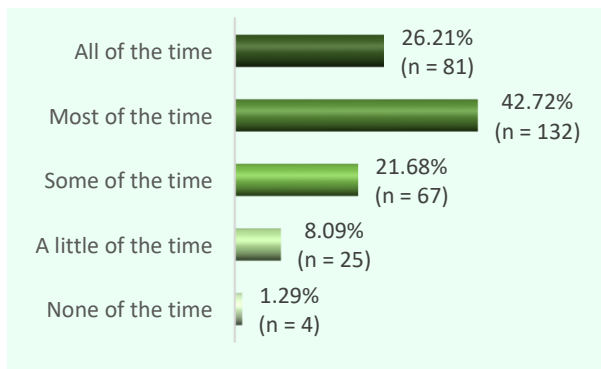
**Figure 311.** Amount of Time Employees in South Surrey and White Rock Schools Look Forward to Work Each Day
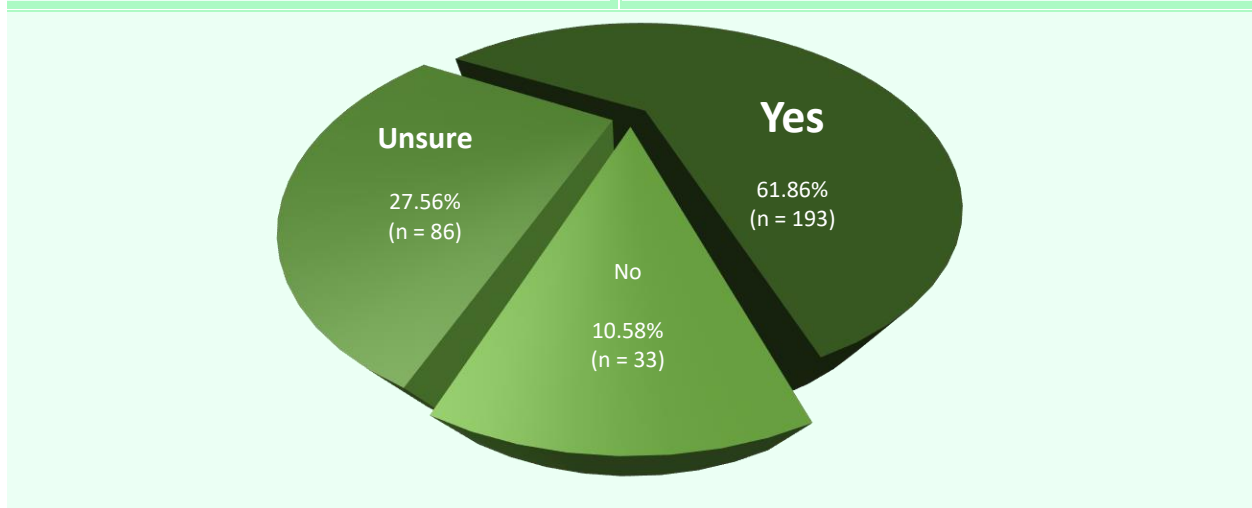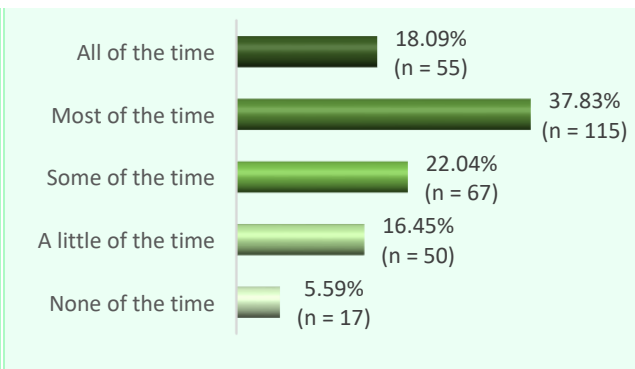


**Figure 312.** Interest Among Employees in South Surrey and White Rock Schools in Completing an Employee Well-Being Survey with More Domains

Six in ten (62%) employees with **South Surrey and White Rock Schools** are interested in completing an employee well-being survey with more domains, while three in ten (28%) employees are unsure. See Figure 312 for additional information.

Four in ten (38.9%) employees with **South Surrey and White Rock Schools** indicated that using Teams or other software to do their work poses a challenge some or most of the time.  Four in ten (38.6%) employees with **South Surrey and White Rock Schools** indicated that technology and hardware issues are challenging some or most of the time. See Figures 313 and 314 for additional information.

**Figure 313.** Level of Challenge Among Employees in South Surrey and White Rock Schools: Using Teams or Other Software to Do Work
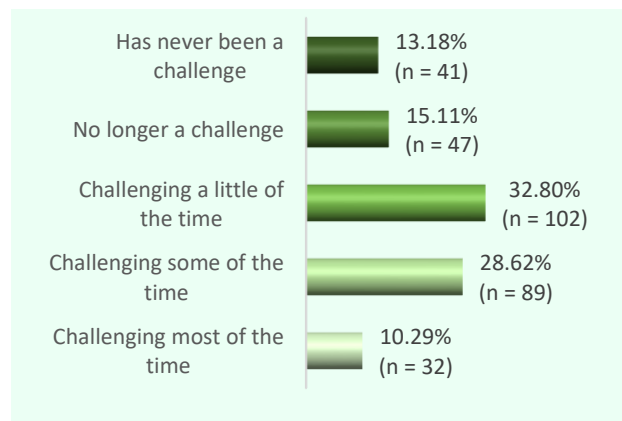
**Figure 314.** Level of Challenge Among Employees in South Surrey and White Rock Schools: Technology – Hardware Issues
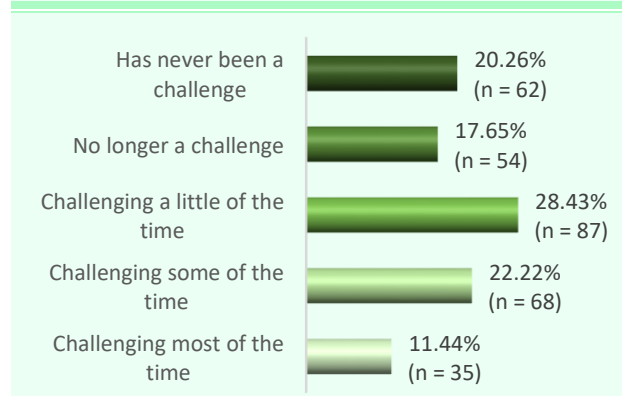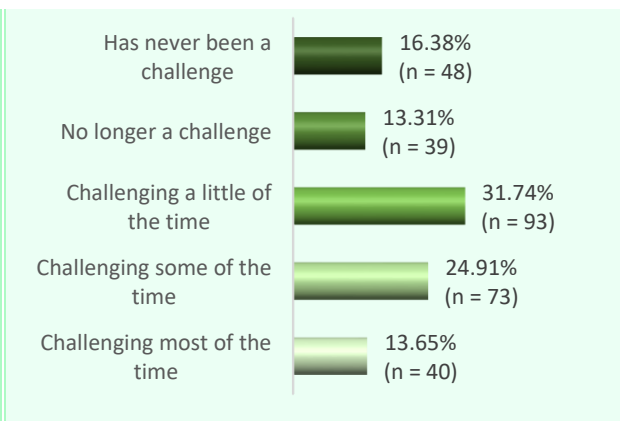


**Figure 315.** Level of Challenge Among Employees in South Surrey and White Rock Schools: Receiving Adequate Information about Health and Safety in a Timely Manner
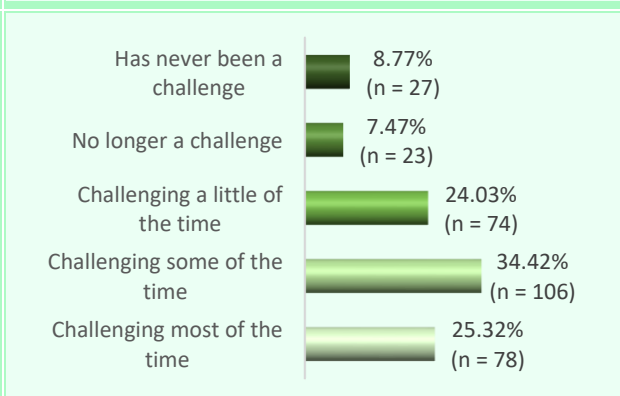
**Figure 316.** Level of Challenge Among Employees in South Surrey and White Rock Schools: Intensity of Workload

One-third (33.7% of) of employees with **South Surrey and White Rock Schools** indicated that receiving adequate information about health and safety in a time manner poses a challenge some or most of the time.  Six in ten (59.7%) employees with **South Surrey and White Rock Schools** indicated that the intensity of the workload is challenging some or most of the time.  See Figures 315 and 316 for additional information.

Four in ten (42%) employees with **South Surrey and White Rock Schools** indicated that feeling isolated and lonely has been challenging some or most of the time.  Almost half (46%) of employees with indicated that balancing work and life has been challenging some or most of the time.  See Figures 317 and 318 for additional information.

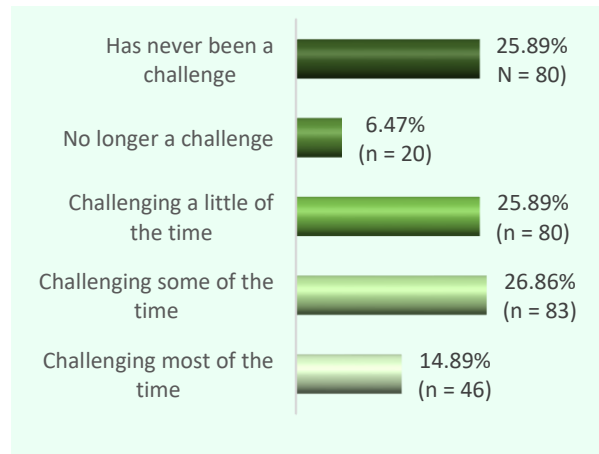**Figure 317.** Level of Challenge Among Employees in South Surrey and White Rock Schools: Feeling Isolated and Lonely

**Figure 318.** Level of Challenge Among Employees in South Surrey and White Rock Schools: Balancing Work and Life
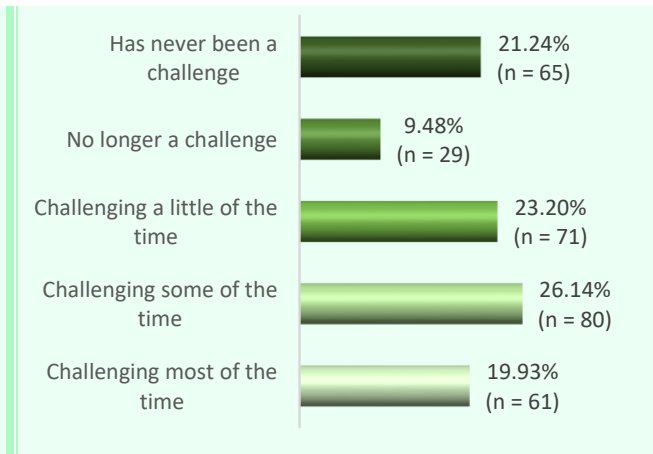
| Feeling Isolated and Lonely | | Balancing Work and Life | |
|---|---|---|---|
| Has never been a challenge | 25.89% N = 80) | Has never been a challenge | 21.24% (n = 65) |
| No longer a challenge | 6.47% (n = 20) | No longer a challenge | 9.48% (n = 29) |
| Challenging a little of the time | 25.89% (n = 80) | Challenging a little of the time | 23.20% (n = 71) |
| Challenging some of the time | 26.86% (n = 83) | Challenging some of the time | 26.14% (n = 80) |
| Challenging most of the time | 14.89% (n = 46) | Challenging most of the time | 19.93% (n = 61) |

| Dealing with Stress and Anxiety | | Uncertainty of Expectations | |
|---|---|---|---|
| Has never been a challenge | 13.07% (n = 40) | Has never been a challenge | 16.23% (n = 49) |
| No longer a challenge | 5.56% (n = 17) | No longer a challenge | 8.94% (n = 27) |
| Challenging a little of the time | 27.78% (n = 85) | Challenging a little of the time | 34.44% (n = 104) |
| Challenging some of the time | 29.41% (n = 90) | Challenging some of the time | 26.16% (n = 79) |
| Challenging most of the time | 24.18% (n = 74) | Challenging most of the time | 14.24% (n = 43) |

**Figure 319.** Level of Challenge Among Employees in South Surrey and White Rock Schools: Dealing with Stress and Anxiety
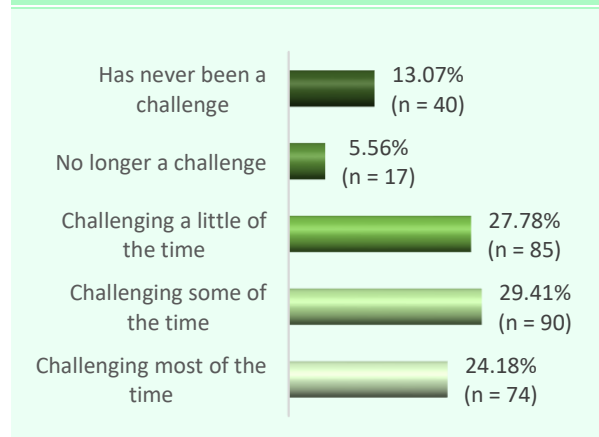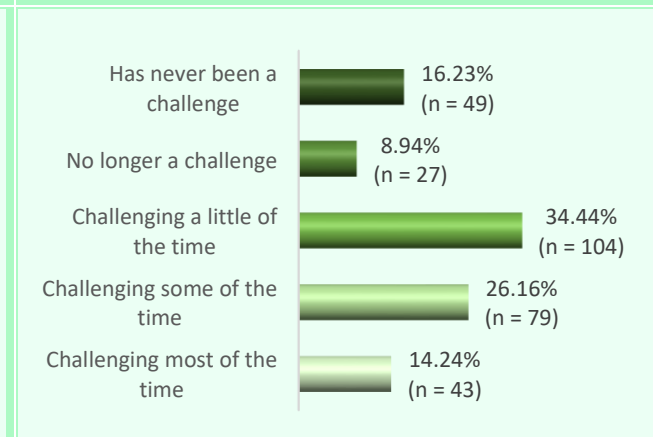
**Figure 320.** Level of Challenge Among Employees in South Surrey and White Rock Schools: Uncertainty of Expectations

Slightly over half (54%) of employees with **South Surrey and White Rock Schools** indicated that dealing with stress and anxiety has been challenging some or most of the time.  Four in ten (40%) employees deal with the challenge of uncertainty around expectations some or most of the time.  See Figures 319 and 320 for additional information.

Overall, employees with **South Surrey and White Rock Schools** face almost six (*M* = 5.67) challenges on average.

Roughly seven in ten (71.79%) employees with **South Surrey and White Rock Schools** indicated they face at least 5 challenges.
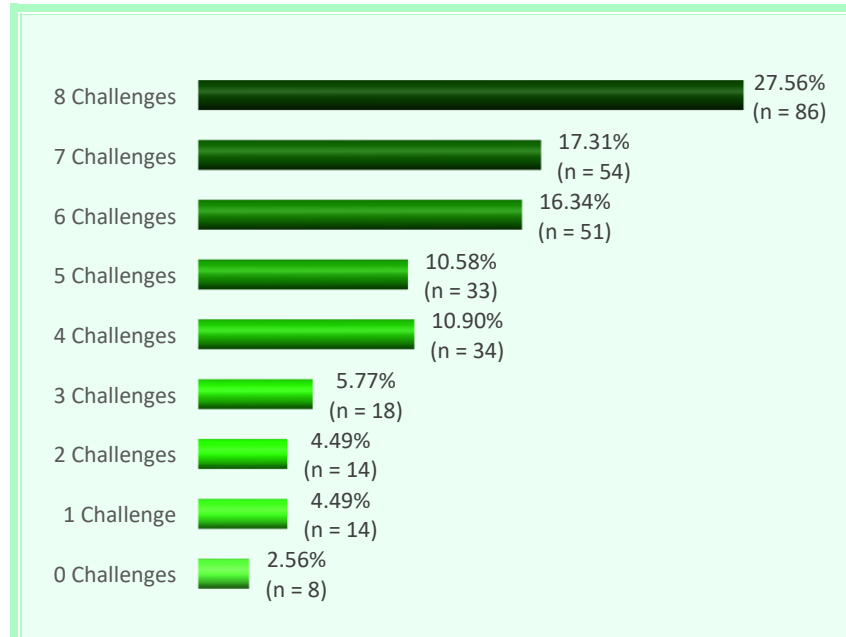
See Figure X. for additional information.



| | |
|---|---|
| 8 Challenges | 27.56% (n = 86) |
| 7 Challenges | 17.31% (n = 54) |
| 6 Challenges | 16.34% (n = 51) |
| 5 Challenges | 10.58% (n = 33) |
| 4 Challenges | 10.90% (n = 34) |
| 3 Challenges | 5.77% (n = 18) |
| 2 Challenges | 4.49% (n = 14) |
| 1 Challenge | 4.49% (n = 14) |
| 0 Challenges | 2.56% (n = 8) |

**Figure 321.** Total Number of Challenges Selected by Employees with South Surrey and White Rock Schools



| | |
|---|---|
| Challenging most of the time | 16.35% (n = 161) |
| Challenging some of the time | 25.28% (n = 249) |
| Challenging a little of the time | 27.21% (n = 268) |
| No longer a challenge | 13% (n = 128) |
| Has never been a challenge | 18.17% (n = 179) |

Across all challenges, four in ten (41.62%) employees with **South Surrey and White Rock Schools** face a challenge some or most of the time.

When an employee with **South Surrey and White Rock Schools** faces a challenge, they are more likely to face the challenge most of the time (*M* = 2.61)

See Figure 322 for additional information.

**Figure 322.** Amount of Time Employees South Surrey and White Rock Schools Are Faced with Challenges

Between 38% and 64% of employees with **South Surrey and White Rock Schools** found the following resources and supports to be the most helpful: 1) support from colleagues in school or the workplace (64.1%), 2) regular staff meetings led by administrators (41.35%), and 3) weekly video messages by the superintendent (38.14%) to be most helpful.

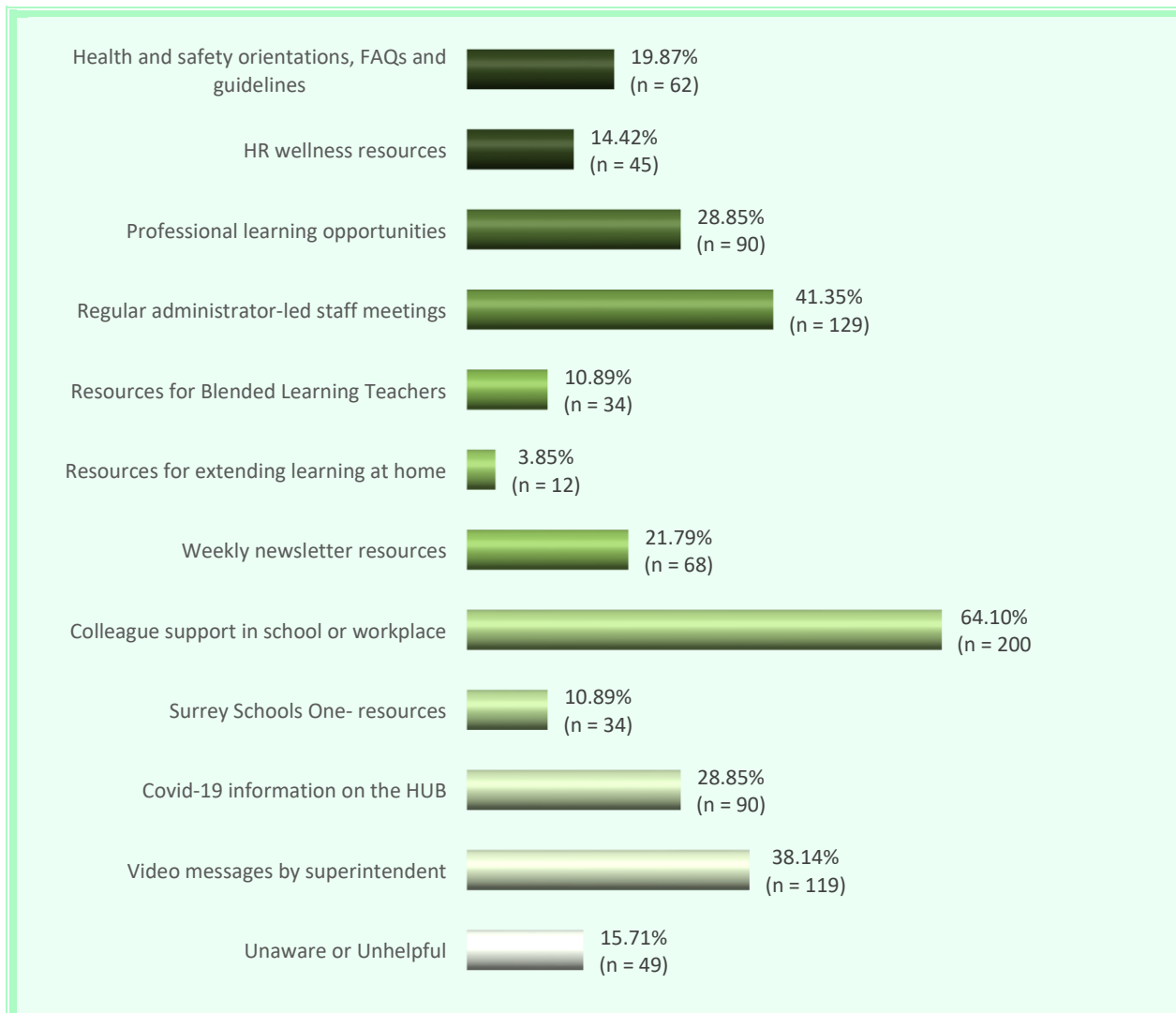See Figure 323 for additional information.



Health and safety orientations, FAQs and guidelines — 19.87% (n = 62)
HR wellness resources — 14.42% (n = 45)
Professional learning opportunities — 28.85% (n = 90)
Regular administrator-led staff meetings — 41.35% (n = 129)
Resources for Blended Learning Teachers — 10.89% (n = 34)
Resources for extending learning at home — 3.85% (n = 12)
Weekly newsletter resources — 21.79% (n = 68)
Colleague support in school or workplace — 64.10% (n = 200
Surrey Schools One- resources — 10.89% (n = 34)
Covid-19 information on the HUB — 28.85% (n = 90)
Video messages by superintendent — 38.14% (n = 119)
Unaware or Unhelpful — 15.71% (n = 49)

**Figure 323.** Resources and Supports Employees With South Surrey and White Rock Schools Found Most Helpful

On average, employees with **South Surrey and White Rock Schools** utilized three resources and supports they found most helpful (*M* = 2.83).

One-fifth (20.84%) of employees with **South Surrey and White Rock Schools** utilized five or more resources and supports while one in three (31.09%) employees utilized one resource or support or did not access any resources and supports at all.

See Figure 324 for additional information.



| Category | Percentage | n |
|---|---|---|
| 8+ Resources | 2.24% | (n = 7) |
| 7 Resources | 4.49% | (n = 14) |
| 6 Resources | 4.17% | (n = 13) |
| 5 Resources | 9.94% | (n = 31) |
| 4 Resources | 12.18% | (n = 38) |
| 3 Resources | 16.98% | (n = 53) |
| 2 Resources | 18.91% | (n = 59) |
| 1 Resource | 19.87% | (n = 62) |
| 0 Resources | 11.22% | (n = 35) |
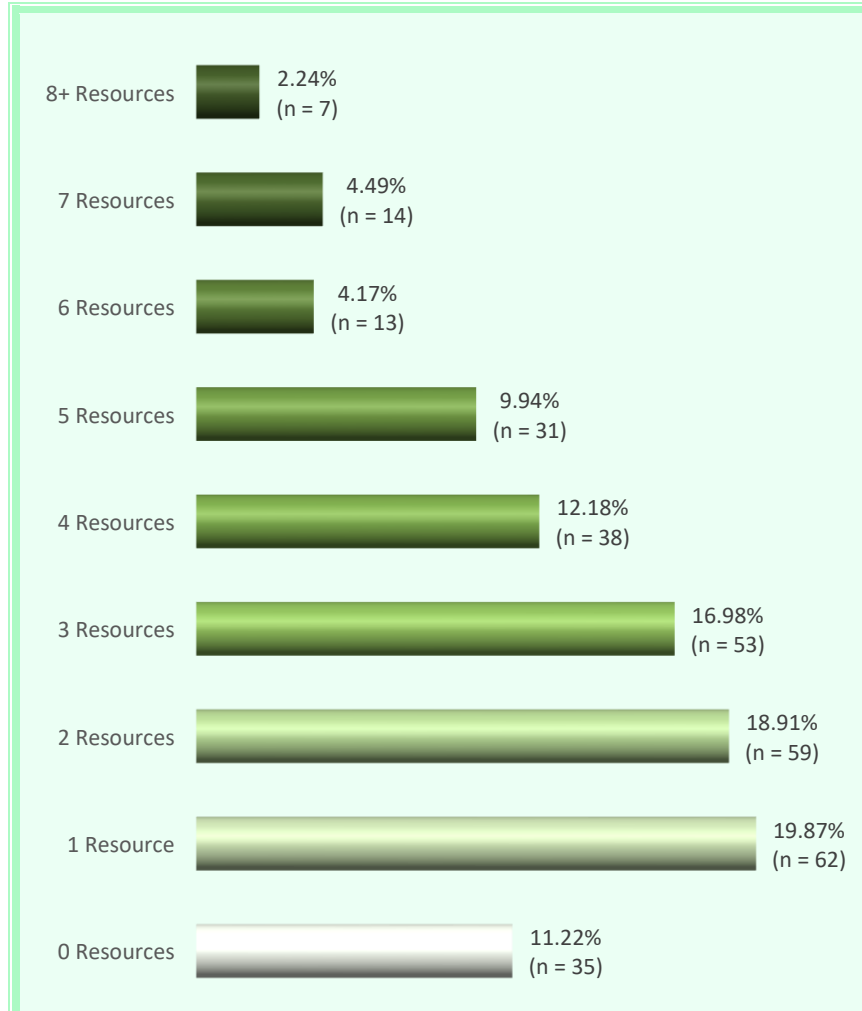
**Figure 324.** Number of Resources and Supports Per Employee in South Surrey and White Rock Schools That Were Found Most Helpful

Outside of the challenges listed above, the challenges employees working at **South Surrey and White Rock Schools** mentioned most were related to the theme of health and safety protocols and practices (32.8%). The most mentions for any sub-theme was consideration of workload and schedules (12.6%). See Table 23 for a breakdown of the number of themes, sub-themes, and mentions of challenges faced by employees working in in **South Surrey and White Rock Schools.**

**Table 23.** Challenges Faced by Employees in South Surrey and White Rock Schools

| Themes | Sub-Themes | # of Mentions | (%) |
|---|---|---|---|
| **1. Health and Safety Protocols and Practices** (*n* = 57; 32.8%) | a. *Exposure risk* | 17 | 9.8% |
| | b. *Compliance with safety protocols* | 14 | 8.0% |
| | c. *Effective and consistent communication* | 11 | 6.3% |
| | d. *Barriers and challenges to following and implementing protocols* | 8 | 4.6% |
| | e. *Lack of safety protocols, precautions, and enforcement* | 7 | 4.0% |
| **2. Workload, Scheduling, and Roles** (*n* = 55; 31.6%) | a. *Consideration of workload and schedules* | 22 | 12.6% |
| | b. *Uncertain and challenging expectations of roles, responsibilities, compensation* | 17 | 9.8% |
| | c. *District, school, and administration support, and communication and access to information* | 16 | 9.2% |
| **3. Support for Personal, Social, and Emotional Wellbeing and Mental Health** (*n* = 31; 17.8%) | a. *Maintaining morale, motivation, connection with others* | 9 | 5.2% |
| | b. *Being acknowledged, respected and valued* | 9 | 5.2% |
| | c. *Managing wellbeing of colleagues, workplace conflicts* | 8 | 4.6% |
| | d. *Mental and physical health, home, and family challenges* | 5 | 2.9% |
| **4. Managing Student Behavioural, Social, and Mental Health, and Academic Challenges** (*n* = 21; 12.1%) | a. *Lack of resources and supports to meet student needs* | 9 | 5.2% |
| | b. *Addressing and managing student wellbeing* | 8 | 4.6% |
| | c. *Student Learning and Academic challenges* | 4 | 2.3% |
| **5. Materials, Resources, and the Physical Work Environment** (*n* = 10; 5.8%) | a. *Challenges and adaptations to the physical work environment* | 6 | 3.4% |
| | b. *Access to materials, resources, and funding* | 4 | 2.3% |
| **Total** | | **174 mentions** | |

Table 24 includes a sample of quotes from employees working in **South Surrey and White Rock Schools.**

**Table 24.** Sample Quotes of Challenges Faced by Employees in South Surrey and White Rock Schools for Each Theme

| Themes | Sample Quotes |
|---|---|
| 1. Health and Safety Protocols and Practices | *Teaching K and feeling unsafe because students are not wearing masks and congregating on playgrounds after school despite recommendations.* |
| 2. Workload, Scheduling, and Roles | *Disregarded by admin team. Forgotten when school is sharing information. Role is regarded as unimportant. Not introduced to staff or given a school tour when started. Little to no information shared by principal. Fighting to do my own job. Meetings outside of my working day so I miss them all. Information not shared, from meetings.* |
| 3. Support for Personal, Social, and Emotional Wellbeing and Mental Health | *Just a tough year. Happy to be a teacher but don't enjoy it right now. Love the school and kids but its a drag teaching for me right now.* |
| 4. Managing Student Behavioural, Social, Mental Health, and Academic Challenges | *We have repeatedly been told the importance of keeping schools open for the mental well-being of the children, however, if that were true, we would have adequate counseling and childcare support.* |
| 5. Materials, Resources, and the Physical Work Environment | *No place to have virtual meetings during lunch and no place to eat lunch. Students constantly in classroom and if they actually leave for lunch, then we are kicked out of the classroom for it to be fogged. I really hope fogging of classrooms during lunch end with this school year. I have to cover my desk and table twice a day with plastic to prevent the horrible coating on all of my binders and materials from the fogging.* |

Among the employees working in schools who provided responses on the Surrey School District Employee Well-Being Survey, 304 are in City Centre schools, 305 are in Cloverdale and Clayton schools, 344 are in Guildford schools, 518 are in Newton and Fleetwood schools, 175 in Panorama and Sullivan schools, and 312 in South Surrey and White Rock schools.

The recommendations below are based on an analysis of the data, accompanied by our interpretations. We recognize that the reader may draw different or additional recommendations.  We also recognize that not all recommendations are possible and some may already be in place or in the planning stage.

**Calm and Confidence Levels**

About half of employees in most Area Schools feel calm and confident the majority of the time.  Closer to six in ten employees in South Surrey and White Rock indicated the same.

**Resiliency Questions**

Four in ten employees in both groups feel optimistic about how things are going at work most or all of the time, while three in ten said they feel optimistic a little or none of the time.

Half of employees in both groups believe they deal well with challenges in the workplace most or all of the time. In both groups, two in ten said they believed this a little or none of the time.

Seven in ten employees in both groups feel like they belong in the workplace most or all of the time. One in ten Elementary School employees feel like they belong in the workplace a little or none of the time, and two in ten Secondary School employees feel the same.

Three-quarters of both Elementary and Secondary School employees believe their work makes a difference most or all of the time, and 7% believe this a little or none of the time.

In both groups, eight in ten employees feel confident in their abilities to do their work most or all of the time, while about 5% feel confident in their abilities a little or none of the time. Similarly, in Elementary and Secondary Schools, eight in ten employees have at least one colleague they can go to for support most or all of the time, and 8% said they have a colleague to go to only a little or none of the time.

Seven in ten Elementary School employees, and six in ten Secondary School employees, feel they can go to a supervisor when they need support most or all of the time. 15% of Elementary School employees and two in ten Secondary School employees feel this way a little or none of the time.

About two-thirds of employees from both groups know where to seek out resources and supports when needed most or all of the time, while one in ten selected a little or none of the time. Two-thirds of

Elementary and Secondary School employees are also confident in their abilities to rebound from a bad day at work, while One in ten feel this way a little or none of the time.

Six in ten Elementary and Secondary School employees look forward to work most or all of the time, while two in ten employees in both groups look forward to work a little or none of the time.

### Challenges Faced

Between 75% and 80% of employees in all Area Schools indicated they experience at least 5 challenges**.**

Around one third of employees working in all Area Schools experience challenges with technology and hardware and using Teams or other software to do their work some or most of the time.

One third of employees working in South Surrey and White Rock, Newton and Fleetwood, City Centre and Cloverdale and Clayton experience challenges some or most of the time when it comes to receiving adequate information about health and safety in a timely manner.  Closer to one in four employees working in Guildford and Panorama and Sullivan experience this challenge some or most of the time.

Approximately six in ten employees working in all Area Schools find the intensity of the workload to be challenging some or most of the time.

Less than half of the employees working in all Area Schools experience feeling isolated and lonely some or most of the time.  At 39%, Area Schools where the smallest percentage of employees indicated they experience feeling isolated and lonely some or most of the time was Newton and Fleetwood.

About half of employees in all Area Schools find it difficult balancing work and life some or most of the time.

Roughly six in ten employees in most Area Schools find it challenging dealing with stress and anxiety some or most of the time, while about half of employees at City Centre and South Surrey and White Rock said the same.  About four in ten employees working in all Area Schools feel uncertainty around expectations.

### Resources and Supports Found Useful

The top three resources and supports that employees working in most Area Schools found helpful include colleague support in school or the workplace, regular staff meetings led by administrators, and weekly video messages from the superintendent.  For Panorama and Sullivan schools resources employees found most helpful also include support from colleagues and weekly video messages, as well as professional learning opportunities and Covid-19 information provided on the HUB.

About half of employees working in all Area Schools utilized two to four resources and supports they found helpful.

# Appendix A. Surrey School District Employee Well-Being Survey

**Surrey School District Employee Well-Being Survey**

*The purpose of this survey is to find out how you are doing, to learn about strategies and resources that helped you and to determine what will be helpful for you moving forward.  This survey is anonymous and your answers will be compiled with others' answers when we share results so nothing that could identify you through your answers will be included.  Your answers will guide our future planning for September. A collated report of the results will be shared in the weekly memo.*

1. **What is your employee group?**

| | |
|---|---|
| **Teacher (STA)** | ☐ |
| **Support Staff (CUPE)** | ☐ |
| **Principals, Directors of Instruction, Vice Principals, District Principals, Assistant Superintendents** | ☐ |
| **EPEG (including Managers, Directors)** | ☐ |
| **Prefer not to answer** | ☐ |

2. **How long have you been in your current career?**

| | |
|---|---|
| **0-2 years** | ☐ |
| **3-5 years** | ☐ |
| **6-10 years** | ☐ |
| **11-15 years** | ☐ |
| **16 or more years** | ☐ |
| **Prefer not to answer** | ☐ |

3. **Please choose the student age group with whom you work most or all of the time.**

| | |
|---|---|
| **Elementary School** | ☐ |
| **Secondary School** | ☐ |
| **I do not work directly with students** | ☐ |
| **Prefer not to answer** | ☐ |

**4.** **If you work in a school, which geographic region best describes your location.**

| | |
|---|---|
| South Surrey and White Rock | ☐ |
| Cloverdale and Clayton | ☐ |
| City Centre | ☐ |
| Newton and Fleetwood | ☐ |
| Guildford | ☐ |
| Panorama and Sullivan | ☐ |
| I'm not at a school | ☐ |

**5.** **Using the continuum below, choose the descriptor that best describes how you are feeling.**



| | |
|---|---|
| Feeling calm and confident almost all of the time | ☐ |
| Feeling calm and confident about 85% of the time | ☐ |
| Feeling calm and confident about 65% of the time | ☐ |
| Feeling calm and confident about 50% of the time | ☐ |
| Feeling calm and confident about 35% of the time | ☐ |
| Feeling calm and confident almost none of the time | ☐ |
| Unsure at this time | ☐ |

6. We are working to better understand various domains of well-being and the supports that are most needed. This question helps us to look more closely at domains of well-being and your answers will help guide our work in future surveys as well as the supports we are able to provide. Please indicate the number on the scale that best describes generally how you have been feeling over the last month for each of the statements.

| | None of the time | A little of the time | Some of the time | Most of the time | All of the time |
|---|---|---|---|---|---|
| I feel optimistic about how things are going in my workplace. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel we deal with challenges well in my workplace. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel like I belong in my workplace. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I believe the work I do makes a difference. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel confident in my abilities to do my work. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I have at least one colleague I can go to when I need support with something. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I feel I can go to my supervisor(s) when I need support with something. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I know where to seek out resources and supports when I need them. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I am confident in my ability to rebound/overcome if I have a bad day at work. | ☐ | ☐ | ☐ | ☐ | ☐ |
| I look forward to my work each day. | ☐ | ☐ | ☐ | ☐ | ☐ |

7. In our previous surveys, we asked what challenges staff were facing. We want to know if you are currently facing the challenges you may have previously identified. Please provide your response to the list of challenges below.

| | Challenging most of the time | Challenging some of the time | Challenging a little of the time | No longer a challenge | Has never been a challenge |
|---|---|---|---|---|---|
| Technology - software or program issues such as TEAMS | ☐ | ☐ | ☐ | ☐ | ☐ |
| Technology - hardware issues | ☐ | ☐ | ☐ | ☐ | ☐ |
| Receiving adequate information about health and safety in a timely manner | ☐ | ☐ | ☐ | ☐ | ☐ |
| Intensity of the workload | ☐ | ☐ | ☐ | ☐ | ☐ |
| Feeling isolated and lonely | ☐ | ☐ | ☐ | ☐ | ☐ |
| Finding it hard to balance work and life | ☐ | ☐ | ☐ | ☐ | ☐ |
| Dealing with stress and anxiety | ☐ | ☐ | ☐ | ☐ | ☐ |
| Uncertainty about expectations | ☐ | ☐ | ☐ | ☐ | ☐ |

8. If the challenge you currently face is not listed above, please list it briefly below. (You may skip this question.)

9. **Based on staff responses to the previous Surrey School District Staff Well-being Surveys, we implemented resources and supports in a variety of ways. Please select as many resources and supports that you found most helpful.**

| | |
|---|---|
| **Video messages by superintendent** | ☐ |
| **Regular staff meetings led by principal or vice principal or manager or director** | ☐ |
| **Resources provided in weekly newsletters (on topics like maintaining focus, handling stress, well-being, financial stress, facing uncertainty, finding a new normal, etc.)** | ☐ |
| **HR wellness resources such as wellness articles and EFAP** | ☐ |
| **Health and Safety Orientations, FAQs and Guidelines** | ☐ |
| **Surrey Schools One- resources for learning provided by Priority Practices** | ☐ |
| **Resources for Blended Learning Teachers** | ☐ |
| **Resources for extending learning at home** | ☐ |
| **Professional Learning Opportunities (including workshops, coaching, mentoring)** | ☐ |
| **Supports from colleagues in my own school or workplace** | ☐ |
| **Updated active exposure and Covid-19 information on the HUB** | ☐ |
| **None of these were helpful for me** | ☐ |
| **I wasn't aware of any of these resources** | ☐ |

10. **Were there other resources or supports that you needed that were not made available?  Please briefly describe below.  Please know that we may not be able to provide all resources requested. We will be reviewing all answers and creating a report with recommendations based on all answers.  A summarized report will be made available in the weekly memo.**

11. **When thinking about the rest of this school year, tell us the information that you would most need to help you in your work.  Please know that while we may not be able to answer every question in our survey report, we will read all responses and provide a consolidated report (in the weekly memo) with the most requested information.**

12. **We are working to better understand various domains of well-being  (including sense of belonging, self-efficacy, resiliency, etc.) and the supports needed by employees in Surrey Schools. Would you be interested in responding anonymously to questions related to employee well-being in future surveys?**

| Yes | ☐ |
|---|---|
| No | ☐ |
| Unsure at this time | ☐ |