

Teacher – Professional Learning Survey October 2025



On October 10th, 2025, teachers were asked to complete a survey on professional learning. Two versions of the survey were created: staff in schools participating in the pilot calendar received Set A, while staff in all other schools received Set B. Both versions contained similar questions but differed in their reference period. Set A focused specifically on the first pilot calendar professional learning day held on September 19th, while Set B referred to professional learning experiences across the 2025–2026 school year to date.

Because the questions in Sets A and B are aligned in content and structure, the responses can be compared directly between the two groups. This alignment enables an analysis of whether participation in the first pilot calendar professional learning day had a measurable effect on teacher practice, reflection, and perceptions of impact. In other words, differences in response patterns between Set A and Set B provide an indication of the early influence of the pilot calendar’s additional professional learning opportunities. Following is a table comparing the level of agreement for each item.

Set A		Set B	
Pilot Calendar Schools (~78% of possible teachers.)		All Other Schools (~44% of possible teachers.)	
I have applied strategies, skills, or knowledge I learned during the Sept 19th school-based professional learning day.	87.4%	54.7%	I have applied strategies, skills, or knowledge gained through professional learning opportunities so far in the 2025–2026 school year.
I have experienced a positive impact on my instructional practice or work supporting students as a result of the Sept 19th school-based professional learning day.	79.6%	43.8%	I have experienced a positive impact on my instructional practice or work supporting students as a result of professional learning opportunities so far in the 2025–2026 school year.
I have observed a positive impact on student learning and achievement related to what I learned and collaborated on during the Sept 19th school-based professional learning day.	71.8%	36.4%	I have observed a positive impact on student learning and achievement as a result of what I learned during professional learning opportunities so far in the 2025–2026 school year.
I am confident that these additional professional learning /collaboration days will improve our work and student learning in our school.	90.6%		
I am confident that together, we can make a positive difference in student learning and achievement.	96.5%	83.2%	Same Question
I will be able to use the learning and collaboration from today, October 10th, to impact student learning and achievement positively.	94.9%		

Observed Results

Overall, the results show consistently higher levels of agreement among teachers in the pilot calendar schools (Set A) compared to those in non-pilot schools (Set B) across all items.

Teachers in pilot schools reported notably greater application of learning, impact on instructional practice, and perceived benefits for student learning.

- 87.4% of pilot-school respondents indicated they had applied strategies or skills from the September 19th professional learning day, compared with 54.7% of staff in other schools referencing the year's professional learning to date.
- 79.6% of pilot respondents reported a positive impact on instructional practice versus 43.8%.
- 71.8% observed a positive impact on student learning versus 36.4%.

Confidence in the value of the pilot initiative was also strong as over 90% of pilot-school respondents agreed that the additional professional learning days would improve practice and student learning.

Nearly all responding teachers (96.5%) expressed confidence in their collective capacity to make a positive difference. Although it is also strong for non-pilot school teachers, it is still significantly improved for the pilot calendar school staff.

Taken together, these results suggest an early, positive effect of the pilot calendar's first professional learning day on teacher engagement, instructional practice, and perceptions of student impact, relative to the baseline levels reported in non-pilot schools.