

The Digital Equity Gap

2026 Canada Teacher Experience Report:
Digital Infrastructure & Equity

Foreword

From the Desk of Colleen Russell-Rawlins, Education Perfect Learning Advisory Board

Education systems across the country have invested significantly in digital tools and technologies over the past decade. Yet many educators continue to experience digital learning environments not as coherent systems, but as an expanding patchwork of applications, platforms, and processes that require substantial time, navigation, and cognitive energy to use effectively. While these tools are often introduced with positive intentions, the cumulative impact can complicate teaching and assessment rather than strengthen it. An important question for educational leaders to consider is this: Do leaders fully understand how many digital tools, platforms, and systems teachers are expected to navigate on a daily basis in order to do their work effectively?



This report suggests that educational leaders are at an important moment. The conversation can no longer focus solely on the tools; increasingly, the challenge is coherence. The critical question is whether the digital ecosystems being built genuinely support learning, collaboration, student engagement, and professional practice in meaningful and sustainable ways that benefit students.

This work cannot be shaped only through technical, financial, and/or operational perspectives. If leaders want digital tools to be used consistently and effectively to improve learning, the voices of educators, students, and support staff must help inform your approach. Teachers, in particular, understand where technology augments teaching and assessment, where it creates barriers, and where systems unintentionally add complexity to their already demanding work.

This report also recognizes the persistent inequities that exist across schools, districts, provinces, and communities related to infrastructure, access, professional learning, and implementation capacity. A critical part of the focus must be on creating equity of access so that students and educators have the tools they need.



This report has the potential to contribute to a thoughtful conversation about designing more coherent, equitable, and human-centered digital learning ecosystems that are grounded in the realities of today's classrooms and singularly focused on improving learning for all students.

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Executive Summary and Strategic Recommendations

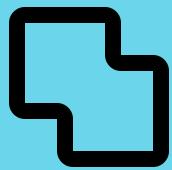


Our independent study conducted by the Angus Reid Group explores the operational reality of the modern staffroom. The data indicates that fragmented technology and a lack of core digital provisions are directly adding to the growing demands teachers face, particularly in supporting diverse student needs and maintaining classroom engagement.

Strategic Recommendations for School Boards:



Frame EdTech as an Equity Priority: Digital tools for lesson planning and assessment should be considered as foundational infrastructure, ensuring equitable access to the tools and support teachers need regardless of their region.



Consolidate to Reduce Cognitive Load: Move away from a fragmented “app-heavy” approach. Only 29% of teachers feel their current digital tools actually improve work-related stress. Consolidating these tools into a single, unified ecosystem can help reduce tool fatigue.



Technology as a Classroom Partner in Strengthening Support Systems: With 64% of educators calling for more support staff to reduce stress, leaders can leverage integrated platforms that reduce time spent on administrative tasks and assessment, enabling support staff and teachers to focus on higher-impact instructional work.

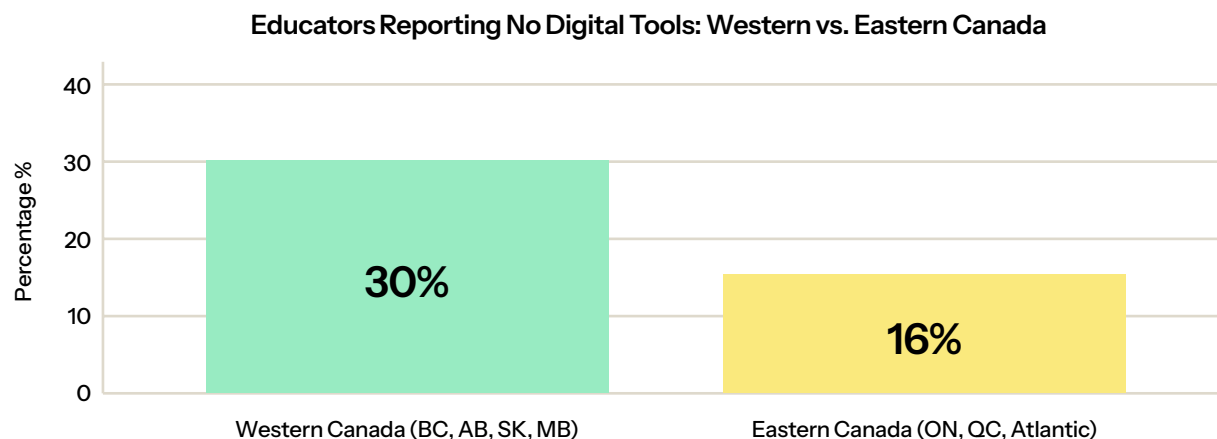
The 22% Infrastructure Void and the Regional Divide



When we look at the daily responsibilities of teaching like lesson planning, assessment, and providing feedback, the assumption is that modern Canadian classrooms are supported by digital tools. The reality on the ground is quite different.

Currently, **22% of Canadian teachers report having absolutely no digital tools** provided by their school or district to manage their day-to-day responsibilities.

Furthermore, this digital equity gap is highly regional, creating operational disparities across the country. Educators in Western Canada are nearly twice as likely to be left navigating modern classrooms without digital resources compared to their peers in the East.



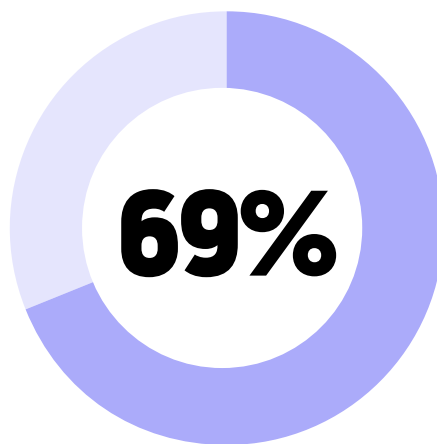
Even when tools are present, they are often disjointed and fail to deliver on their core promise of making a teacher's life easier. Currently, **only 29% of teachers report that their access to digital tools has actually improved their work-related stress**. This strongly indicates that simply adding more fragmented applications to the staffroom is not the answer; strategic consolidation is required.

A System Under Strain:

Supporting Student Needs and Teacher Wellbeing



When teachers are left without adequate, unified digital infrastructure, the operational strain deeply impacts their wellbeing and their capacity to manage the classroom. The stress our teachers are experiencing is no longer an edge case; it is a daily reality.



The data shows that **69% of teachers feel stressed to the point of being overwhelmed on at least a weekly basis.**

Crucially, the root causes of this stress have shifted. Paperwork and lesson preparation are no longer the primary culprits. **The most commonly cited source of stress is supporting a wide range of student needs and maintaining effective classroom environments, cited by 76% of stressed educators.** This pressure significantly outpaces a lack of resources (67%), general workload (64%), and administrative tasks (40%).

Without the proper structural supports to help manage this rising classroom complexity, this is having a meaningful impact on the workforce. Among teachers experiencing work-related stress:

- **60%** have had to take a sick or personal day in the last three months just to cope.
- **52%** have actively considered leaving the teaching profession entirely.

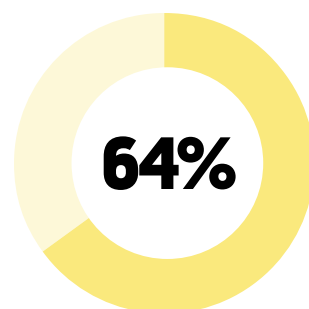
What Educators Are Asking For



Canadian teachers are clear about what they need to navigate these rising challenges. When asked what would make the biggest difference in lowering their work-related stress, the top two requests were “**more support staff**” (64%) and a “**reduced workload**” (60%).

While instantly hiring more human resources to act as support staff across every district is not always a feasible reality for school boards, providing equitable, consolidated digital infrastructure is a baseline requirement that school systems can begin to address.

Educators are not resistant to technology; they are pragmatic professionals seeking structured solutions. In fact, **64% of teachers agree that having one digital platform that is AI-enabled, has curriculum-aligned resources, and provides feedback would help reduce their stress and workload.** Teachers want tools that genuinely give them their time back so they can focus on supporting students’ learning, engagement, and overall development.



Moving from Fragmentation to Focus



To solve the digital equity gap and address the teacher experience crisis, school boards have an opportunity to shift from scattered procurement to a unified digital ecosystem.

When platforms provide an environment where curriculum, assessment, and pedagogical best practice seamlessly come together, it supports educators in making better judgements about how to help students progress. This intentional design allows teachers to easily understand where each student is at in their learning journey. Providing this level of integrated insight is the most effective way technology can act as the digital support staff teachers are explicitly asking for to help manage their daily workload.

Conclusion:

Protecting Canada's Education Workforce with Education Perfect



The findings of the 2026 Teacher Experience Report present a clear mandate: we must evolve our technological strategies to support the people at the front of the classroom. With 76% of stressed teachers struggling to manage diverse classroom needs and 60% taking stress leave, the impact of fragmented, inequitable infrastructure is becoming increasingly difficult to ignore.

Education Perfect (EP) partners directly with Canadian school boards to solve every facet of this infrastructure void.

- **Closing the 22% Gap:** EP ensures that teachers across every province have access to high-quality, curriculum-aligned content, ensuring no educator is left navigating the modern classroom without support.
- **Solving the Fragmentation “Toggle Tax”:** In response to the 64% of teachers calling for consolidation, EP provides a single, secure platform for learning, assessment, and analytics. This eliminates the cognitive overload caused by managing dozens of disconnected apps.
- **Technology as a Classroom Partner in Strengthening Support Systems:** When technology acts as a classroom partner, it reduces administrative and assessment load, strengthening support systems and allowing support staff and teachers to focus on the work that has the greatest impact on learning.

By investing in a unified, trusted ecosystem like Education Perfect, districts can proactively protect the wellbeing, retention, and capacity of Canada's education workforce, ensuring every teacher has the baseline support they need to unlock their students' full potential.

About the Independent Study

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Conducted in partnership with the Angus Reid Group, a leading Canadian market research firm, this study captures the operational reality of the modern staffroom. The data was collected between December 9th and December 16th, 2025, surveying a nationally representative sample of 302 educators teaching Grades 3 to 12 across Canada in both English and French.