

| Please describe your concern with violence/aggression in the workplace, and the solutions you would suggest to address this concern: | Please describe your concern with lack of access to professional learning opportunities during the workday, and the solutions you would suggest to address this concern: |
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| | Teachers would have less stress if they had more preparation time. Most of us spend three to five hours outside of school preparing lessons and correcting. Build in more prep time. Hire more teachers. |
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| <p>The teaching profession has become more and more stressful, as society has changed and respect for the education system has all but disappeared. Students not only harm teaching staff, but other students find it funny when they do. There is no consideration for others, adults or otherwise. We feel in danger every day. We come home physically beaten many days, and emotionally distraught often. Our passion for teaching and motivation to help students is literally beaten out of us every day.</p> | |
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| | <p>There should be opportunities for training outside the province that is covered by the employer. NLTA provides a grant of \$500 for members but that is nothing considering we are an island and flights, hotel rooms, meals and registration would far surpass this meager amount. Why should teachers' pay out of pocket to increase their professional knowledge for their job? Online training is often available outside of school hours based on where we are located.</p> |
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| <p>Inclusion means everyone is in a class. The teacher is responsible for the SAFETY of the children. I don't get a chance to TEACH because I am managing safety ALL DAY LONG.</p> | |
| <p>Students in class that are approved for SA but not receiving SA support.</p> | |

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| <p>Each day, there is an increase in verbal aggression towards teachers from students. Disrespect has increased significantly since I began teaching 20 years ago. Furthermore, we are expected to endure physical aggression from students with the highest needs in our schools. Also, students being harmed by other students during unstructured times. More guidance counsellors are needed.</p> | |
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| | <p>Again, this is more than likely a " me" problem. I am lucky in that I can avail of PL throughout my day, but I feel my days are full and I often have to use after-work hours to participate. It's the feeling of letting staff down if I don't work directly with students during the work day. I do value the time spent with students and genuinely care about their education. It's not that I think I have all the answers but I do want to do my part to help. I often feel that if I participate in a PL during a workday, I am letting people down or that's being talked about negatively.</p> |
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| The number of children entering school with no ability to regulate is increasing yearly and we have no support | |

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| <p>Violence and drug use is on the rise. There is no police presence in schools. We have called police to address violence and hours have passed before they arrive.</p> <p>Vaping with E-cigarettes and illicit substances are being used regularly by younger and younger students this year. Students are coming to school under the influence of drugs every day. Administration is hesitant to deal with it.</p> <p>Student violence, threats of violence happen regularly. Bullying via cell phones during the school day, and outside of the school is increasing. Parents expect action to be taken against students for this. Sexual violence amongst young people is increasing - and this leads to problems in school settings as we try to accommodate them and keep students feeling safe. Solutions are hard to find.</p> <p>A complete ban on cell phones in schools may be the only solution to some of the bullying. Changes to the Schools Act to allow expelling of students and alternative options to schooling (like online schooling) may be solutions.</p> | |
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| Teacher training including substitute teachers on dealing with student physical/verbal violence. Staff training from substitute teachers on how to improve substitute teachers working conditions. | |
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| <p>I have previous physical issues with my neck, back, and pelvis that are exacerbated by seatwork. That being said, when I have worked with violent students and have been physically attacked or threatened, I am anxious that my back or neck could be further injured. This is my number one concern, because if I lose my health it gravely impacts my life in all dimensions. Luckily, I have not have had any moderate or major physical injuries at work, but I am anxious when I work with certain students, because I'm aware that the possibility is there.</p> <p>To solve this, there needs to be specific lines down as to what behaviour is and is not acceptable, and what actions are to follow. There is too much variation from school to school, and administrators are often the ones in charge of deciding how at risk their teachers and staff are, and that should not be their responsibility. There should be a policy that they uphold that is applied to all major behaviour situations.</p> | |
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| | <p>In the field of Technology, the curriculum resources often become outdated much more quickly than in other subject areas. Further, the technologies associated with such courses changes regularly, forcing the teacher to keep up their PL on their own time. Additionally, there are no trained itinerants to support in areas such as:</p> <ul style="list-style-type: none">- Computer Programming- CAD/CAM Software- CNC Machinery- 3D Printing (outside of Brilliant Labs who have 2 itinerants for the entire province, and are limited in the support they can provide here) <p>With a lack of support from Program Specialists and Itinerants, teachers are forced to navigate technically complex issues on their own or possibly draw on the virtual help of another teacher in the province.</p> |
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| <p>It is difficult getting ready for work every morning knowing that I am coming in to a classroom where I will get hurt. I feel burnt out before even leaving my house, I can only wear certain clothes so that I can minimize the injuries I know I will experience, my children ask me to get a different job because they don't like seeing me get hurt. Teacher's need protective clothing readily available. Parents need to do everything possible to ensure the safety of staff and other children, including consultation with pediatricians, medication, cooperation for partial days, etc.</p> | |
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| <p>It is common to hear students swearing on staff, as well as parental aggression.</p> | |
| <p>Students are almost daily tipping over chairs, throwing items, yelling/screaming, etc. running out of classroom, and I am required to chase sometimes. These students should not be allowed to return to regular classroom without appropriate supports</p> | |
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| <p>My concern is that I have an aggressive student who has hurt both adults in the room, as well as other students. Recently I was kicked in the stomach, but have also been grabbed, smacked, screamed at, cursed at, etc. A student of mine was sitting and playing one day and this other student (not even upset) came and kicked this student in the back. We take resources from other places as needed to ensure all students and adults are safe, but it can be difficult when this happens multiple times a day.</p> | |

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| <p>Easy - ZERO TOLERANCE FOR VIOLENCE - send the children home until they are READY for a school environment. Train people to properly deal with this behavior and have them in the classrooms.</p> | |
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| <p>Students including special needs need consequences for their actions. Many times it is brushed aside and they are rewarded by getting out of the class sometimes even getting toys to play with.</p> | |
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| <p>Verbal abuse - students are sent home and when they return there is restorative justice where the student and teacher discuss the matter, teaching of expected behaviours, increase in discipline if the same behaviours continue.</p> <p>Physical abuse - suspensions, mandatory counselling, meetings with parents of expectations for all students, ease back/ partial day program in the school to ensure the safety of all students and staff.</p> <p>More attention and concern is given to the students who do not participate in poor behaviours but constantly witness the abusive behaviours of their teachers and other students (trauma).</p> | |
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| <p>Students with diverse needs require better support systems in our classrooms. Almost all incidents of classroom violence have come from students known to have problems with physical violence, but no SA or IRT assigned to them. In addition, those students are often lumped together in one class, and often their exceptionalities class and cause more violent outbursts.</p> | |
| <p>There are way too many instances of violence happening in my school, and it seems all schools. There needs to be consequences for students. There are none. There needs to be. It's brutal. Students should not have the right to come to school if they are a threat to other students and their teachers. They are taking away every other child's right to a safe environment to learn.</p> | |
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| <p>I have experienced physical violence and aggression in the workplace with little support. A student transferred into my class from another NL school. This student has autism but I had not yet received any documents such as IEP or response protocol to support this student properly. The first week that the student was in my class, he had a violent outburst and struck me five to six times. I asked the other students in the class to leave for safety reasons but they were very traumatized by this incident. The response was an apology for not sharing a response protocol or warning for this child's violent outbursts. The guidance counsellor came in to give the students a generic presentation explaining autism but no individualized or emotional support for the students following this incident. The student was returned to my class the next period. In the following response protocol, it was stated that this student would leave the class during a violent outburst but allowed to return the following period regularly. It was advised that his teachers tell him, "it's a new day/period, it's a new chance" and to not discuss the incident directly. This violent outburst, and the ones that followed, irrevocably changed the classroom dynamics and none of the students felt safe after that. They regularly took steps to avoid interacting with this student. The classroom became a very unpleasant place to be, for them and for me. I think that students who are aggressive and violent do not have a place in a regular classroom. It can be deeply traumatizing for other students to be exposed to those behaviors. We need more support and alternative learning environments for these students so that they can thrive in a safe environment without harming the learning of others.</p> | |
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| <p>Violence is a real concern at our school! Teachers and student assistants are physically assaulted every day here! Classrooms have to have an all clear and materials are often destroyed. Often these materials are personally purchased and then never reimbursed.</p> <p>There needs to be a more defined response when students are violent in school!</p> | |
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| <p>I have been hit, kicked and threatened this school year. I have watched students throw furniture at teachers and students. I have been yelled at in TLT meetings by staff because I offered a suggestion regarding a difficult student.</p> | |
| <p>There should be a zero violence policy in schools. No one should have to go to work tense and mentally preparing to be hit, kicked, bitten or things thrown at them. THIS IS NOT WHAT WE SIGN UP FOR AS A TEACHER. We wanted to be abused, we would find a career full well knowing that we what we were signing up for. We should not have to put up with being beaten up by students. We should not have to put up with parents verbally abusing us and we should not be expected to sit there with our mouths closed and take it. We need resources, we need more bodies in the schools (teachers and student assistants), we need itinerants to be more available to help us. We need more rules and standards that teachers (who are the experts since that's what we go to school for) are able to make the decisions, NOT the parents. We should not have to roll over for parents to spread lies about what we do for these children and make unfair demands. TEACHERS NEED TO FEEL SUPPORTED.</p> | |

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| <p>It seems more and more children we are in contact with each day is experiencing trauma and violence. They then carry that violence over into our school system, violence towards adults, violence towards fellow classmates. It is very difficult to see and very emotionally traumatic to experience for everyone involved.</p> | |
| <p>Over the past few years we have seen a rise in violence within the school system. Students are coming to school very dysregulated and are lashing out as they have little support from home or on a two-year wait list to receive medical personal. As an IRT I have created and executed many response protocols, but administration is fearful of sending children home due to aggressive violence or a fear of the decision being overturned. I have been kicked, spit on and verbally abused and little has been</p> | |

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| <p>Students who repeatedly exhibit violent behaviour are usually returned to their regular classroom immediately and their classmates remain fearful of them; students recognize that there are little to no consequences for violence.</p> <p>Have enough staff to have people available to deal with violent students so that they do not have to be returned to class immediately.</p> | |
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| | <p>The survey only allows me to select 3 concerns, however there are many more from this list that I would like to choose.</p> <p>Class composition has been a challenge since the beginning of my teaching career. There are many students a myriad of needs that one teacher alone is unable to meet. There are many learning and mental health challenges in every class. The size of classes makes it impossible to meet the leaning needs of all my students.</p> |
| <p>Pushing Standards Based Assessments in Junior High. Model works great with adequate supports and class sizes. Nearly impossible to do it justice in a class of 31. Labs with groups bigger than 4-6 water down the experience and make them difficult to execute. Need another teacher and do it over two days (often, unavailable) or make groups massive in order to get exposure but not doing it justice. Class sizes should be capped at ~20 for Junior High and ~25 for Senior High.</p> | <p>Significant portion of the class has accommodations. For any formal test, almost more students go out than stay in the regular classroom - at what point is this justifiably not an accommodation as a result? Composition matters almost as much as class size or even more in some classrooms. The inclusion model in general either needs more support, or to be re-evaluated.</p> |

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| <p>I am certain this will be a topic covered by a large range of individuals, but I also believe class size offers one of the most difficult challenges for teachers. Most teachers, depending on if their school is semester or not, will have a full course load of three to six classes, with each class including as many as 30 students. That leaves the teacher responsible for keeping track and offering effective teaching to over 100 students. These students will come with their own challenges, forcing the teacher to have to try and come up with ways to deal with individual issues. This leads to a lot of challenges to teachers who cannot under these conditions get to know students and best help them individually.</p> <p>Solutions I would suggest for this issue:</p> <ul style="list-style-type: none">- Hiring more teachers into the school system to cover more classes and spread out student numbers more efficiently.- Creating more schools for the purpose of spreading out the feeder schools. Ex's: Having a high school fed into one junior high school not 2 or 3 / breaking up larger junior high's to feed into different high schools.- Increasing the use of CDLI in the more rural areas or lower attended school zones, in order to move teachers into the more populated zones within the province, thus having more teachers to spread out the number of students. | |
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| <p>My classes are at max capacity, one on one time is virtually impossible.</p> | |

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| <p>We NEED to lower the class sizes in order to properly do justice to our students and have them learn and develop at their fullest potential. Crowded classrooms compound issues.</p> | |
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| <p>Class sizes are simply too large. In addition to large numbers, there are many students with learning needs as well as EAL students who teachers are unable to support. These large classes have led to increases in aggression in many of our classrooms.</p> | |
| <p>The inclusion model is not working and like other countries we should look at having alternative schools. Putting children with special needs and placing them in wagons and walking the hallways every day is not helping the students. We need to hire more teachers as class sizes are too large and teachers have to triage students every day.</p> | <p>There should be an EAL LEARN program for grades 4-6. Many of our new arrivals have no previous schooling and cannot line up or know what to do in a classroom setting.</p> |
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| <p>Waves of new Canadians are overwhelmingly in our classrooms. The increase in population and diversity is fantastic but class sizes are impossibly big to support brand new students with very complex needs and often trauma.</p> <p>Smaller classes.</p> | <p>The combination of large class with high needs makes it IMPOSSIBLE to feel like you are making any kind of headway in teaching. Students feel overwhelmed and do not have the support they need. We see violent behaviours that are a response to the students not feeling seen or supported and we still can't help them. Children feel unsafe and unsupported, teachers feel like they have been given an impossible task. If you care about your students and their outcomes then you will definitely experience burnout.</p> <p>The inclusion model is not working. I don't know what the exact solution is but this is not it folks. Kids don't want to be "included" if it means being thrown in the deep end. When we bring these issues to our school board itinerants the responses have been inappropriate and insulting. "What is the classroom teacher doing wrong?", "put all your children who run in one room and put a rolling bookcase in front of the door", "we will not provide a student assistant for a transportation run in the middle of the day so the 5 year old will go alone and strapped in with a harness so he can't escape."</p> <p>Just typing this garbage has my blood boiling.</p> |
| | <p>Classrooms are filled with so much variety and issues we are not equipped to deal with and cannot possibly handle during a regular day when we are responsible for delivering curriculum. Staff according to need.</p> |
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| <p>There are too many students in a class! I am just one person, and I cannot help 25+ students individually. Every new topic/subject means at least half the class will be calling out "Miss, I need help." I cannot physically give the students the extra 5 minutes or more that they need. I cannot pull a small group aside to give extra support, because I still have at least 10 more that still need help. A class size with a maximum of 18 students is more than enough for one person to handle. That's not including all the paper work, parent-teacher conferences, grading, and assessments that takes place outside of the school day for the current 25+ students.</p> | |
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| | <p>With classes that have more complex needs, it's difficult to reach on all the strategies and supports you are supposed to undertake.</p> |
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| <p>Stop making split classes! All the new kids coming in are being put into the other 2 classes that aren't a split. Making the other 2 classes extremely big and not manageable! Let there be 3 classes and increase the ability to spread out these huge behaviours and spread out the needs. COVID has changed our children and no one is helping them or the teachers! This is wrong.</p> | <ul style="list-style-type: none">- The range of ability in a classroom is getting bigger than ever.- Immigrants are coming with little food, not enough winter clothes, etc. <p>How can one teacher effectively help</p> <ul style="list-style-type: none">- 2 huge behaviours-3 medium behaviours- 3 autistic children- 3 with no English- 3 excelling in curriculum-3 a full year behind <p>Some hungry, some trauma victims, etc. And teaching them to read and write and be nice people! HOW! Plus there are more and more ESL teachers being hired but no one to help learning disabilities!</p> |

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| <p>13. class sizes - We have classes of 27-30 students. French immersion classes are maxed at 27 in grade one with one teacher and no support. These children are simultaneously learning a second language and learning to read in that language. The English classes have similar numbers and higher needs. We have a classroom with over 30 elementary students, several with autism, several with LDs, several with behavioural concerns. One teacher about to go on stress leave. What substitute teacher is going to want to stay in that classroom on a replacement? We need to keep class numbers smaller, especially in K-3. All the scientific research on reading points to the positive effect of strong tier one instruction. If we could meet the reading needs for all students, this will have an impact on all achievement and also on behaviour. We also need clear consequences - and the ability to enforce them - for students who are disrespectful to classmates and teachers. Lower class sizes would lead to better academic results which in turn lead to increased social and emotional well-being of students. Students who are successful act out less, are less anxious and less depressed.</p> | <p>We are dealing with higher class numbers with higher classroom needs. A child who is volatile and needs constant supervision and support shouldn't count as one of 30. A child with severe autism who needs constant support shouldn't count as one of 30. The best money that could be spent in the school system would be on more teachers in the lower grades so that we can support and teach these children. No teacher can sustain the high needs and the high numbers.</p> |
| <p>Too many students in classes. Unequal "caps" in French and English streams, no consideration for students with exceptionalities and how many should be in each room before reducing the total number of students in the room.</p> | |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| | <p>Class composition needs to be addressed in conjunction with class size. You cannot say 2 classes of the same grade are the same because they have the same number of students.</p> |
| | <p>There are so many needs that it is impossible to help everyone. Needs that I've experienced in the past two years are non-verbal children, children who don't speak English, children who aren't toilet trained, children who have severe behaviour and mental health issues, children with extreme anger issues who have great difficulty self-regulating. In addition, in the past two years, I've have children with mobility issues, children who are diabetic and needed their blood sugars checked (which meant I was giving a child a needle in the finger three times a day), children with cystic fibrosis (which meant I had to know what the child ate, add up the carbs and determine how many enzymes I was required to administer). In a kindergarten classroom, with little to no supports, this leaves very little time for teaching and is a perfect storm for a mental health breakdown or burnout.</p> |

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| | <p>Student behavioural challenges are increasing, but yet class sizes keep getting bigger and we aren't given the support we require to meet the needs of every student. Usually, students who have behavioural needs are consuming all the teachers time that students who are struggling academically or who are EAL are being left behind. Teachers do their best when making up class lists to try and spread the needs out, but with so many needs and high class sizes this is impossible. Class sizes need to be smaller or more teachers are needed in each room if every student is going to have a chance at succeeding.</p> |
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| <p>Most issues including behaviour, classroom management, teacher workload/burnout/retention and student absenteeism- to name a few- are ALL a result of classroom size. There is NOT enough time for teachers to help ALL their students. It is crowd control EVERY SINGLE PERIOD. Many students are shrinking violets because of the mob mentality that exists.</p> | <p>14-15 students in a class with varying learning disabilities is crazy. It is NOT manageable. Children are giving up trying in GRADE SEVEN. More and more parents have to get outside tutors. More and more students do not want to come to school. A PASS position in almost all schools? This position would not exist if teachers could establish a relationship with their students.</p> |

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| | <p>Several high needs children bring put in one room to help alleviate some support issues makes sense in theory however, that also leaves a gap for children and other rooms because they're support is always being pulled to cover the higher needs. Some years 30 to 40% of the kids in my class require more intensive supports than I'm able to give them alone as the classroom teacher.</p> |

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| | The diversity of students in the classroom is making difficult to educate and perform ones duty. We need more IRTs and student assistants to help alleviate this. |
| Cap high school classes at 25. Simple. Necessary. | Not the current IRT system. |
| 30 students in grade one and two is way too much. | |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| | Class sizes are very large. Cap sizes for all grades. |
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| | <p>There are several students with needs in my class. There is not enough student assistant time provided to help these students. Please provide more student assistant time so that all of the children's needs are being met.</p> |
| <p>Our current class sizes are not a concern however, because of the school population overall there are only two classes in other grades which makes for overcrowded classrooms. Class caps of 20 need to be mandatory for all grades.</p> | |

| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| <p>Simply put, class sizes are too big. In my school, most classes are at a minimum of 25 students, with most pushing 30. Students cannot learn effectively in such a crowded classroom. Teachers also struggle to make connections and build relationships with students as they are often managing behavior challenges in such a challenging environment. Furthermore, students with exceptionalities who may require extra help do not always receive the extra support as the teacher is busy responding to the needs of 29+ other students. By taking a first step to reduce class sizes (preferably to 20 students), I think a lot of problems could be solved. I think the amount of behaviors would reduce because the audience is taken away, but also because the students who are acting out possibly receive the support they need in the classroom, which would reduce or eliminate the unwanted behavior. Connection building would also be easier to foster, which again, who reduce a lot of extreme behavior. A reduction in the number of students per class would also reduce teacher workload, which would greatly improve the mental health of all educators by eliminating extra stressors.</p> | |
| <p>After having been in smaller schools with smaller class sizes, I have seen the difference in behavior issues, violence, etc. It is more challenging to address every need with such large class sizes. I suggest the hiring of more teachers so that classes can have smaller numbers.</p> | |
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| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| Class size should not exceed 20 children, no matter the composition. | More resources are needed for high needs students. Students with chronic behaviour issues should not be allowed in the regular classroom as they are taking away the education of the other students. |
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| <p>More resources are needed. More teachers needed.</p> | <p>More resources for students who are struggling especially those with behavioural problems, needs more SA to work with them.</p> |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| | <p>Currently work with four children who have Autism all in grade 2 split into two classrooms. Only one can be left on his own in class with just the classroom teacher for short amounts of time. One is upset and acts out aggressively as they have to be removed in the middle of working because the other child needs a break. No one else to help me as everyone is full with their own situations. Often I need to cover a student assistant break or lunch so I need to add more kids into my small group.</p> |

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| <p>My last class was grade 4. I had 28 students. Four non-readers, one student with autism, three intensive intervention for behavior concerns, very serious bullying issues ongoing throughout the year and several students with anxiety. In this class composition I had thirty minutes of IRT support per day. My IRT was consistently pulled to cover behaviors outside of my classroom leaving me with many days with no support. Parents were constantly calling me upset with what was happening in the classroom and there was absolutely nothing more I or my school team could do. After 15 years of teaching I came home every day feeling like I was failing these students during a crucial time in their development both academically and in my ability to shelter them from the negative interactions they were witnessing each day. I am IRT trained, have a masters in special education and consider myself to be a teacher that is always implementing best practices and I still felt this way almost every day. When I went to write report cards I had terrible anxiety as I felt I truly did not know my higher level learners well enough to assess their learning as they were consistently given independent work to complete. The class size and composition of my class last year was more than I think anyone in my position could have handled.</p> | <p>My above comment describes my concerns with class composition. One solution I have is that we NEED to find ways to retain our strong IRT teachers. Many are leaving the IRT positions and taking classroom positions. IRTs are burning out faster than ever because they are dealing with major behaviors with very little support, they are covering SA absences and doing personal care. Many IRTs are brand new and are not experienced enough to develop and implement strong programming, behaviour support plans and response protocols. These new IRTs need strong mentorship to implement the needed strategies.</p> <p>We need to increase the allocation for student assistant time and teaching and learning assistants.</p> <p>Class sizes need to have a hard cap of 15 for kindergarten and grade 1, 20 for 2-3 and 25 for 4-6. Grade one is a crucial year for reading development and the small class sizes are necessary to support that. If we were able to provide intensive early interventions to these students it would be beneficial for the higher grade levels.</p> |
| <p>Due to the many 'health' issues and behavioral challenges amongst adolescents in today's society and the increased awareness surrounding 'mental health of students', class sizes and composition must be smaller than 25. Currently there are classes that are 30+ with only one classroom teacher who has to manage all the behavioural issues, administtrivia and other issues in the classroom but is still expected to teach the curriculum outcomes.</p> | <p>see above</p> |
| <p>Too many student to actually get to know them. This accompanies too many individual demands from parents which can be overwhelming.</p> | <p>Too many demands for the dynamics in a class. So many mental, family, and different individual accommodations that we are only paying it lip service.</p> |

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| | <p>There are too many needs in my classroom to address them all, as a result some students are falling through the cracks. More support within the school is needed to help all students achieve their full potential.</p> |
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| | <p>Class size/composition - we have less students in the room you'd see less issues with teaching / learning. The physical space desk, chairs and people take up leaves less space for our learners to move and explore.</p> <p>Solutions would be for our 'board' to step up and put value into our broken system. Talking isn't doing anything. More action would be greatly appreciated.</p> |

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| <p>Class size is affecting everything. It is the underlying problem for many of the other problems occurring in the school. Academic performance is down - class sizes are too large for a teacher to attend to all the students to ensure optimal learning is occurring. Behaviour problems are on the rise - class sizes are too large, teachers cannot see, deal with or even manage the issues that are created in a small classroom that is filled to the limit with desks, students, stuff, etc. Social Emotional needs are in crisis - with class sizes being so large, sometimes a day may go by and a teacher may not have even gotten the chance to speak to one of their students. Given the numbers in the room, where can a student go (lack of space) to calm down, to have a moment? Lower the caps for class sizes. It's long overdue.</p> | |
| | <p>I have 23 students, one that is from Ukraine and speaks very little English. There are students that need extra support for math and language arts (reading and writing strategies) but are not getting it. My recommendation is that more IRT teachers are hired to help meet the academic needs of students.</p> |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| See top answer. | See Top Answer. |
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| | <p>Class composition has changed dramatically in recent years. With the influx of international students who bring their own set of challenges (language, emotional and psychological) in addition to the academic, social, behavioural issues of students already in the classroom. It has lead to some very intense teaching situations for my colleagues. Also classroom numbers have increased and the Department is not always responsive in a timely manner to the needs of a school in situations where classrooms do not have the necessary supports for the diverse needs of the students in the class. This is especially critical if there is a change in the composition of the class, new students arrive or behavioural needs become an issue.</p> |
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| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| | <p>Over half of my class has been or will be diagnosed with ADHD. The behaviours associated with ADHD are overwhelming when you have to manage support over half of your class. This does not include my students who need support and strategies with anxiety.</p> |
| | <p>Above</p> |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| <p>Classes are too large in many classrooms. But, in small schools some multi age classes mean students are not getting their full education.</p> <p>Need to lower cap sizes and if there are a certain # of behaviors or special needs then should have a TLA assigned to class.</p> <p>Need more TLA time</p> | <p>The behaviours are insane and there are not enough SA's. Even with SA's students with behavioural issues are still taking away from the ed if others</p> <p>Need to revamp the education system</p> <p>For 7-12. Students need an opportunity to graduate without having to sit in a classroom from 10-12. Work terms and out of school experiences should be implemented and count - similar to Ontario.</p> <p>For K-6, need more TLA time and SA time and IRT time.</p> |
| | <p>It has become an impossible challenge to meet the needs of all the students in a single class. When you have several students at different grade levels in the same group it is not feasible to meet all their needs. Classes now have students in the same grade but they could be worlds apart in actual grade level. These children never get the help they need as they are passed over in favour of children with higher needs.</p> |

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| <p>The primary cap of 25 is just too big. The greatest impact on our learners is happening at the earlier years. With classes larger than 20, teachers are simply managing versus teaching. Then the learning gaps become wider as they move up through the grades. A primary cap of 20 or less would be much more beneficial to students, teachers and learning and would have a far greater impact as we proactively address challenges and concerns instead of retroactively addressing them in the Elementary years.</p> | <p>Numbers do not decide resources. Class composition is the biggest factor on how and if we reach our students. We need to consider our struggling and gifted learners when looking at class size to see if there is reasonable expectations for the teacher to meet the needs of the students in their class. Students with behavioural or academic challenges need to be included in the class size factor.</p> |
| <p>The students who need our help are not getting it because there are too many students in one classroom. I would make class sizes smaller.</p> | <p>Students feel excluded in their classrooms because they are not at the same level. Make tiered classrooms so that students are in a classroom with students of the same ability.</p> |
| | <p>Classes are too large, unsupported adequately, understaffed, there are so many behavioral needs now that go unsupported and students are witnessing events that should never occur in a safe, developmentally appropriate environment. School avoidance and social anxiety is a growing concern.</p> <p>Class compositions need analyzing and supported. Class caps under 20 students. Behavior techs trained and hired to deal with unregulated student behavior. Teachers should be allowed to teach and students should be able to learn in safe, well equipped, clean, and developmentally appropriate environments.</p> |
| <p>Classes are TOO big and they should be smaller. Hire more teachers.</p> | |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| <p>Every class I have taught (as a replacement teacher) has had too many students for the classroom to function well. Literacy and Numeracy blocks are ineffective and unmanageable with groups so big (27-28 students in a class). Classroom management is exponentially more difficult the larger the class, you can't accomplish as much and you can't see that every student gets what they need. There is not enough time to get to everyone and it's not fair to them, nor to the teacher who constantly feels like they should be able to do more.</p> | |
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| <p>Class size challenge and class composition challenges is something that is very intertwined at the school where I am currently an administrator. If the class sizes were not so large, then the class composition would not be such a big concern. The primary and elementary classes at our school have 20+ students with a wide range of varying needs. Teachers are addressing academic challenges, social-emotional needs, impacts of COVID, and so on, and it is becoming impossible for one person, the classroom teacher, to fulfill the expectations that are now placed on them.</p> <p>Solution: TLA for each primary/elementary classroom or have smaller class sizes.</p> | |

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| | <p>Diverse is not the word for our classes. Students are on polar opposite ends of the academic and social emotional continuum. We have no support to put in our classes (see below)....so our teachers are doing "the best they can" but in the end are unable to do anyone justice. They are pulled to helping the child with the social and academic need and other students in the class that are struggling are left on their own. More teachers/TLA's.</p> |
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| | <p>The increase of students with accommodations have been staggering. Now a class of 30 may see up to half of the class with accommodations. This is too many in class to help all who need it. We need to drop the classroom size to accommodate composition.</p> <p>Also, students who constantly express violence in the classroom need to have a different education outside of the regular classroom. Students who have to endure violence of another students will become traumatized or desensitized because of this and will have an impact on their mental health.</p> |
| | <p>The needs of the children need to be considered instead of just the number of children in a room. The needs of some students require a lot of the classroom teacher's attention and could be the equivalent of numerous "average" need students. A class with several high needs students should not have the same number of students as a class without high needs students. Classes are too big!</p> |

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| <p>You cannot meet the needs of all your students when there are high numbers in classrooms because the reality of most classrooms is that there is a wide range of language arts abilities, math abilities, SEL challenges, students with allergies or other medical concerns, students with diagnoses who are eligible for supports but there is no one to provide those services (Autism, ADHD, etc.) due to other higher needs, students who have other major events happening in their lives, and students who are gifted. All of these students will have a more successful school experience if they have smaller class sizes because someone can better meet their needs.</p> <p>More student assistants in schools would alleviate the responsibilities placed on IRT's - then they could be in more classrooms providing more services to more students who will benefit from that.</p> | <p>Smaller class sizes help with class composition because student populations can be spread between more classes (3 classes of 29 students, versus 4 classes of 21/22).</p> <p>Implement a class size cap and make it a hard cap.</p> |
| <p>Lots of children in a classroom with too many diverse needs. A lower teacher- student ratio and a teacher helper could help children to be able to learn better. Children are not getting the outcomes of one grade and are moved ahead when they don't have the foundational skills to help them with the next grade this continues until a child is so behind that they mentally drop out.</p> | <p>Too many children in a classroom with too many diverse needs. Getting time to spend one on one or small group time to help children who are struggling is difficult.</p> |
| | <p>Class sizes are too large, stacking classes in order to meet the needs is making it so multiple needs aren't being met. The amount of behaviours in a class is severely impacting students and teachers. There are more and more students requiring supports and as a result students who may just need the extra little attention are not getting it and slipping through the cracks.</p> |
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| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| | <p>I have 20 students but 10 are on RTL with literacy or numeracy issues. That is 50 percent of my class. There are 3 TLAs in my school but I did not qualify for extra support because my numbers were low. Composition should matter not just the number of students in the room.</p> |

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| | <p>When our classrooms are not safe or caring for any child the child making it unsafe needs to be removed. We have special needs children with no SA time wandering around classes, interrupting others, refusing to work(unable to do the work). Learning is being disrupted and students are having breakdowns because they are not getting what they need.</p> <p>The new RTL process not only expects teachers to teach an already over stacked curriculum and also provide targeted and intensive outcomes for students that never got it the first time.</p> <p>With 23 students in a K-3 classroom this is impossible.</p> <p>Students receiving multiple services, etc.... speech, hearing IRT supports. So they are a step behind then they get pulled out from class to be provided with these so call extra supports. Meanwhile the class must still go on so now they miss more instruction and are further behind. It is just one big snowball effect. It looks good on paper but do not work in reality.</p> |
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| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| | <p>There are a variety of needs in every classroom and it is impossible to meet the needs of a group of diverse learners with minimal support from already stretched thin IRTs, TLAs, SAs, etc.. There are not enough teachers in the building to adequately deal with the huge range of needs in every classroom, let alone having huge classes, increases the needs even more.</p> |
| <p>There needs to be ONE cap size. No more of this "hard cap" and "soft cap." And it is way too high. 15 in K, 20 students in a primary classroom & 24 in elementary is more than enough. How are you supposed to build connection, teach a variety of levels when you have that many little bodies and needs in one classroom. Enough is enough. The numbers need to be lower. Significantly lower. I welcome any policy maker to come spend a day with 21 kindergarteners or 27 grade 1s any day.</p> | |
| <p>Classes bigger than 25 makes correcting/evaluation so herculean. Hire more teachers.</p> | |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| Class sizes are much too large and the composition is such that there are MANY different needs in each room. There is no way that students can learn effectively with the amount of needs and distractions in the classroom. Students learn best in small groups where they can be accommodated and this is a change the MUST happen if we are to provide a positive learning experience for our student. | |
| | It is all good and well to say that a classroom is based on the number of students but when you have students that act out physically and verbally plus have intensive needs academically the other students in the classroom suffer because you are constantly dealing with outbursts or interruptions. We are failing all of our students. The curriculum outcomes CANNOT be met because no teaching is happening, at least not without CONSTANT disruptions. We are drowning and NO ONE CARES!! Our whole educational system from top to bottom is failing our children. |
| There are too many children in the classroom to give the children the education they need. There are so many needs in classrooms all children are suffering. It is taking its toll on the teachers because they feel like they are failing the children. Class sizes need to be smaller. | |
| | There is NO support, even when there are huge incidents, even when you tell the board someone is GOING TO LITERALLY DIE, no matter what you say or what happens you “ handle it” and HIDE WHAT YOU HANDLE. NO ONE IN CHARGE OF TEACHER ALLOCATION CARES WHAT IS HAPPENING TO TEACHERS OR CHILDREN. |
| I cannot meet all the needs in my classroom due to class size and composition. | |

| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| <p>Class sizes provide a number of challenges. => Keeping up with accommodations for considerable numbers of students in each class => Preparation for classes (copies, group learning, etc.) => Correcting (1 evaluation item with 3 assessment items x 35 students = 105 items to correct for one teacher) => Classroom management (with 1-3 "active" students, a teacher may maintain control of a regular classroom. With larger sizes, you are seeing 5-7 "active" or distracting/disruptive students per class, which is harmful to all students' educational opportunities. Everyone in the class is losing out. => Teacher workload. Paperwork, organizing materials in a class, report cards, clerical tasks.</p> | |
| <p>1 adult trying to maintain an effective learning environment in the face of 30+ children or teens is virtually impossible. When taking into account the behavioural challenges and various educational needs of our student population, this setting is actually laughable. I have to use a personal voice amplification system when teaching (paid for out of my own pocket) simply to be heard over the noise of some of my classes. Furthermore, our schools are old and outdated, with crumbling walls and dirt/dust everywhere. Air quality is ridiculously poor. My current classroom for example has no windows. Cramming 30+ bodies into this space for an hour at a time is uncomfortable and physically unhealthy. My classroom is also never cleaned and is filled with dust, dirt and stains. The chairs are hard and uncomfortable but there is not enough room to move around the room for physical movement activities, so students are stuck in their chairs, restless and uncomfortable.</p> <p>SOLUTION: Assign more teachers to schools. Split larger classes to have less bodies in one room and cap class sizes at 20.</p> | <p>In one class for instance I have 5-6 students with ADHD, who can barely sit in a chair for class; 1 with Intermittent Explosive Disorder, meaning there could be an angry and potentially violent outburst at any time; 6 with learning disabilities who require accommodations and extra supports to complete their assigned work; 1 with a diagnosis of autism; 2 with anxiety/depression; and 2 gifted in need of constant enrichment opportunities. I have NO student assistants or IRT support. How I am logically supposed to even manage this group for an hour without someone getting hurt, let alone actually TEACH them something? It is truly laughable.</p> <p>SOLUTION: Smaller class sizes would mean less needs per class. More SAs assigned to students with needs. More IRT support in non-core subject classes. More teachers to less students!</p> |
| <p>Classes are too large with negative student behaviours.</p> | |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| | Diverse needs of students. The number of new students from different countries with little or no English (support). |
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| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| <p>If learners of all abilities under the RTL model are expected to function in one class, there needs to be a smaller cap on class sizes, especially in elementary and junior high were the class size model increases.</p> | |
| <p>Class size and composition make teaching very challenging and most days I feel like I'm treading water. It's hard to feel successful as a teacher with so many academically and emotionally challenged children in one classroom.</p> | <p>Smaller class sizes and more guidance.</p> |
| <p>We need more teaching staff and student assistants.</p> | <p>Teachers are not trained to meet all the varying needs of students.</p> |
| | <p>Neurodivergence in the classroom is the norm. EAL students in the classroom is the norm. In a class of 20 students (which is lower than our norm), there are often half who have RTL forms. 1 classroom teacher cannot do it all. A model of having lower class numbers when there are atypical students in the room could help (e.g.: a student with ASD could count as 2 on a class roster).</p> |
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| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| | <p>The diversity of needs in our classrooms are so extreme and the resources are not available to support all students needs. Classroom teachers are expected to come up with multiple versions of a lesson to accommodate all learning styles without extra help.</p> <p>Learning abilities have to be considered when classes are created.</p> <p>More personal.</p> |
| | <p>There needs to be a matrix model to allocate the number of students that should be assigned per teacher. I submitted a colleague's thesis she completed on this topic for the teacher allocation report. If you are interested in seeing their suggestions, I could provide a copy. It was a structured and systematic way of making sure that students get appropriate attention.</p> |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| <p>We need a maximum of 20 children in our classroom and more support from IRTs.</p> | |
| <p>Class sizes need to change. Grades 1-3 should have a cap of 20 students max, not a soft or hard cap - 20 max. I would say that 4-6 could be a bit higher, but in reality I have taught up to grade 6 and 20 is the number of students that is manageable and at which point the needs of learners can be met. No class should have a number higher than 20, especially these days with high numbers of needs.</p> | <p>There is no way to meet the needs of all learners when class composition has nothing to do with how many students are in a room. I cannot do my job if 15% of my class is learning English, 15% are native English speakers who are non-readers (but still on curriculum), 40% are below grade level, and then on top of this we can look at the percentage of neurodiversity within these students that bring another set of challenges. When looking at class size, composition also has to come in to play - EAL students should count as more than 1 student, or have EAL support in the building all the time, look at students who are below grade level expectations - all of these students need smaller class sizes to get the attention they deserve, to hopefully bridge the gap .</p> |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| <p>Class sizes and class compositions have definitely been one of the biggest challenges in the past 10 years. When I started my career years ago, I had classes that had 25-27 students, sometimes 28 or 29. I had 4 students maybe, who struggled academically and maybe a student or 2 with behavior issues. Now, over half of my class are struggling, 4-5 students with discipline problems, more sell issues than I can count on one hand, chairs flying across the class with 7 year old's, bloody noses, students running away, more diagnosed exceptionalities than ever before, fist fights in the coatroom during dismissal time, students falling asleep in class, students refusing to go to gym or music and the student assistant cannot go with her student's who are also behavioral issues because she has to watch the sleeping child, behaviors happening in class and student assistants who can't run after their students because they can't physically do their jobs. I feel that class sizes need to be reduced to 15 per class and more teacher assistants to help in grade level areas.</p> | |

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| Class size makes it difficult to reach every child. When you have so many behaviours to deal with you end up not covering all the objectives you are expected to cover. | |
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| | The violent children are expected to stay in our classroom and thus in turn exposes children to violence they have never seen and traumatizes them. |

| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| <p>I had a class of 28 students, 6 that did not speak English, 5 behavioural concerns, and multiple students below grade level to the point of not knowing their letters when they should be at the point of reading. It is impossible to provide ALL the supports these children need when there are too many crammed into a space made for 15 students. Less students means more of a chance to help each one with their needs. Class size needs to be decreased or the diversity of needs need to be decreased.</p> | <p>I had a class of 28 students, 6 that did not speak English, 5 behavioural concerns, and multiple students below grade level to the point of not knowing their letters when they should be at the point of reading. It is impossible to provide ALL the supports these children need when there are too many crammed into a space made for 15 students. Less students means more of a chance to help each one with their needs. Class size needs to be decreased or the diversity of needs need to be decreased.</p> |
| <p>Split classes should never exist. Lower caps on all grade levels, and drop the "soft" cap nonsense. Hire more teachers</p> | <p>Students today have more complex needs than ever before, between academic struggles, emotional challenges, home life issues, etc. they don't drop what happened the night before or that morning at the school door, they carry it with them, which can causes problems for them in the school environment.</p> <p>With the inclusive model all students are thrown in the room even if the supports are not there for them.</p> <p>Students need proper support to succeed.</p> |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| 28 students in one class is just unmanageable with the academic and behavioural issues that are seen in classrooms today. | |
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| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| <p>I have 180+ students. 6 different groups. I teach high school English. The workload is enormous. I'm expected to give timely feedback. How can I monitor daily progress of 180 essays, and have them graded with meaningful feedback for each student with the expected turnaround time of 2 weeks? Then if a student hands something in late, I'm expected to contact home, have a student conference, set a new deadline, and assess the work again? All this, times 180 students. Cut class sizes in half, or let us go semesterized.</p> | |
| <p>One of my classes has 36 and 30. I have 2 classes of 23 only because 46 in one class wouldn't fit in a room. Numbers are growing because teacher allocations are dropping by .25 or .5 it's always where can we take from, combine.</p> | <p>The numbers are growing. There is no cap. One of my classes has all 3 levels of high-school trying to do the same English. 15 year old with 17 year old who are at different levels but expected to all pass the same course.</p> |
| <p>Class sizes (especially when combined with composition) are getting and staying larger (35 or more in some high school courses) and this is not fair to students who are in there trying to learn and teachers trying to meet the needs of all students. More teacher allocations, for smaller class sizes to make things like UDL and RTL more accessible.</p> | |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| <p>No primary classroom should have more than 20 students. With the type of students we have coming into our classrooms today, no teacher can successfully teach all the students with any more than this. We have classes with 26 and 27 students. All you do is put out fires and do crowd control. Teaching is on the back burner and it's not fair to the teacher or the students. Last year I had 25 and I can honestly say it was the closest I came to walking out after 23 years. It was absolutely crazy!</p> | |
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| <p>Teachers can't teach because their class sizes are too big!!</p> <p>Kindergarten cap size is 20, yet when these students transition to Grade 1 they are placed in classes with a higher cap size and they struggle, the teacher struggles and it's a nightmare. The cap size for all K-3 classes should be 20, especially based on the needs of the child coming into our schools.</p> <p>Teachers are so focused catering to the social and emotional well-being of their students, they simply cannot get to the curriculum. They struggle trying to balance counsellor and teacher, mom, nurse etc.</p> <p>Smaller class sized would increase student engagement, overall progress, overall well-being etc.</p> | <p>Our class compositions are unsettling. There are so many needs in a classroom setting and teachers cannot cater to the all. In an effort to be inclusive, students are in their classroom spaces more and the resources are not there to cover these children. Class compositions have increased student behavior and student well-being.</p> |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| <p>Classes need to be made smaller. One teacher cannot manage 20+ students alone or a TLA should be added to each classroom.</p> | |
| <p>Curriculum has to be watered down with a larger group because activities cannot be done well /students won't benefit because of the size of the class. Hire more teachers-reduce class size.</p> | <p>So many diverse needs of numerous students in a class. It's very disheartening knowing we are not doing everything we can for every student. Many students falling through the cracks due to lack of resources. Hire more IRT etc. identify and deploy resources early.</p> |

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| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| | <p>Class size and composition are two sides of the same coin. I believe both are the most impactful--both positively and negatively--on the overall student populations academic performance and social-emotional experience in school. That being said, from my perspective classroom composition is the most impactful of the two. I can imagine large classes of select students that are successful, but classrooms with major behaviour concerns (like students that end up on Partial Days Programming or students with undiagnosed medical issues) or communication concerns (such as DHH, EAL, and non-verbal ASD students) without support (which often occurs in early Primary before information has been gathered to apply for services) are always going to be extremely challenging, regardless of the class size.</p> <p>One way of helping this issue is more comprehensive and more frequent screening from public health before school age, implementation of pre-kindergarten to increase in-school screening of issues, and better communication across health and schools (which could include more positions that are cross appointed such as psychologists, OTs, SLPs, social workers, etc.).</p> |
| | <p>Being a K-12 school, the class composition lends itself to multi-grade teaching. I have certainly done my best to adapt to this teaching style, however when there are 3 or more courses going on at the one time it is very hard to juggle the time allotment to adequately meet the needs of all my students. Sometimes I feel like I need a clone of myself to get around to helping ALL of my students in the time I am given.</p> |

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| <p>With the increasingly diverse needs of students, teachers are less and less able to effectively meet their needs. Either hiring more teachers or providing virtual learning for students in appropriate courses are the only remedies I can think of at the moment.</p> | |
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| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| <p>Class sizes are too big, and I think that not every student can be tended to like what we want to as teachers, but there just are too many students/needs, and not enough time/extra staff. If there were less students in each class, teachers could be more personal and more helpful as they would have more one-on-one time. Students and teachers need good relationships and communication, and they is just not possible with more than 20 students in the classroom.</p> | |
| <p>K-3 classes are way to large teachers do not have the ability to work in small groups or individually to meet the needs of students academically or their social-emotional needs. If class sizes are to remain at their current size every K-3 class needs a TLA to help manage the realities of working with 20+ children aged 5-8 years. If early learning facilities have such rigid child-worker ratios I don't understand how primary classrooms do not follow this standard. Many of the academic needs we are seeing in high grades are a direct result of classroom size!</p> | |
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| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| <p>I am currently having success this year because I have smaller class sizes. Class size is the number one determinant in stress for a teacher. The larger the class, the more needs, more behaviors, and therefore the more stress. As teachers get stressed, they cannot manage their workload, they require more sick leave, and students suffer in the long run with a teacher that is mentally unwell.</p> | <p>Students have a broad range of needs, and thus teachers need more autonomy to teach their students at a pace that is conducive to their learning. Also, this becomes very difficult when you have many students that also need to go at a faster pace. They shouldn't be punished with more work. I believe that there should be spaces in schools and human resources that allow students that complete work quickly to socialize, play games, and activities freely without disrupting others in the class who need to one-on-one with teachers. It would also motivate students to work efficiently because they would be rewarded for their efforts.</p> |
| <p>36 students in classrooms with increased development needs make it impossible to teach. The behaviours interrupt the learning environment. There is a lack of IRT support and they are often pulled to fill in for absent student assistants.</p> | <p>There are courses where students of all abilities are lumped together and no support despite many documented needs. Teachers are often left with no SA despite a student requiring them all the time.</p> |
| | <p>I have several diagnoses (ASD, ODD, ADHD) as well as many EAL students in my class. It is very difficult to manage behaviours, attend to everyone's needs, and teach curriculum.</p> |
| | <p>Students who are not at a certain level are herded into courses where they are going to experience undue stress and anxiety in order to complete course work</p> |
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| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| | <p>Each child does not come with the same needs/wants/demands. A child with ADHD (undiagnosed and unmedicated) can completely occupy your time leaving no time for the other children who are behaving. This is just not fair. Children who cannot function in a typical school setting need their own SA or a different setting.</p> |
| | <p>Class composition doesn't allow for the needs of the students to be met. Even with diversified instruction, there is very little time to spend with each student that requires extra help.</p> |
| <p>The students who are coming into school have many needs, most undiagnosed, and there are too many students for one teacher. We need smaller class sizes in primary.</p> | |
| <p>The class size concerns are prevalent due to the increase in Behavioral issues within the classroom. Student individual needs cannot be met unless there is significant human resources in the classroom to address behavior while the classroom teacher continues their lesson for students that are able to learn. Inclusion is awesome when the needs of these students can be met. There are times when the classroom teacher has to deal with trying to engage students in learning only to be interrupted continually by students that present with behavioral issues.</p> | |

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| <p>Too many large classes. More teachers should be hired to teach smaller classes as opposed to the opposite.</p> | |
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| <p>Smaller class size is needed. Children have such varying needs: social, emotional, behavioral, physical and mental health, can't speak English, have poverty concerns. So much to deal with in a classroom more than teach. Students are getting a watered down education because it is too much for a teacher to handle.</p> | |
| | <p>More and more of our students are coming to us with complex needs, behaviour challenges and learning difficulties. In a Grade 2 class of 28 students, most of which have at least one RTL one teacher cannot meet the needs. Allocations need to be based on the actual students in our classrooms not a general number.</p> |
| <p>Difficult to meet needs of all students and huge amounts of work to complete in the evenings. Hire more teachers so class sizes can be smaller.</p> | <p>Diverse student needs in large classes. Hire more teachers and TLAs.</p> |
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| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| | <p>Streaming, IRT's used in the classroom for co-teaching and support, More communication between teachers and IRT's regarding the needs and abilities of the students.</p> |
| <p>The irony is that in our area we no longer have an abundance of quality educators applying for positions. Unless that changes we can't address the issue as we would be unable to fill vacancies. Reducing class sizes means hiring and we can't do that if there are no applicants.</p> | |
| <p>Class sizes need to have a hard cap. Composition and size need to be taken into consideration. A class of 25 with no needs, is not the same as 25 with half the class with needs and/or accommodations.</p> | |
| <p>There are too many educational and behavioral needs to be met by one teacher in the classroom. More IRT support and student assistants or TLAs would help.</p> | |
| <p>The cap needs to be an actual cap, no more "you're only 2 over" I've taught Grade 3 classes of 27, that became 28 part way through the year. It was unmanageable.</p> | <p>Inclusion without support is abandonment!!! Students with exceptionalities need support.</p> |
| | <p>Lack of IRT support in classroom.</p> |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| | <p>Students with diverse needs often clash with one another. In most cases of classroom violence in my school, children who have a diagnosed exceptionality often perpetrate violence towards other children whose exceptional circumstances clash with theirs.</p> |
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| <p>Too many children with diverse needs in classrooms. Example: 30 children in a Grade 5 class is too much when you consider physical space, individual student needs.</p> | |

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| | <p>We are a needs based system working within a number designation. We are throwing all learners in the same room and expecting they are going to learn the same thing. Until we look at how behavior, SLD's, physical impairment, neurological differences and student's mental health are changing the dynamics of the classroom, class composition will continue to fuel teacher burnout, school refusal, strains on mental health resources and on and on. We are asking students to function in an environment that they are not able to experience success. We need to start looking at how many students are diagnosed with ASD, ADHD, SLD's, etc. and provide human support for these students. I have a student in grade 5 who has started to refuse to come to school because she has severe LD's and cannot keep up with the demands of the classroom. No one wants to be in a place for hours when they do not understand what is going on around them. She needs more time out of the classroom to learn the skills she needs to be a contributing member of society. [REDACTED]</p> <p>[REDACTED]</p> <p>(due to the fact that we have long assessment list due to lack of a ed psych and guidance being overwhelmed with mental health issues.</p> |
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| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| Soft caps are useless- get rid of this NOW! French need caps! K-3 classes should have not more than 20 Grade 4-6 max 24 Grade 7-12 need to be reasonable also | |
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| | <p>With the current inclusion model, students are getting left behind. That's the reality. Without proper supports, it is impossible for the classroom teacher to meet the needs of all the students in a class when there is such diverse needs. Within a single class, I have a large population of EAL students who speak limited English and need extra help to access the material. I have a student with aggressive outbursts who needs to be closely monitored at all times. I have a significant population of students who have other diagnoses and learning struggles who need extra assistance. Then I have a couple of students who excel and need to be challenged to go above and beyond the curriculum to meet their full potential. Considering all that, my only regular support is an IRT teacher twice a cycle and a student assistant some of the time. Universal Design for Learning is helping but it alone is not the answer. No matter how hard I try, or how many hours I dedicate to lesson planning, I am not meeting the needs of all my students. For me, that's the core problem with Education today and the reason why so many students are underperforming in Literacy and so many other areas. We need to look at realistic answers to this problem: What other supports can we offer classroom teachers? Are there alternatives to inclusive education and what does that look like?</p> |
| | <p>Cell phones, lack of motivation, don't care attitude, and weak reading and writing skills are contributing to students not completing work. Separate classes and more support (no reason why student assistants can't help) for those students. BAN CELL PHONES PROVINCE WIDE!!!!!!!!!! - PARENTS HAVE NO SAY IN THE MATTER. If students are disruptive or won't do their work, they need to be sent home or consequences followed through. Students and parents try to rule the school and are getting away with it. Teachers and administrators are afraid to stand up. NLTA/NLESD/GOVERNMENT need to step in and make tighter rules and take action. Stop letting parents and students rule. TAKE A STAND- ENOUGH IS ENOUGH!</p> |

| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| <p>Our class size needs to change. We can NOT have 30 students with today's needs in our classrooms. The needs of students from when I started teaching in 2001 to now has drastically changed. I cannot do a job that I love effectively. I felt like a failure. The students were NOT learning as I was putting out fires all day long instead of enriching the students. I would have foregone a raise to have smaller class sizes.</p> | <p>Students today are different than years ago. The challenges that they are facing is different and as teachers we need to be ready for any types of students. Some students take up the time that multiple students would.</p> |
| <p>We have been discussing class sizes and class composition forever. Do something about it now. Spend the time and money fixing it. Our classes are too large and there is no possible way to meet all students needs with 27 children in a class. We know how many different needs exist in our classrooms and it is heartbreaking not being able to deliver to every student what they need. All of my classes for music are too large. In a thirty minute class I can't get my lessons covered partly because there are too many children. It is too loud which some children find very hard for learning. The French classes are impossible to handle because these students are trying to learn a different language on top of having 27 children in their class.</p> | <p>Classes need to be smaller. That makes learning and teaching manageable. The needs and behaviors over the past few years have gotten worse. The only solution to this to put more support in for students and teachers and to decrease class size. The needs of students need to be spread out evenly across the classes so that no teacher has more than any other.</p> |
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| <p>It should never be that one teacher be responsible to teach 30 Grade 1 students! They are not independent enough at that age. They require support to do almost everything! They cannot even put their coats on the hooks, as the lockers are too high for them to reach! The cap is 25 however; it is not a solid cap as I have 30! Limit class sizes! 20-22 is manageable for learning.</p> | |
| | <p>Too many needs with students who are so different when it comes to academics and behaviours.</p> |

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| | <p>Teachers are expected to meet every student where they are and nurture their strengths while overcoming their challenges. The teacher must navigate learning exceptionalities, diversity, social behaviour, physical needs, mental health concerns, personal issues at home, etc. The larger the class, the more varied the class composition and a higher the demand on the teacher. At the high school level, there is currently no allotment for TLA positions, yet the needs that these personnel supported at the elementary level remain. Having access to TLA resources, even on a part-time basis would go a long way to relieving the stress and doing justice to the students.</p> |
| <p>Lower the cap and budget for more teacher positions and IRT teachers.</p> | |

| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| | <p>Class composition is a huge issue. There is definitely a critical number, but also the composition of the needs greatly impacts the class as a whole and the teacher. Schools should be able to request a review for teacher allocations when they identify that the needs within a particular class are too high.</p> |
| <p>The current cap system is not working. My classes are all over the soft cap. I have no energy to correct or enjoy any personal life. For the first time in my career I am actually considering retirement. The fact that the district will not add units unless you can prove the “bums in seats” causes major issues. There must be a common sense model followed not a strict number. We have added new classes in November because we had late enrolment. This causes no end of problems. Further; the hiring practices of .3 or .5 positions made it even more difficult to hire a teacher because they can make more as a substitute. This issue left a substitute in a position for almost two months as HR re- advertised the position. This causes stress to students and teachers who are left with an unstructured class.</p> | <p>There are too few IRTs for larger schools; students with exceptionalities are not given adequate support in these large class sizes. It is very difficult to attempt RTL or UDL in these conditions. Teachers feel like they are not being effective.</p> |

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| <p>With the large class sizes, it is difficult to foster meaningful relationships with students and to adequately provide them with individual attention and feedback. I am often left feeling like I am not doing enough for my students, simply because there is not enough time in a class to reach all of them. The obvious answer is to lower class sizes, if we are to be able to really provide deep learning activities and conferences with our students. Especially now, with the increasing diversity in our classrooms. In some instances, we are left devoting the majority of our time in class to a few students, who do genuinely require our assistance, while many other students are left to their own devices. I believe this is even more prevalent in semesterized schools, where our class sizes are large and we are moving through content at a quicker pace. There are further issues with the workload associated out of school with these large classes, such as grading and providing feedback.</p> | <p>The make-up of our classes has greatly impacted how I can teach my classes. Our classes are increasingly diverse, and although I support inclusion, it is not being resourced properly. Students with significant behavioral needs, international students who are learning a new language, and students with various individual learning needs are not getting the support they require in our classrooms, and their peers are being negatively affected, as well. A large portion of a classroom teacher's time is devoted to a small group of students because of class composition along with inadequate resourcing. All of our students deserve better. Many times, IRTs are pulled from classes partway through the year to offer individual support to students, and this leaves the students they were supporting in the class without support. Moving teachers around does not solve the allocation issue. Having worked as an IRT in the past, I decided to leave that teaching position entirely because of class composition and these allocation issues. Increasing the number of IRTs in our classrooms, hiring more student assistants, and reviewing allocations would help.</p> <p>When making decisions regarding policy, visits to schools to witness how it is working on the front lines would help offer a more thorough view of these challenges.</p> |
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| <p>Big Classes in small rooms! Lead to discipline issues.</p> | |

| Please describe your concern with class size challenges, and the solutions you would suggest to address this concern: | Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern: |
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| | <p>Class sizes with nl schools is a huge problem however it is important to consider what makes up these numbers.</p> <p>25% of my class are EAL students, 25% have experienced trauma that I am aware of, 44% have high needs, 50% are below grade level, not approaching but emergent readers and writers.</p> |
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| <p>Please describe your concern with class size challenges, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with class composition challenges, and the solutions you would suggest to address this concern:</p> |
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| <p>A lot of classes are huge, especially in primary. I teach French Immersion and trying to teach a second language to children who have a hard time focusing is a challenge. When they are up the elementary levels, some students are not where they should be and are so far behind that it's hard to catch them up. If they were getting the education and attention in the earlier grade levels, I believe we would see less students who were falling behind. Maybe the answer is to have 2 teachers teaching a class for language and math, then they come together for the other subjects. Or, we could have said 'NO" to this deal and fought harder for smaller class sizes.</p> | |
| <p>This year I have five major behaviour issues in one of my classes, and yet not enough human resources to adequately deal with it. The education of the other students is suffering. And, this is not a reflection upon my administration, as almost every class in the building have either a: multiple students with diagnosed exceptionalities; b: students with behaviour issues; or c: both. This does not include students who need extra help to meet the outcomes. Class sizes in the K-6 system, and especially in K-3 need to be smaller, with a maximum size of 18 students. Class size also needs to take into account class composition.</p> | <p>Students with diagnosed exceptionalities and/or behaviour issues are included in the regular classroom, and in the class size are considered as one student. Yet, these students need much more time and help from the teacher than the "average" student. The fact that there is no consideration for class composition is only detracting from the education of all students, and, I believe, a factor in teach burn out.</p> |
| | <p>The diversity in the classroom is at a breaking point. Many students are not functioning at grade level and this cannot be managed by a single classroom teacher.</p> |

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| | <p>Class sizes are often so large with over 25 students in a grade 1 classroom and the needs are so severe that one teacher is not able to meet the needs of all students. In a class of 25 I have seen over 5 of these children with severe social emotional issues. Some of these children may be waiting for at least two years for medical support. 1 or 2 children on Alternate curriculum coming into the classroom for integration with one student assistant while you still may have 2 -3 children with severe language</p> |

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| | <p>Classes are often designed in a way where ALL the students with additional needs are put in the same class. This is because there are not enough IRT's, SA's or TLA's to go around so its "easier" to schedule one for everyone in one class. However, this overload the teachers so not all students are able to have their needs met. More budget should be allocated towards hiring more SA's, TLA's and IRTs in schools.</p> |

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| | <p>The number of students with challenging behaviours increases year over year, and most of the day is now spent managing behaviour versus engaging in meaning instruction.</p> |
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| <p>Class sizes are simply too big currently. The cap for a junior high classroom is over 30 students, with 34 being permissible in French Immersion. Often, this is only considered a "soft" cap and more students can be added. I know of high schools where some math classes are over 40 students. These numbers are simply too large, as it does not allow teachers the time to adequately meet their students' needs. With 30+ students in a room, this means that teachers have less than 2 minutes to focus in on each student. In my opinion, class sizes should be between 20-25 students. This would allow for teachers to meet each child's individual needs and would also decrease our workload when it comes to correcting, planning and correspondence/communication with home.</p> | <p>Since the inclusion model has been adopted in Newfoundland and Labrador schools, there have been many challenges in terms of class composition and adequately meeting student needs. At the junior high level in particular, class composition is a significant challenge. Many students are coming to us unprepared for the expectations and they also lose the support system that they've had in the younger grades. In elementary schools, many classes have additional supports built in. For example, there is usually a lead teacher, an IRT teacher, a TLA and student assistants in a particular class if needed. Students on this particular model end up losing access to many of these supports once they reach junior high, as there is often only one teacher per class, no matter the size or composition. Government needs to allocate more resources to adequately meet the needs of the students on the inclusion model. We need better students to teacher ratio, especially when it comes to meeting student needs.</p> |

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| | <p>Class size matters and so does allocation based on need. The needs of students HAS to be taken into account when deciding the number of IRTs and SAs for a school.</p> |
| <p>Big classes with multiple diverse abilities makes it challenging to teach the curriculum.</p> | |
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| | <p>My class has 23 kids: 3 qualify for SA time but only one accesses it for 1/2 the day. Two get no services and the third has to leave the class to avail of IRT time (as there are school safety concerns and they cannot be in class without support). I have 10 kids reading at least a grade level, or 2, behind. I have 2 EAL students with varying amounts of English. I have 3 ADHD students unmedicated and 3 that are but it is not regulated. I have one student with a terminally ill parent who has major emotional needs.</p> |

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| | <p>multiple math courses in one room at the same time. Currently I am teaching math 8 and math 9 to 12 grade 8 students and 3 grade 9s. I have been teaching for 21 years and have done multigrade for 9 years. I know what I can do in a single course room and what I can (or cannot) do in a double class room and it is NOWHERE near the same and if anyone tells you otherwise, I invite anyone to come to my multigrade class and see for yourself. I have 30 (half the time allotted to other schools) for each course and while I am teaching one, the others are left to work independently and vice versa. Therefore, I may (quite rarely) have the occasion where both classes are working for a little bit where I can actually help those who need it. And, in this class I have 3 students who haven't attended school in the last 2 or 3 years (but somehow are placed in this course with zero prerequisite skills), I have 5 others who are struggling and need quite a bit of help. And yet, we wonder why math scores in Canada, and in particular, NL are lower across the board than other places.</p> <p>In addition, inclusions works for NOONE. Teachers have been saying it for years and years. It is impossible to attend to the needs of the regular curriculum students and also those of varying special needs. To be honest, the student with special needs doesn't get near the attention they need or deserve and the students on the prescribed curriculum get even less. Therefore, we have a lot of students who should go on to become functional members of society that maybe just won't obtain the skills they need to do so. In addition, no teacher can keep up with all of these demands class after class, day after day without burning out and then nobody is learning effectively. Another reason maybe scores are down. If we want to talk about the socialization aspect, those students on alternate curriculums realize they cannot keep up and often aren't able to socialize with the others and so that is not even a valid argument - to be constantly aware that you cannot do what the rest are doing. Talk about destroying self-esteem.</p> <p>Again, it seems the only solution is more teachers in schools so that ALL students</p> |
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| <p>Think about it! 25 children in a primary classroom is the equivalent of hosting a birthday party for five hours a day , five days a week except we are supposed to teach numeracy literacy and SEL. In any situation a ratio of 1 adult to 25 six years old is ludicrous. In addition , several of those children have spectrum disorders that require one on one support outside school but the supports are not available in school. Another 6-10 students have been sent to the next grade without meeting the requirements of the previous grades and continue to be without supports and pre-requisite skills. Our classrooms are crowded physically and mentally as we all try to perform in a room that is not conducive to learning but better suited for a birthday party. Suggestion ideal cap for first three years of school would not exceed 18.</p> | |
| <p>Similar to above, hiring more IRT teachers, TLA and classroom teachers.</p> | <p>The majority of students aren't being able to receive adequate education - teachers are all truly doing their best, but they're not able to perform miracles. It has become more about managing behaviours in classrooms, rather than educating... a lot of the basic skills students need to adapt to changing classrooms are lacking. Basic listening skills, for example, has not been achieved. How to get along socially with peers. Having empathy. The behaviors kids are demonstrating now are becoming more extreme all the time, despite the fact that expectations and social norms are still in place.</p> |

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| | <p>Often in K-12 schools, there are 2 or more classes in one room. This is not an environment where learning can be maximized. It is impossible to teach effectively in an environment where you are forced to teach more than one course at a time. This is especially true for math. The workload is doubled for the teacher and the curriculum cannot be taught effectively and completed in the allotted time frames. Multi-Grading is not effective. Added to this, are students on modified courses and alternate courses. This is an added pressure. There needs to be more IRT positions created to provide support within the regular classroom. Most IRT support right now is taken up with pervasive needs. Schools need enough teachers to teach the curriculum effectively. All students deserve an equal education. One group in a multi-grade setting with two or more grades in a room is not the same as one class per teacher.</p> |
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| | <p>There are so many students with metal health issues, behavioural and learning difficulties that I am spread too thin to give adequate help and support to my students. We need more support from professionals trained in these areas employed to work with students in and outside schools. Higher expectations should be set for proper behavior in the classroom so that more children can learn and feel safe in their classrooms. If I was not interrupted from teaching countless times a day to deal with student behaviour, I would be a much more effective teacher and the majority of my class would be much more successful.</p> |
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| <p>I have 26 grade 1 students, and 13 need ESL support.</p> | <p>I have 26 grade 1 students, and 13 need ESL support. Two students who should be diagnosed but are not. Four students who get SA time but I get little to none because they are not major behaviours.</p> |

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| I teach 8 classes and each have 30 students on average. It is unmanageable and I do not have support (SAs, IRTs, etc.) when there are many students who could avail of them. | |
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| Please describe your concern with the impact my work is having on my mental health (or physical), and the solutions you would suggest to address this concern: | Please describe your concern with the impact my work is having on my physical health, and the solutions you would suggest to address this concern: |
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| <p>My mental health and in turn my physical health has been directly impacted by working as a teacher. I am a teacher under the 'new' sick plan, there is not adequate time to take to address my own metal and physical needs. The guilt then felt when taking a day for my own needs or that of my family is almost unbearable.</p> | |
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| <p>The expectations of my job have never been more unclear. The lack of decision making and being clear with what expectations are in my role creates a high amount of daily anxiety that any decisions I make are going to come back on me because those that are above me will not make decisions. This is creating many inefficiencies. Our job descriptions should be much more clear and defined and reminded to teachers. For example, many teachers currently have an attitude of I work 8:30-2:30 and I cannot put an more time into my job because of family requirements, etc. This does not reflect our contract and should be made clearer by leadership but leadership also needs to be definitive with what the tasks are that do need to be done within a normal work day.</p> | |
| <p>Increased demands, increased duty are leading to burnout quickly,</p> | |

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| <p>s. 40(1)</p> <p>This job has caused me to [REDACTED] It has caused me to gain weight because I am so stressed out that I eat more. I cannot sleep. I don't have time for my family. The job comes home with you. My administration has lacked in many areas and do not do their job properly like we have only had TWO staff meetings the entire year so far! How can we communicate or be on the same page as a staff? But yet if I lack anywhere in my job or even do not answer an email I am told of it right away!! It is just too much stress. I feel like our administration avoids conflict. They allow so many issues to be looked over in our school and then that leaves me our fighting with students. The students then will argue with me because I follow the rules but admin don't! They do not want stats showing lots of 360s so that creates so much pressure and stress on me. Many teachers on our staff have started to turn a blind eye, and have given up. This makes your classroom so much more difficult. I am exhausted with the lack of supports in my room. I cannot do any more. I am stressed to the limit. I will be honest [REDACTED] What a terrible profession this has become!</p> | |
| <p>s. 40(1)</p> | |
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| <p>Please describe your concern with the impact my work is having on my mental health (or physical), and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with the impact my work is having on my physical health, and the solutions you would suggest to address this concern:</p> |
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| <p>get their caseload. I asked *name redacted* for the caseload however was denied and the caseload went to a new hire. I am senior to the new hire by 7 years. I have young children at home and did not and do not want to be leaving them for a week a month plus my husband travels. There are times my children only see both of their parents one week out of a month. This causes my young children a great deal of stress. I explained all this to *name redacted* and my request was not granted. They also had a meeting to discuss out caseloads with the other DHH and the new hire. They put everyone on the spot and asked if everyone was happy their caseloads. However, prior to this they and I had a meeting and I told them I was not happy with my caseload. The new hire does not have to travel to leave her family overnight and she does not have children. One of the DHH left the role because she had young children and they would not grant her request. I don't like being put on the spot in front of colleagues.</p> <p>They did not follow the collective agreement. However, for me to put in a grievance would cause me a lot of stress.</p> <p>Another thing that causes me stress are the travel claims. I have to use my own vehicle to travel. In the last few years I have put over 150,000 km on my vehicle. These KM would not be on my vehicle if I were a teacher in the classroom. The travel claims do not even close to cover the cost of (wear and tear, oil changes, repairs, tires, gas and food). There have been times I have went over the 9000 Km rate, Therefore I was paying to go to work. I have said to my husband several times I would be better off financially back in the classroom.</p> | <p>I am travelling so much that I am now attending physical therapy for my hip. It hurts to walk. In addition, the food rate is a joke. The only way you can get something that is covered by the meal rate is if you are eating crap. Not everyone wants Tim Hortons for breakfast, lunch, and supper.</p> |
| <p>I cannot continue going school to school as a sub. I need stability and routine as a part of my mental health and disability needs. I will be leaving the province soon to find work at this rate.</p> | |

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| <p>I am taking home mental baggage of my students needs and the guilt of not being able to give them what they need. It is mentally exhausting.</p> | |
| <p>Having to be giving 150% at all times, at full speed, being responsive to student/teacher/parent concerns is exhausting. You are left drained at the end of the day and it never ends. Day after day is crisis response and you wear the emotional burden every day wondering if you are doing the job you are actually assigned to do and that is support our students. No one can keep up with this pace without having an impact on your mental health. Teaching is no longer fun! It is exhausting physically and mentally.</p> | |

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| <p>Trying to juggle both the responsibilities of teaching students with severe needs, the demands of being a department head on top of that (with no additional time to do these administrative tasks) are really starting to take its toll on me (increased stress levels).</p> | |
| <p>Can't take a sub day because there are no subs. Students have no accountability and we spend our time trying to make sure they have things as easy as possible. No deadlines, no exams, etc. Life gets stressful sometimes. Students need to learn to cope instead of avoid.</p> | |
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| <ul style="list-style-type: none">- physically and mentally exhausted- never enough time-working 3-4 hours extra every day, and 4-5 on weekends but specialty teachers leave by 3:10 with their lunch bag!!!- but I have to correct, plan, put in my 20 360's reports- prep centers- respond to email- call parents- respond to and read emails from the office Maybe pee or eat lunch depending on my duty | |

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| <p>I have to take time out of my day that I already feel I don't have to attend counselling sessions. Parents verbally attacking me over the phone and during in person meetings have caused panic attacks. I feel continuously defeated. It doesn't take a genius to know what that does to someone over time. When my work day is done, I have given all I have - physically, mentally and emotionally to my workplace and my students; I have nothing left for my own family. I lose time with aging family members because I cannot physically keep going. I continuously go to doctor appointments where I am sent for bloodwork and tests to determine if there is an actual reason why I have no energy and sleep issues, always with the same result. I will not be able to work my full term until I can claim my pension because I refuse to allow my mental health to continue to deteriorate. I refuse to continue to be a punching bag for parents. Solutions - not possible to be summed up in this box. There are so many issues at both district and administrative levels. But I would start with the fact that the teachers that have been teaching longer than 10-15 years are sick to death of being asked "what are the issues", then reporting the issues, and never seeing anything done about them. We've been complaining about class size and composition for years. Nothing changes. There needs to be a ZERO TOLERANCE policy for parents who verbally abuse teachers. The number of parent meetings I have that now require other staff to be present is ridiculous. There needs to be a zero tolerance policy for students who are physically aggressive. If they can't handle being in a regular classroom, why is the education of all others sacrificed? It's a constant reminder that no matter how great your efforts are, we are fighting a losing battle - because someone thought the inclusion policy sounded wonderful. I'd like to see the policy creators have to spend one year in a classroom before a policy is improved or a new initiative implemented. The people who make the decisions that affect our schools and classrooms should be required to spend a minimum 6 months in the classroom every 3 years to hold their position. Educational Task Forces, Think Tanks, etc. - all</p> | |

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| <p>I can't describe to you the level of stress I feel. The first time I have heard of the phrase compassion fatigue was in this survey. Sadly, I am retiring early. I LOVE teaching WHEN I can teach AND have a life outside of school. I expressed to the administration repeatedly last Spring my concerns of potential burnout for this present teaching assignment so much so that I grieved the position— to be listened to by deaf ears.</p> <p>Suggestions— even out the workload among staff members. IRT 1s are unnecessary. Instead, increase the number of classroom teachers with an increase of team teaching smaller classes. This will solve a multitude of problems.</p> <p>Existing mental health support is a joke. If the workload wasn't do impossible, there would be no need.</p> <p>There is a HUGE disconnect in decisions made by the board/district/government and how each of these programs play out in the classroom.</p> <p>Namely, the rollout of RTL. There has been NO CONSULTATION with the experts in the field- the teachers. This model is TERRIBLE based on our present class sizes and composition. Talk about classroom teacher burnout? Work equity? RIDICULOUS.</p> | |

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| <p data-bbox="363 721 472 756">s. 40(1)</p> <p data-bbox="150 805 1145 1354">As someone with [REDACTED], the impact this job and my workplace is having on my mental health is a major concern. The toxic work environments and the overall disrespect I've experienced towards myself and others working in student services has been a massive contributor to the mental health concerns. Increasing the awareness of what student services employees do and advocating for their importance in schools is something NLTA could and should absolutely be doing.</p> <p data-bbox="150 1066 1145 1132">Burnout is another concern, which can be addressed (to a degree) by adding more resources and supports (i.e., more SLP positions, more IRT positions, etc...).</p> <p data-bbox="150 1138 1145 1354">Advocating for more understanding and accommodations for employees is also ESSENTIAL, especially those employees with disabilities/mental illness/etc... I am working like crazy every day to advocate for my students to be provided with supports and accommodations in the classroom, I am way too exhausted and drained to then have to turn around and advocate for the same/similar things for myself or for my colleagues.</p> | |

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| <p>Last year and this year have been really hard. Last year I felt bullied by my director and was told if I disagree with her it is insubordination. I didn't have a professional opinion anymore and was basically told what to do even if it wasn't in the best interest of my students. I lost sleep, was having headaches and missed the most time off of work I ever had missed. The environment was horrible. I don't know how to fix it.</p> | |
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| | <p>I am having to consider leaving education altogether as the stress of dealing with the needs in a school have an ongoing impact on my [REDACTED]</p> |

s. 40(1)

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| <p>Various times I have had to take leave due to stress. Sick days should not require a note, just take as needed.</p> | |

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| <p>Districts need to understand teachers are humans. Different situations play on teachers. I went through a difficult situation. Was cleared and basically told and I quote "sometimes it's better to rip the bandaid off and jump back in". I wasn't ready My situation was mishandled by the district but was required to look after myself.</p> | |

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| <p>The extent of exhaustion and drain that I feel on a daily basis is overwhelming on times. I have missed a few days due to just not having the energy or the gumption to come to school. There are never enough hours in a day to handle all that is expected of a teacher. If I could come to school and just TEACH my job would be a dream... there are too many other distractions which makes the days difficult: dealing with parents, dealing with an incompetent principal (not knowing what will happen next or not knowing this are happening because of lack of communication), dealing with impacts of parents on extracurricular sports - and all of this has nothing to do with the STUDENTS who are supposed to be the main concern in the building. Sadly this main concern is often lost in foolishness and bad decisions by adults.</p> | |
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| | <p>By the end of the teaching day and once planning/preparation is made for the next day, I'm too exhausted to take care of me. I walk regularly but during the fall I was not able to get my regular walks in. As a result, I was told recently by my family doctor that my cholesterol is up. I have always been able to keep my cholesterol at a healthy level until now.</p> |

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| <p>In my current position as Teacher Librarian I am slowly moving away from the role as TL and my responsibilities and more into IRT role. On paper my position is 100% Teacher Librarian. After the Christmas break I was working approximately 35% in a role other than Teacher Librarian. Some of that responsibility has since been taken away from me but I am still approximately 15% IRT and still expected to do 100% of my TL role. This added workload has added to my physical and mental stress. As a result some of the work I was doing before is simply not getting done, due to the fact that I don't have the physical time to complete it or I can't get it done in a timely manner. The Library space is used for an after school program so I am unable to get the extra work completed. It means that I am unable to get the collaborative work completed with teachers and students in a timely manner. I am nearly the end of my teaching career and I feel as though I am being pulled in many different directions.</p> | |
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| I have managed my career by availing of deferred leaves and paying attention to personal health. Since COVID I have had many times whereby I have had to take time off to decompress from traumatic experiences of witnessing violence, and experiencing strong verbal and lose body intimidation from students. | |
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| I have no idea what the solutions are. | |
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| <p>I get to a point of burnout virtually every year, sometimes earlier in the year, sometimes later. I often choose to continue pushing through because I don't want to fall behind and I care for my students. However, I'm not at my best when burned out obviously.</p> | |

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| <p>The caseload/workload demands of speech-language pathologist is extremely high. I constantly feel inadequate and like I am not able to do enough for my students and teachers. I am providing a "Band-Aid" service that is not even ethical because I cannot address my student's needs like they should be addressed. There are just too many students that require my service and not enough time to see them all. Because of this I feel low job satisfaction, low self-esteem and self-worth, constant anxiety over how others are viewing my work (or inability to work with their students), and burnout.</p> <p>My number one suggestion is to please hire more speech-language pathologists. There has been next to no new SLP positions created in 30+ years, yet the needs of the students in our schools have increased ten-fold. We also need a caseload cap, guidelines for what students we need to prioritize, and an understanding that we cannot meet all of the needs of those that need to be seen.</p> | |
| <p>My mental health has taken a nosedive as access to helpful facilities due to limited time time off as a new teacher, as well as distance to travel and lack of substitutes has made it incredibly hard to actually work towards bettering myself.</p> | |

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| <p>The beginning of my teaching career really isn't that long ago. I loved my job. I loved teaching and seeing all that my students could learn and do. Life has changed. Children need better social skills, better sense of empathy, better behaviour, better respect for others... they just need to be better. And that change comes from the adults in their lives. If the working conditions of the school environment remains the same, I will not continue teaching for much longer. I fear for the future of our society, because of how terrible the education system has become. How can we prepare children for the future when our schools can't even handle the students of today? We need help! Resources, manpower, smaller classes, behavioural supports, parental guidance, and better programs to teach our students the life skills they need today.</p> | |
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| <p>The reading specialist has a lot of flex periods-why is she not taking more groups for reading or supporting teachers in the classroom with read alouds and literacy activities. She sits in on TLT meets which is an hour long 3 times a week- is this the best use of reading specialist time? She could be servicing and supporting more kids. Why does the reading specialist decide TLA schedules? I think it's a conflict of interest. Her 2 friends teach grade 2 and they get a TLT between the two classes while other classes are drowning like myself. I think TLA assignments should be more administration. It's hard to go to work each day when you have people in these "authoritative" roles and they are abusing their power. Days are hard and long when supports are not in place. I called district office and they said the resources are in your building- and I agree, they are, but they are not distributed properly.</p> | |

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| <p>Burning out, never feeling ahead or done with something. Too much work, not enough work-life balance, tech neck. Smaller class sizes.</p> | |

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| I am sick all the time. I don't want to go an impossible job. I cry on Sunday. People on my staff cry all the time because of situations . | |
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| <p>Teachers are not only teachers.....sometimes we are nurses, counsellors, extra meetings and committees, etc., and with all the disruptions we still need to complete the curriculum Solutions????</p> | |
| <p>I usually spend two to three hours prepping and catching up on communications each evening of the week. Our newcomer students and ELLs often have more complex needs. Communication with families is more difficult and often requires translation. EAL Itinerants often use their personal phone accounts/apps for communication. These families often do not have Wi-fi at home so email is not efficient. Some families do not have local phone #s, so calling through WhatsApp is sometimes the only way to get in contact with them. We take their family stories (which are usually filled with traumatic experiences and upheaval) home with us. As well, these students often have complex needs for helping them settle into schools. There is trauma, an inability to communicate easily (if at all), and large amounts of stress and insecurity on their families and home; and they often have complex mental health needs that are not being met. It is painful and exhausting to regularly feel that we are failing students and families despite our own hard work. Everybody has a student-first mentality; but, if teachers are overwhelmed, exhausted, and unwell students suffer.</p> | |

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| <p data-bbox="504 1060 619 1099">s. 40(1)</p> <p data-bbox="150 1132 1145 1319">I have recently been diagnosed with [REDACTED] My physician counsels me to watch my stress levels. I get up early every day to walk my dog before school so that I'll start my day feeling calm. The feeling never lasts, because every morning has substitute work, breakfast program work, making sure supervisions are going to be covered when staff are absent. The list goes on.</p> | |
| <p data-bbox="150 1358 1145 1538">I do not have time for my own physical health during the week. By the time I get home from school I have to eat supper, shower then I am in bed by 9:30. There is no down time or exercise time. I still may have planning or resource making and not to mention the emails from parents or admin or district of other things that need to be done. Even if we could do PLs at home. At least then we get to be home a bit longer</p> | |

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| Provide more support to be able to be equipt to help with students with exceptionalities. | |
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| <p>Teaching is causing many physical and mental health issues throughout all our schools in our province. Weight gain, depression, physical ailments is all stemming from our workplace right now. Teachers are all overworked, burnt out and feel as though they are not supported. Teacher's are promised to get a PL day on what we want in our school, does that ever happen? No. If we kick up about it we are seen as an uncollaborative coworker. So no, we do not get to decide what our PL day will be. You never know from day to day what you will be facing and how it will be dealt with from the principal, board members, etc. If someone gets disciplined and a parent doesn't like it and they go to the board than it is swept under the rug. There should be PL or days on how to cope and I don't just mean, sitting and listening to someone all day. So I'm not sure how this can be really addressed. Start with class sizes and composition maybe? And maybe longer than 20 minutes a day to eat my lunch as I have to be on duty every second week for a whole week. One time in smaller places we would bus our students home for lunchtime and behaviors were not as prevalent!!!!!! Then we joined school boards and formed NLESD and that was kyboshed.</p> | |

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| The workload is too heavy with not enough time to complete correcting, planning, or anything extra we do from day to day. I am often taking work home with me, answering emails out of working hours, and staying late. I am feeling extreme burnout only 5 years in. | |
| I have been [REDACTED] and since my return behaviours have escalated and not enough support. | |
| s. 40(1) | |
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| <p>For the first time in my career I am feeling under qualified to help the students in my class that have mental health issues and major behaviours. Teacher workload is much more than just teaching these days and it take a toll on your mental health.</p> | |
| <p>Teaching has always been a profession in which we constantly reflect and do what we can to help. It now feels hopeless. The demand on teachers to solve all of society's problems coupled with the disrespect from the public is pretty tough. I feel like we are now police, nurses, counselors, social workers, teachers, and parents all in one.</p> | |

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| Burnout. My life is plan, teach, assess, respond to emails, assess again, repeat... Solution: Make deadlines mean something again. Semesterize high school subjects. | |
| | The hours to prepare, correct and document, meet, review medical response protocol, behaviors response protocols. |
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| <p>Working in today's schools are extremely difficult. There are bigger issues than academic concerns. There's concern for physical and mental safety of self and other students. We are unable to truly give the students what they need when we are not ok. Teachers and staff are extremely overworked and there are unwritten expectations that the general public believe teachers should be doing as well (i.e., offering extracurriculars). In the event that teachers/staff do not give any more than the regular work day hours, they are ridiculed about their disinterest in such things or the fact that they need to have a healthy work-life balance.</p> <p>There needs to be more opportunities for individuals to avail of mental health days to truly work on themselves. Whether that is a day off or professional learning opportunities where teachers can collaborate with other teachers in like positions or from like schools. During these PL opportunities, it gives teachers the opportunity to create unit plans and discuss how to react to the needs of the students.</p> | |

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| <p>All PD days should include substitute teachers, Substitute teachers should not have to start a contract in order to use sick days I am not going to go into a school sick then go home to get paid so I can never use any sick days unless on an extended contract. Teachers including substitute teachers sick/personal days changed to health n wellness days with a focus on preventative medicine. The rest of the provinces hire other workers to do duty, Teacher’s should have recess and lunch breaks like every other profession. Substitute teachers should only have to do duty for teacher they substitute for and only limited to one duty per day. Mental health days with training for all staff including substitute teachers, drama/Art/music therapy, spa treatments, First Nations cultural training with talking/healing circles, smudging, crafting, outdoor on the land activities, In Metro there are only 4 Junior/Senior high schools that are healthy to work in - Paradise/Brookside Intermediate, Villa Nova, Waterford Valley High - the rest of the schools are ancient buildings and need to be torn down n new state of the art schools built - the building affects the mental of everyone.</p> | |
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| <p>I see it in myself and colleagues the mindset of just get through the day. It’s very frustrating not being able to get to every student every day and do something worthwhile with them. We are taking on the roles of psychologists, social worker, parent and arbitrator etc. to deal with issues in classrooms every day and that is exhausting mentally and physically.</p> | |

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| <p>Most every day I leave work mentally and physically exhausted. I feel like a failure because no matter how hard I work and try, I will never be able to do what is expected of me.</p> <p>I have a family. They deserve me as well. Trying to find a balance is near impossible. I don't sleep at night because it is impossible to turn off my brain from trying to find solutions to everyone's else's children's challenges.</p> <p>Sick leave and family leave just be called personal leave. Not having to justify by providing a medical note when you need a day or two for whatever purpose. At least then if I need to just give myself a time out from the mental strain of being a teacher, just to focus on my own mental well-being, I don't have to feel guilty or go to a doctor for a permission letter. We are professional adults, treat us that way!</p> <p>Every other government department can work from home. Allow teachers, again professional adults, to work from home on days when there is virtual PL, etc.</p> <p>In addition to PL days, grant each school 2 days a year to focus on the mental and physical wellbeing of staff.</p> <p>Be cognizant of the fact that from January 2 - March 29 - the shortest days of the year, weather crappy, teachers need little pick me ups to get through it. It is tough!</p> | |

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| <p>There is not enough time to address all of the student needs. This causes me, stress and anxiety when I am not able to adequately help my students.</p> <p>This solution is simple, increase the guidance ratio!</p> | |

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| <p>I have been very stressed, depressed and my anxiety has been through the roof. I s. 40(1) [REDACTED] [REDACTED] I have just returned to the exact environment that put me in that mental state. I'll see how long I last this time :(</p> | |
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| <p>Because I have very little prep time, I need to work through my breaks each day. During instructional time, I'm working with students with emotional and behavioural concerns which is intense and draining work. My room is shared with other IRTs so there are always students in my room. By the time the day is over, I am mentally exhausted because I'm always "on." And then I'm supposed to document the entire day, attend meetings, and call parents. And even when I do that, I'm still falling short of the expectations of administration, coworkers, students, families, or any combination thereof. Most days, I have nothing left to give myself or my loved ones and the weekends are not long enough to recover.</p> | |
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| | <p>I am exhausted when I get home. No energy left to do anything just get to bed early to be ready for the next day. Too demanding of days. Need smaller class size. Plus pay is not worth it. But none of us are in this for pay. Never bothered me for 30 years but now I see a great injustice in our pay for our role in the nurturing and educating of children.</p> |
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| <p>Struggling to find a work/home balance - so much paperwork to do!</p> <p>Student behaviour/apathy can be challenging at times.</p> | |

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| <p>The mental exhaustion at the end of my work day leaves me unable to have energy to enjoy my life outside of school. Less demands from the district which do not help me address learning issues in my classroom. Sitting through PL's to learn how to document issues instead of actually learning how to support learners in this limited environment is beyond frustrating.</p> | |
| <p>Dealing with parents is draining and we are not given enough support.</p> | |

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| <p>Stressed with the lack of control and issues in the school. Students who don't comply- send them home until they are ready to comply. This is not being done.</p> | |

| <p>Please describe your concern with the impact my work is having on my mental health (or physical), and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with the impact my work is having on my physical health, and the solutions you would suggest to address this concern:</p> |
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| <p>I was not returning to school after Christmas break if there was not an additional teaching unit given to our school for my class of 31. I just could not do it. I was a changed person, I didn't like this person. I could not be the teacher that I am instead I had to be one that I loathed. At home it was affecting my marriage and relationship with my children. I was not who I am and it was because of the demands of this job.</p> | |
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| <p>Over cap classroom sizes is leading to teachers being burned out! Lack of support in areas of concern is not helping! We can only do so much as teachers in the time we are with the children in our care! We have lives outside of school, add the stress of home situations (children with exceptionalities, helping with homework, caring for elderly parents, etc.) only adds more to our personal plate that we are trying to balance. It is a balancing act and we try our best with the situation we are given.</p> <p>Many teachers at our school are availing of our EAP program.</p> | |
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| <p>Having to do a significant portion of my job at home during non-work hours places a great strain on my mental and physical health. I must frequently sacrifice time with my family to do work instead, thereby disadvantaging my children and causing me to question my abilities to be a good parent. When I choose to spend more time with my family or on personal care, I fall behind on various work responsibilities, causing my professionalism to be questioned by superiors or student families. At times, these factors have triggered severe bouts with depression and anxiety. In addition to this, all of the demands upon my time mean that I cannot engage in physical activities that protect my health. I am currently coping with [REDACTED] - all of which could be lessened with increased physical activity that I do not regularly have time for.</p> | <p>s. 40(1)</p> |
| <p>I no longer feel able to support the social emotional needs of my students. The few students that I have that are out of control are affecting the livelihood and atmosphere in my kindergarten classroom because I have no support from parents or my school.</p> | |

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| Constant dealing with a few disruptive students . Great need for stronger leadership at school and board level. | |

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| <p>I am in less than ten years teaching, and I am experiencing burn out. My family have asked me if I have considered changing careers or going back to the classroom instead of IRT. I love working with students as an IRT and do not want to change that. But after what I have gone through in the past 4 months, let alone two years, I am drained. I wake up in the night with nightmares of school. I am not happy. I have had depressive thoughts. I cannot seek help from a professional because of the privacy policy. How am I supposed to support my mental health? If I need to take a day for myself, I have to use the VERY limited sick time, but I can't do that because I am trying to bank the FEW days that I get a year.</p> <p>We need mental health days. We need support from the board, they need to come in and see what we are dealing with and see how they can help us.</p> <p>Multiple times a day, on a DAILY basis, I am kicked, smacked, bitten, had things thrown at me, and physically abused by students. I have had to get a tetanus shot because of a student biting me. I have a SA who is off work because of the abuse. I have other SA's who are hurting because of the abuse. I have been going to a [REDACTED] because he is trying to help me get better, which on a daily basis I bring myself backwards because I am in a physically and mentally tense state trying to block a student from hurting me. I am scared to become pregnant because of the abuse I get from the students and potentially causing damage.</p> <p>We need policy's that the teachers are supported and there is a zero abuse policy. These students should not be allowed to come into the school and hurt the teachers that are trying to help and teach them. The policy's should be made to help the teachers, NOT to roll over to parents.</p> | |

s. 40(1)

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| <p>Every school day can have its successes and its failures! A school day that is taken up with distractions and negative child behaviours due to social emotional or just family issues at home. It's causing Teacher burnout it's causing fear among students. How can anyone be expected to teach or learn in that kind of environment.</p> | |
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| <p>Not feeling heard, appreciated, seen, validated, etc. There is no avenue for advocacy. "It's just the way it is mentality". Seeing teachers before a break is very telling of the toll this job takes on us all.</p> <p>I'm not the best teacher I can be. And I desperately want to be. Because I absolutely love what I do - but I can feel myself gradually depleting in energy and it's very sad.</p> | <p>Because of burnout, overwhelming responsibilities etc., I have no time or energy to commit to my own wellness. (And I'm a health educator). Having resources and time for teachers to work and focus on their wellness would be incredibly beneficial. It's proven. Instead we have conflict of interest policies that make us feel like we can't even utilize resources (that we have) for our own wellness.</p> |
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| <p>Issues and workload in schools is overwhelming for teachers. Student social emotional issues, behaviour and academic needs cannot be addressed by teachers alone. Especially not within the workday. Teachers give so much of themselves and their time and feel very undervalued.</p> | |
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| <p>The amount of times I have felt like quitting because my mental health is suffering is very alarming for a first year teacher. The B.Ed. does not prepare you for how challenging this job is and there is not enough support backing first year teachers.</p> | |
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| <p>An Itinerant Teacher for Deaf Hard of Hearing is specialized position. This position along with VI is the only positions that require a Master's of Education Degree yet we do not have a bonus. It is baffling. A bonus would help offset the cost of wear and tear on our vehicles from travelling all day. There is extra kilometers on are cars from travel so it decreases the value our vehicles, more brake jobs are required from driving and we are more likely to get in an accident than any other teacher because of driving frequently throughout the day. The cost of everything including cars has went up dramatically in the last two years. A bonus will help with the financial strain of maintaining our vehicles for the job.</p> <p>We definitely need a salary increase to keep up with the standard of living and rises in cost of food, clothing and mortgages. These concerns add to feeling of burnout.</p> <p>The cost of gas is still up but our mileage claim does not address this.</p> | |

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| <p>Despite being the most specialized teachers in the province we do not receive an allowance. This might help attract some teachers to our field and retain them as it would help alleviate some of the financial strain. I also have two graduate degrees. It would be nice if my salary would reflect this. I put the time, effort and money into obtaining two masters degrees. I feel my salary should reflect this. I had one master's degree completed however, due to the fact I wanted to be a DHH Itinerant I had to do another masters to be qualified for the job. Yes some people who did one masters and did not need it for their job in education get a bonus and make more money than I do in a specialized job with two masters.</p> | |
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| Higher hourly wage. I cannot support my family with the current cost of living. | |
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| Salaries do not match inflation. We talk about recruitment and retention. People will come or stay if the money is right. | |
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| <p>Please describe your concern with salary, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with social media abuse/harassment from parents/students, and the solutions you would suggest to address this concern:</p> |
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| | <p>The only way to address the social media abuse/harassment from parents and students is to address the deeper issues in the system. Keyboard warriors will always exist - but start by not tolerating in the schools and perhaps it will filter over at least for some. As long as parents know they can walk in the school, or call someone at the board and complain or threaten to go to the media in order to get what they want, they will walk all over us and tear us apart on any platform.</p> |

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| | Unable to respond just accept your name and reputation to be blackened. |

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| <p>The salary, while good, is just barely enough to afford the basic necessities'. For anyone starting in this profession it is important to know it make take years before you can buy a house, you may need to opt for cheaper groceries because the cost of living is smaller than your pay cheque. Especially true for single persons.</p> | |

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| <p>The salary should be increased especially considering the number of hours that teachers put in outside the regular school day. Also, more money needs to be provided for teachers to buy materials for their classroom so that they are not spending their own money.</p> | |
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| | Parents need to accept responsibility for their children's habits and behaviors. Students have too much power because there are no consequences for behavior or not doing work. |
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| <p>The cost of living is too high with the current salary.</p> | |
| <p>My family is barely getting by, with 4 children at home we are struggling. The salary is not enough to sustain the inflation.</p> | |
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| | <p>Teachers are walking targets. Students take pictures and videos on devices that teachers are not allowed to confiscate. Parents regularly use social media to post cropped photos and footage that do not accurately depict actual situations and the amount of aggressive comments and verbal public lynching through sharing of the falsified scenarios can ruin a teachers career, reputation, self-worth, and mentally wound them forever.</p> <p>Parents and students sign agreements at start of school year not to partake in posting teachers within school buildings and events, make it a breach of school confidentiality and have consequential policies in place to deal with these breaches when they occur that support the teacher/educator. Including public support for teacher by employer.</p> |
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| <p>Please describe your concern with salary, and the solutions you would suggest to address this concern:</p> | <p>Please describe your concern with social media abuse/harassment from parents/students, and the solutions you would suggest to address this concern:</p> |
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| <p>Salary increases need to reflect the cost of living increases we are seeing and they are not covering that. We are essentially living in a depression right now and we are now struggling to keep up.</p> | |
| <p>Salary fixes and adjustments need to be faster, fresh teachers being stuck on the same salary scale for multiple years is ridiculous, and negotiations need to be more clearly documented. Additionally, it has been half a month since the supposed deadline for agreement signing, and it has only just been signed with all teachers having to wait it out almost 2 months before getting the salaries they have worked for but didn't receive while the negotiations were ongoing. The whole process needs to be faster.</p> | |

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| | <p>Social media abuse/harassment from parents/students has been a concern for staff. There is nothing to protect teachers/administrators from this type of thing and parents can pretty much say what they like. Teachers are now at a point where dealing with everyday issues/concerns are very stressful because they do not know what to expect when they do.</p> <p>Solution: Could there possibly be a policy in place where the parents/students are addressed at a level above the school.</p> |

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| <p>To keep and recruit teachers and substitutes, salary must increase and be competitive with other professional careers.</p> | |

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| Salary needs to be increased since the cost of living has increased with food, gas, and heat. | |
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| <p>Cost of living is rising. Wages should rise. I'm assuming they are. Haven't seen what difference it will make yet.</p> | |
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| <p>Our salary has not adjusted to the current cost of living. Grocery, oil, home expenses have increased by 50-100% in some cases and our salaries increase by 2-3% come contract negotiation time. This does not make sense, but explains why there are no applicants for positions.</p> | |
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| | <p>Parents sense of ownership of schools and what goes on within.</p> |

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| <p>Raise salary - Not getting paid enough to deal with all the issues.</p> | |

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| <p>We should have said "NO" to this pay deal and asked for more money. As a group, we need to fight harder like other unions are. If you take into consideration the cost of living, we haven't had much of a raise in the last 10 years or so.</p> | |
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| <p>Teaching salary needs to more closely match inflation prices/cost of living. As a parttime teacher, I have to be on top of what I am being paid and budget to make ends meet. I love my job and want to keep doing it, but it only works if the price is right.</p> | |

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| <p>Salaries need to be more competitive. It needs to reflect the amount of work teachers do. Regular increments and increase would be a start. We usually go without a contract and usually have to fight to keep what we already have in the bargaining process.</p> | |
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| | <p>I have heard so many stories about teachers being ganged up on and bullied on social media that I am honestly afraid to do a lot of things in my classroom for fear of parent backlash. I sometimes do what I think would be more popular with parents instead of using my professional judgement on what should be done. We need clear direction and policy that is enforced on a consistent basis so that expectations are clear and that parents don't get to influence what happens in schools.</p> |
| <p>While our top end salary scale at level 7 is a good salary the other end of the spectrum is not. A first year level 5 teacher barely makes more than top EI. I have colleagues who made more working before they became teachers in the service industry where they required no education. Also we are often compared to other government areas in terms of salaries yet we make less than many of those areas even though we require a Master's Degree. To obtain this we have to pay \$10000. Should we not be equating our level of education and a higher salary. Why would people sign up to have to complete one or two undergrad degrees only to have to go back for a Master's degree to still make less than other government employees who have less education than them. My solution is to either change the Level 7 requirements, subsidize the masters tuition, or increase the pay accordingly. There is also the ongoing issues of unpaid time. While I can appreciate we are salary based (except for subs) we are often required or expected to work outside our hours that go unpaid yet rarely does this happen in other areas as they receive overtime.</p> | |
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| <p>If you want to retain teachers - give first year teachers the signing bonus as well. I am beyond disgusted and honestly feel so underappreciated that we were not included in this when the agreement is in effect until 2026. DO BETTER.</p> | |
| <p>Again, it's not enough to match inflation and the rising costs of everything around us. Teaching is a great responsibility requiring a lot of education. There was a time when the result of that was a sizeable salary a comfort in paying our bills. I have found that to be less true recently. I think the solutions need to come from money management at the government level, but ultimately, we just need to be paid more.</p> | |

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| | <p>There are so many needs in all of my classes. I am very empathetic towards my students and have a hard time leaving school at school. The compassion fatigue and mental stress thinking about the issues my students are facing and how I, as their teacher, can help them. Is all consuming at times.</p> |
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| We are often unable to get substitutes for Student Assistants, and we don't have enough as it is. When a couple of SAs are out on a particular day, we know it will be a particularly difficult day. | |
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| Students are not getting the support and interventions they need and deserve. | |

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| <p>We have over 30 students approved for SA time and 2 SAs. We have seen violence and major behaviours directly as a result of lack of SAs. Absent SAs very rarely have a substitute and it throws our day into complete survival mode when an SA is absent.</p> | |
| <p>Administrators are being used as student assistants. Teachers are expected to cover classes when subs are not available. Unacceptable.</p> <p>Students should be sent home if SA is not available so parents can complain and maybe get action. I know of people trying to get on the SA list and are having trouble clearing all the hurdles. Seems unacceptable when we have a shortage. Must be able to streamline the process.</p> | |
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| | <p>I'm not the only colleague going through this. I've seen teachers placed in violent situations every single day. I've cried with colleagues / friends because of what they've had to endure at work. I've had children become upset because the screaming boy in the hallway "hurts [my] ears". I've had to leave my classroom unattended to help a colleague with an irate and dangerous child who is throwing furniture and trashing the classroom next door. Being confronted with this on a near daily basis is traumatic - for teachers and students alike! It is not fair - and it should not be our new normal!!</p> |

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| | <ol style="list-style-type: none">1. cultural education, trauma-informed care training, etc... should be provided and required for ALL staff working in Labrador schools.2. with the size of my caseload and the lack of services and resources in the schools, I am consistently unable to support my students in the way that they need or deserve. I can see them struggle, identify the problem, and try to do what I can in the very small amount of time I have with them. Without adequate supports and resources to implement interventions, everything that I do feels like it is not enough and like it is all for nothing. I continue to watch these struggle, no matter what I do, and I don't have the time or the capacity to help them more. Watching children struggle each day and knowing you have the skills to help them, but not the capacity or the resources, is so demoralizing. |

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| | <p>I have had 28 years in this profession with the majority of it in the role as a guidance counsellor. I have dealt with unspeakable and tragic situations over the years. I expect this in my role; however, these situations are becoming more the norm and there are more children in crisis. This means I am dealing with and hearing about these situations daily in some way. Because we deal with confidential information, we have to keep that to ourselves. Vicarious trauma is very prevalent in our profession. I have good mental health and supports so I usually can mitigate the negative effects; however, it is getting harder to do so with the current state of our province. We need good support in order to support others but this is not happening unless you recognize you are struggling and contact EAP. Regular mental health wellness/support should be a scheduled part of our jobs given the content of what we deal with. Social workers have this worked into their roles....why can't we?</p> <p>Education is a human contact field of work, yet we have moved to virtual meetings and PL. Our employers do not bring colleagues together to meet. This is where you see support, collaboration and sharing. It's unfortunate and I would like to see this happening again. The only PL I receive in my profession in person is the NLCPA conference which we were without because of COVID for several years. Some counsellors cannot attend because it's not paid for by their schools or they cannot take the time away from their jobs. There have been many times that I have paid out of my own pocket...ridiculous when you think we are doing this for our jobs. Other provincial departments would never be expected to do this.</p> <p>Solutions....there has to be a recognition of the mentally difficult work we do and a way to help mitigate that so we can continue to do this important work. Guidance Counselling is an isolated profession as we are often one person in a school or a number of schools. We need time to come together.</p> |
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| | <p>It can be overwhelming to know what students need and be helpless to give them the help they need because you simply do not have access to the adequate time or resources. Our mental health system is in crisis and I find myself internalizing the stress of the inability to help them solve their problems. I would like to be able to take a 'mental health day' when I need to without a note or feeling like I have to hide in my house. Sometimes just getting out and getting some errands done would help ease my stress or however else I may feel better - but feel watched.</p> <p>It is great to have insurance to cover counselling and massage etc., but sometimes an issue may be from being overworked - and going to a massage can be tough to get an appointment outside of work hours. Using sub time and having to write a sub plan to go for an appointment can be just as stressful.</p> |
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| | <p>With so many students and so much happening in the run of a day within the classroom, I am the primary adult in my class and take on the emotions of the students as well and what they are going through. With 28 students, I am completely overstimulated by the end of most days, therefore extremely exhausted. The solution would be to hire more teachers and give us more resources so that it does not all fall on the classroom teacher's shoulders.</p> |
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| | <p>Due to my role I am usually involved with a demographic that is coming into our school community with trauma and stress - school is secondary.</p> |

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| | <p>Trying to do the best for students in a system that is concerned primarily with policy and optics is not a recipe for success. Teachers continuously beating their heads against the wall of indifference or lack of resources to meet the needs of their students makes it an exhausting process to keep trying to help and provide for the needs of our students.</p> <p>I have no idea what the solution is - the system is designed to perpetuate the positions of those at the top, not to improve the lives of students and teachers. The general public does not support teachers, and government money is not readily available to provide for the needs of children who can't vote yet. So, is there a solution? I guess it would require government will, and so far in 25 years of teaching, I haven't seen it, so you do the math.</p> |
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| | <p>I did not know this was a thing until I read it just now. I have been feeling overwhelmed since the middle of December. To the point, where I have just visited my doctor because of the extreme fatigue and anxiety I have been feeling.</p> |
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| <p>We have a position that has been advertised twice and has not yet been filled. We have been an SA short for the entire year. Furthermore, when one of our SAs is off, no one ever covers those shifts. It has happened on numerous occasions that we have had only one of 4 positions staffed. This puts a lot of stress on our SA and our IRTs.</p> <p>But we have also opened twice in the last 2 weeks WITHOUT a day time custodian. One day we didn't have anyone cover and the second day someone arrived at 10:30. In both cases administrator swept and mopped dangerously wet stairs and floors, cleaned bathrooms and dealt with cleaning of vomit and other forms of human waste. This is NOT acceptable.</p> | |
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| | <p>There need to be more Guidance Counsellors, Educational Psychologists, and administrators in the schools. The current ratio of 1:500 students for Guidance is absurd. It is completely unmanageable. We spend most of our day helping severely dysregulated children and in meetings for these children and get nowhere. We repeat the cycle every day and it feels hopeless most times. I work in the area of mental health, and I support 500(approx.) kids and 30 (approx.)teachers alone. It would be helpful to have another Guidance Counsellor on site to help share the mental load and mental burnout.</p> |

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| <p>It's not re-deployment, it is every day. Our IRT's are doing this daily in replacement of programming because the needs of our students are extreme and our student assistant allocation is nowhere near what we need to adequately cover. Increase in the student assistant allocation to actually meet the needs of students.</p> | |
| <p>I am constantly redeployed to do a SA job but sadly, it's more that I am expected to be a student assistant on a regular basis EVERY day. Hire enough SAs to help the students who need them. Stop pairing SAs with 2 or more students who have high needs. It all comes down to the government's willingness to invest money into our education system. The education of our students should not be about dollars and cents.</p> | |

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| | <p>Student behaviours and abuse have worsened. The demands on the teacher has become greater. The constant lack of apathy by the students and parents have caused issues with my mental health because students are not performing well. We are forced to lie on report cards to make the students look better and there is no accountability on the student or parent. All accountability has been placed on the teacher.</p> <p>To address this is start with societal changes, such as early accountability by parents for their lack of parenting by using public health and social workers. More accountability for the parent and student. Let us do our jobs and allow the student to learn from their actions, even if it hurts their feelings.</p> |
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| <p>Most days in my school we are 3 to 4 student assistants short and having to redeploy takes a long time to do and is not beneficial to our students who need individual programming. There needs to be more student assistants available and more hired for each school.</p> | |

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| | <p>Lots of complicated home lives - blended families, split families, parents working away, kids not attending regularly. They have REAL issues and trauma but we do not have enough guidance time at our school. Need more guidance and more mental health support on staff.</p> |

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| | <p>Compassion fatigue is a VERY BIG concern. The days and weeks are so draining that teachers have NO energy remains at the end of the day - there is no energy to provide extracurricular activities for students and there is no energy to being home to families. Teachers leave school fatigued to the point the their own families suffer from it as they do not get the attention they deserve. As an example, yesterday there was PL at my school and at the supper table my family actually commented that it was quite easy to know that there were no students at school during the day. My mood and energy level was noticeably different from a regular day. This compassion fatigue is totally unacceptable and teacher deserve better.</p> |
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| <p>I think the de-ployment is what is causing a lot of teacher stress and burnout. No one gets prep time anymore, they're doing tasks they don't enjoy. Teachers did not go to school and accept positions to be cleaning or changing students. A solution would be more benefits and hours for student assistants so that they have a reason to stay in these positions long term.</p> | |
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| <p>Schools need more SA time. Every year I have students that qualify for an SA, however they never see one because they are deployed to high need situations. Because of this, IRTs are doing the jobs of SAs. If a student is on partial days and needs to have someone with them because they are a risk to run or injure someone, they should automatically have an SA with them when they are in the building. We should not have IRTs tied up with students because they might leave the classroom. Let IRTs do their job and hire more SAs. If a school has 30 students who qualify for SA time, give that school enough time to cover off those students.</p> | |

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| | <p>I have students who get themselves ready for school and come to school with no recess. A student who [REDACTED] and many split parent families an [REDACTED] s. 40(1) [REDACTED] I am their parent, their counsellor, their nurse, their BMS and lastly I am their teacher. How can I teach effectively when there are so many things that are going on in their little lives. We are spread so thin, Over the years, we are reduced in guidance, music and gym teacher time, but the societal issues keep growing and growing. I wasn't trained to be anything but a teacher but over the years I have realized that I have to give so much and it has taken me away from my family and how I interact sometimes in my own family unit, as I am mentally and physically drained. Solution comes down to the almighty and putting resources back into our schools, putting behavior management specialist, more counsellors and human resources in our schools. The government says there is no money to put into education but the strain on our economy is the result of not putting money into our education system. We cannot fix a system that continues to be broken.</p> |

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| <p>Already covering gaps in student assistant resources so when we are short staffed I have to cover supervision duties for staff who are absent or who have been redeployed to cover absent staff. There have been no recruitment drives in my area by NLSchools. When ads are posted for casual workers schools use their social media accounts and school newsletters to promote the opportunities. No effort has been made by NLSchools to attend employment fairs in the area.</p> | |
| | <p>I try to be the one who is there for these children but too many and I am tired.</p> |

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| Hard to get SA subs. Intensive RTL supports are frequently cancelled as IRT's are redeployed to provide a safe environment for students. | Emotional trauma that students are coming with and the urgency placed to solve these issues are exhausting, time consuming and hard. |
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| | Teaching is draining - physically and mentally. We are forced to use sick leave when we need a short re-charge/reprieve. |
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| <p>As it happens, I have very little need for an SA in my classroom despite having two medical diagnosis's that indirectly cause washroom difficulties. I am fortunate that I was able to give up the SA time that these two children need to only call upon them when absolutely needed because other parts of the building need them more than me. This being said, I've been in some situations this year where I have been waiting for a long time to receive assistance. We just need more resources.</p> | |
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| <p>We need 3x the amount of SA time we have so we can function. We have 10 students who are all approved for 5 hours of SA time. And we only have 9 hours, there is something very wrong and disheartening about that situation.</p> | |
| | <p>Despite the daily aggression I experience I also have a passion for working with students who are on functional curriculum programming. I feel because I love this job and my students that it is a job I should stay in because my students need someone who can work them and enjoy it and not many can.</p> |
| | <p>There have been a number of events in situations over the past several years with student behaviour and needs. The inability to effectively help because of workload has led to burn out and compassion fatigue. We need more counsellors!</p> |

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| <p>Sometimes there are no subs for SA's- meaning I help with toileting, feeding, etc. I don't mind, but then I'm looking for someone to cover the rest of my class in order to ensure the basic needs of all my students are met.</p> <p>Stop giving us the bare minimum with student assistant time.</p> <p>Advertise for SA subs, so that there is less of a shortage on days when multiple SA's are out.</p> | |

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| <p>Qualified IRT's and other staff members are often taken to cover students who student assistants are absence. There needs to be more incentive for people to go on the call list as well as more positions within the actual schools.</p> | |
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| | <p>Dealing with physical, emotional and verbal abuse on a daily basis has forced me to seek counselling, use considerable amounts of sick leave, and consider quitting teaching. Personal leave in lieu of sick leave to better accommodate mental health crises would be a start.</p> |
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| <p>Students with exceptionalities are not given sufficient SA allocation to meet their needs. In many cases we have IRT/Guidance/ Admin Teachers performing the duties of a SA. There are many years I have claimed that I am the highest paid SA in the province.</p> | <p>Most days I feel more like a Social Worker than an educator. It is mentally draining dealing with mental health issues of students and parents. I am not properly educated on how to deal with many of the situations I find myself dealing with. Parents are more challenging to deal with and I despise people sending me pictures of messages that are posted on Social Media criticizing me because I did not give into a parents demand.</p> |

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| | <p>So much trauma, not only from our permanent NL residents. We are dealing with families who are hungry, unemployed, dealing with drug addiction, and family violence. It just seems to have worsened. Many of our students coming to the country have unimaginable trauma and need that weighs on the minds of staff and admin. We are unable to help them all and the SEL piece is the emphasis while they are in our school. Staff are not trained to deal with the emotional stress and reactivity of some of our students who may have come to our province fleeing war torn countries, experiencing bombing etc.</p> |
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| | <p>Because the extra programs, initiatives and projects, compassion fatigue is significant. Many teachers are do not want the extra programs, projects and initiatives. This putting the extra strain on selected teachers who want to make a difference. The solution is to promote the impact of the students and to allow prep time for the initiatives.</p> |
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| | <p>I'm concerned people will leave the profession because of compassion fatigue. Increasing supports, such as guidance counsellors, admin, IRTs, and ed psych, will help alleviate compassion fatigue as more people can be involved with students.</p> |
| | <p>So many kids struggling mentally and emotionally I take a lot of that home with me.</p> |
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| | <p>Compassion fatigue is real, the solution is simple..... stop cramming our classrooms with beautiful little faces who want to learn and have us look at them every day knowing we are not equipped to meet their needs. Compassion fatigue is a soft word, honestly it's beginning to feel more like PTSD for me, and others. I can honestly say hardly a day goes by that myself or another colleague is not in tears at some point during the day.</p> |
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| | <p>The level of issues in our students means that we spent a lot of our day trying to help them cope. Guidance Counsellors are overwhelmed and therefore other teachers are left to deal with many of the issues on their own.</p> |
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| <p>I am in a provincial itinerant role dealing with so many requests and obvious teacher needs that it makes it hard to get to the students. [REDACTED] Considering the importance of technology and the fact that it impacts every single teacher and student in our system, there needs to be more support. I cannot stress this enough. I am trying to pick up the lack of support but in doing so I have majorly negatively impacted my own life and health. I am burned out and tired and plan to quiet quit from my position even though I care so deeply about my work. I am saddened by my need to do so and I am not valued in my work by those making decisions. I am valued by the teachers on the ground who I have worked so hard for, but they do not get to make decisions and are suffering for it.</p> | <p>s. 40(1)</p> |
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| <p>I have been teaching EAL since 2014 and this year I have my biggest caseload of 50 students. I cannot get to them and the highest needs gets serviced first. The numbers are getting so large now in city schools that many classroom teachers are off on stress leave and I am also thinking about going off as I cannot handle the numbers. I am a seasoned teacher with over 25 years' experience.</p> | |
| <p>So many students that require academic support but are getting nothing because IRT time is so often used in response to extreme behaviours and/or coverage for SA absences (not replaced) or lack of student assistants.</p> | |

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| <p>Day after day is crisis response and you wear the emotional burden every day wondering if you are doing the job you are actually assigned to do and that is support our students. With between 30-40 students on your caseload and over 150 students as department head, it is an impossible tasks to adequately support them all. You work with the students who require SEL/Behaviour support, while those requiring academic support often fall through the cracks. All IRTs/teachers wear that strain/stress daily, as there is no worse feeling as a teacher then feeling like you are not doing a good job. This is purely a resource issue and more IRT's and SA's are needed in our schools.</p> | |

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| <p>Too much paper work. Either paid time to fill out the paper work, more staff that's permitted to fill out the paper work, take some of the responsibility from the homeroom teachers.</p> | |
| <p>Same as above. If I had more time during the workday for prep and/or to deal with duties related to being a department head, I think the job would be less stressful.</p> | |
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| <p>Huge increase in comprehensive assessment load. Students are crying out for counselling. Cannot meet the needs as effectively as I could with manageable caseload.</p> | |

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| <p>It seems there is always something else added to workload whether is data collection, duty, extra meetings, new curriculum, families expecting constant communication on every topic covered in real time.</p> | |
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| <p>A typical SLP caseload should be about 50 students, I currently have approximately 135 students. In addition, I have to travel to see many of these students. Due to the nature of being in Labrador, many of these students are at higher risk, have a lot of complex needs, have a lack of services, etc. Some of my students have not been able to avail of SLP services for 4 years, so it is nearly impossible to prioritize cases in the way we "should". For example, we are meant to prioritize K-3 students. however, if I have a 5th grade student who is struggling and has not received SLP services in 4 years, it is not fair to prioritize others simply because of age when this individual would not have received the same services while they were in K-3. There is also a lack of supports in schools in general, but it is even more prevalent in Labrador. Without sufficient IRT supports/student assistants/TLAs/etc. more hands-on and time consuming work falls on to me, making it even more challenging to support all of the students on my caseload.</p> <p>Something that has not yet been explored, but I think would be worth advocating for, is an SLP position that is based anywhere on the island (i.e., St. John's), but services schools in Labrador virtually, and travels occasionally throughout the year. This is currently happening with various positions (i.e., ed psych, guidance counsellor, DHH). This position, as an additional SLP for Labrador, in place of a current position would help to ensure that students have continuous services every year, and would benefit those coming into the position, so that they are not picking up a massive caseload where students who have not been supported for many years. Exploring funding through Nunatsiavut for a "north coast" SLP who works in this hybrid model could be an option.</p> | |

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| <p>without that scope of practice because the position has been mostly vacant for the past three years. This means I am spending a lot of my time doing assessments at the expense of my other duties. I cannot meet the needs of my students in a proactive way at all. The only proactive work I do is arranging for speakers and sharing outside opportunities with students. Given the state of healthcare, when I refer students to outside agencies they have to wait a ridiculous amount of time if they get the service at all. This falls back to the school to support the student as best we can. Student mental health is the worst that I have seen it in my 28 years and I find a lot of my time is dealing with the most severe cases. I have addressed assessments and mental health as this consumes the majority of my time. As a guidance counsellor, my standards of practice include many more responsibilities/duties. It is highly stressful knowing what needs to be done and not having the time/support to do it. I generally spend an hour and a half or more doing work after the school day ends. I am the guidance counsellor for three schools.</p> <p>Solutions....unfortunately it's useless to tell you my thoughts on the solutions but I will. I am only speaking from a guidance counsellor perspective. We need more guidance allocation if we are even going to come close to meeting students' needs. The Pat Canning report years and years ago outlined this....have we really made much advancement in that area?! No. And there have been several reports since supporting this but no real change. Schools are under allocated in every field...teachers, IRT's, specialist positions. Now we are in a position where there are vacancies because young people are choosing to avoid this profession. Education, in general, is a highly stressful field without the financial compensation or respect it deserves. Education is as important as healthcare, social issues, etc. but it is not given the priority. Education can change a person's trajectory in life and the people who educate are doing VERY important work. This needs to be recognized by government. Our voice is not strong</p> | |
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| <p>Demands of the job often have us working well beyond our work day. Interrupts with home life. No work-personal life balance.</p> | |
| <p>The curriculum outcomes are lengthy and very specific - honestly it would really help to have less of them and for them to be more general and less specific to give teachers more creative freedom in delivering them. It feels like things keep getting added on and just expected and nothing taken away. It becomes overwhelming and difficult to know how to tackle all you have to do adequately. As a guidance counselor, the assessment is lengthy and extensive, 10+ hours per student. It would be nice to have a more efficient method to conduct so many tests - or a way to provide adequate support to students with needs without such an extensive assessment process. Hearing and Vision screening was added on this year as well. Another example is we were short student assistant time this year and our appeal denied - even though we have a clear need and have provided all we needed to qualify but we were just rejected. It just adds to daily workload and takes away from the time allotted to do all the other tasks we are expected to do - and to provide help to other students, especially those in the not urgent needs category.</p> | |
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| <p>There is not enough student assistant time being provided for children with needs. One student assistant or IRT is being assigned to groups of children with high needs in the classroom and it is not enough.</p> | |
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| <p>Too many policies and paperwork associated with every single issue that occurs/the amount of paperwork associated with extracurricular activities is discouraging as we are volunteers but expected by society to cover these activities even though there are 'hours' of paperwork and administrative work behind the scenes to attend or host an event.</p> | |
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| <p>The demands of the curriculum are too great to meet them all with the large multi-grade groupings that exist within my room. Smaller groupings are necessary to effectively cover all the curriculum.</p> | |
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