

**For Immediate Release**

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## **NLTA ANXIOUSLY AWAITING MORE INFORMATION ON THE TEACHER ALLOCATION REVIEW PROCESS**

St. John's....The Newfoundland and Labrador Teachers' Association looks forward to hearing more details around the long-overdue independent review of the provincial Teacher Allocation Model, but teachers across the province are sounding the alarm when it comes to current conditions in schools and classrooms.

"Not even three full months into the school year, our Association is hearing daily from members who are already feeling close to burning out," said Newfoundland and Labrador Teachers' Association President Trent Langdon. "When I speak to our members, visiting schools across the province and fielding numerous telephone and email contacts, what I'm hearing is consistent – our members are feeling a heaviness that comes with inadequate resourcing in the classroom, class sizes that are just too large, and class composition that makes it very challenging to meet individual student needs. The NLTA has welcomed the commitment last spring from government to move forward with an independent review of the Teacher Allocation Model, and we will be active and vocal participants in that process; however, this process will not help our students or teachers who are struggling right now."

The NLTA has written the Minister of Education outlining concerns when it comes to resourcing in classrooms, and calling on government to address this serious and ever worsening issue. For example, in many schools, highly trained educators, including Guidance Counsellors, Instructional Resource Teachers and Administrators are currently seeing much of their time consumed with duties normally assigned to student assistants, which reduces the time they have to devote to their critical and core professional roles, including student mental health supports, instructional leadership, and special services instructional supports for students who require them.

"Government has the authority to provide additional allocations to address large class sizes and for Instructional Resource Teachers and student assistant time in our schools. A truly 'needs based' approach would go a long way to ensuring schools are properly resourced," said President Langdon. "NLTA members are professionals who care deeply about education and understand the importance of a well-resourced public education system to the overall well-being of their students. It hits them personally when resources are stretched too thin to meet individual student needs. The NLTA believes parents and families should also be concerned about the impact inadequate resources and large class sizes are having and will continue to have on their children. We must invest in our kids and in the future of public K-12 education in this province if government truly wants to turn the economy around."

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To further highlight this issue, the NLTA is relaunching its public awareness campaign under the slogan, "Class Size Counts...Now More Than Ever." For the last decade, successive provincial governments have increased class sizes by amending the Teacher Allocation Model first established in 2008. These changes occurred in the absence of a cabinet directed review of allocations, which was supposed to occur in 2011. While the NLTA awaits more information about the appointment of the committee and process for the promised independent review of the Teacher Allocation Model, the purpose of this campaign is to bring more attention to an important issue, and to encourage discussions between teachers and parents regarding the impact of class size and composition on children's education.

"The NLTA has repeatedly raised concerns with government officials regarding the adverse impact of increasing class sizes while integrating students with special needs into the regular classroom without adequate supports," added President Langdon. "The pressure of teaching in this atmosphere, compounded by the added demands of teaching on the front lines during a global pandemic has, understandably, placed increased stress on our members. The Association will continue to advocate for a properly resourced education system for all students."

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