

Parachute.

AT-A-GLANCE

FALL 2025

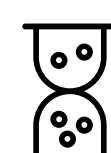
PARTICIPATION

- 6,851 completed responses
- K-12 principals, vice-principals, teachers, and education workers
- Survey period: October 15, 2025 – November 12, 2025



Class Size Isn't the Whole Story

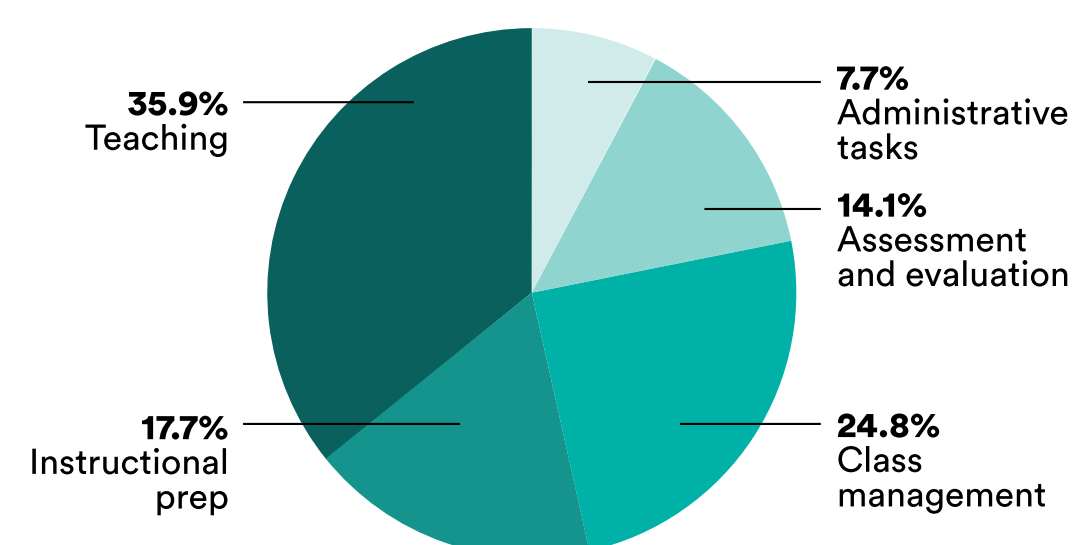
- Average Canadian class sizes are already too high (22–26).
- Some Canadian K-6 classes exceed **40–60** students.
- Teachers in classes of 26 or more students are less likely to have access to adequate education assistants or specialized support personnel.
- Nearly 50% of teachers with classes over 30 students say they are unable to give struggling students the attention they need on a regular basis.



Teaching Time Is Being Eaten Alive

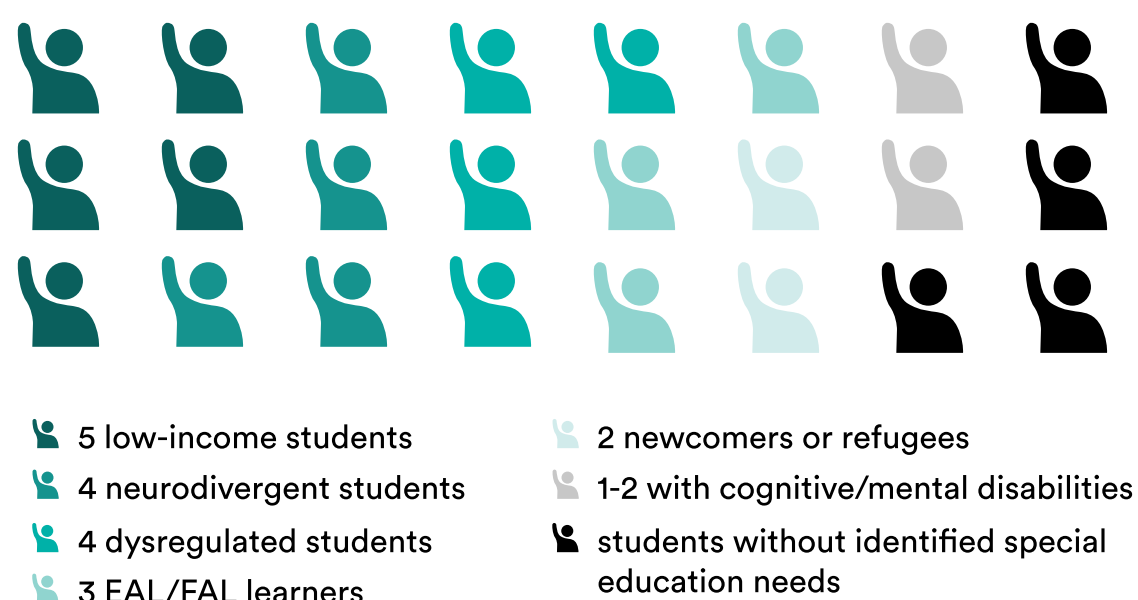
- Direct teaching accounts for only **~36%** of classroom time across all grades.

Average Class Time-Use Breakdown (National)



Complexity Is the True Story

- Classroom complexity compounds class size, intensifies workload, and erodes instructional time.
- The average, K-6, 22-student classroom might break down as illustrated:



- 1 in every 4 minutes (27%) in K-6 is lost to behaviour management.
- 50%–70% of educators find insufficient staffing ratios for high needs students contribute to the complexity of their role **to a large extent.**



Specialized Supports at a Critical Low

80% of educators indicate that they do not have access to adequate education assistants, resource teachers, or dedicated specialized support personnel.

- 25% of teachers say **IEP supports rarely or never meet the needs** they are meant to provide.
- **1 in 10 educators across all grades** indicate that almost all their students (91–100%) would benefit from additional supports, but **do not currently have them**.



SOLUTIONS TEACHERS ARE ASKING FOR

1. Enforceable Class Composition Provisions

- Class caps that decrease as complexity increases.
- Teachers emphasize that **class size alone is not the challenge**: composition is.
- A class of 30 students at grade level \neq a severely complex class of 20 students.

2. Legal Standards for Student/Teacher Ratios

- Teachers are asking for **legislated caps**, not guidelines.
- Voluntary caps are routinely exceeded.

3. Increased Funding for Specialized Supports

- The average class is now a layered group of behavioural, linguistic, developmental, and socioeconomic needs—with one teacher responsible for all of it.
- Specialized supports (including: educational assistants psychologists, occupational therapists, speech-language pathologists, behaviour interventionists, mental-health professionals) are a critical requirement for classrooms and necessitate funding at the school and/or board level.

“Really, my main problem is complex class composition and the draining effect it is to teach day to day in a classroom where there are such emotional, social and learning needs and just me in the room to try to meet all those needs! Exhausting. Emotionally draining. My work expects me to be a social worker, counsellor, special education teacher, and EAL specialist but my paid job is being a classroom teacher—so that always gets a back seat.”

— High school teacher, Atlantic Province