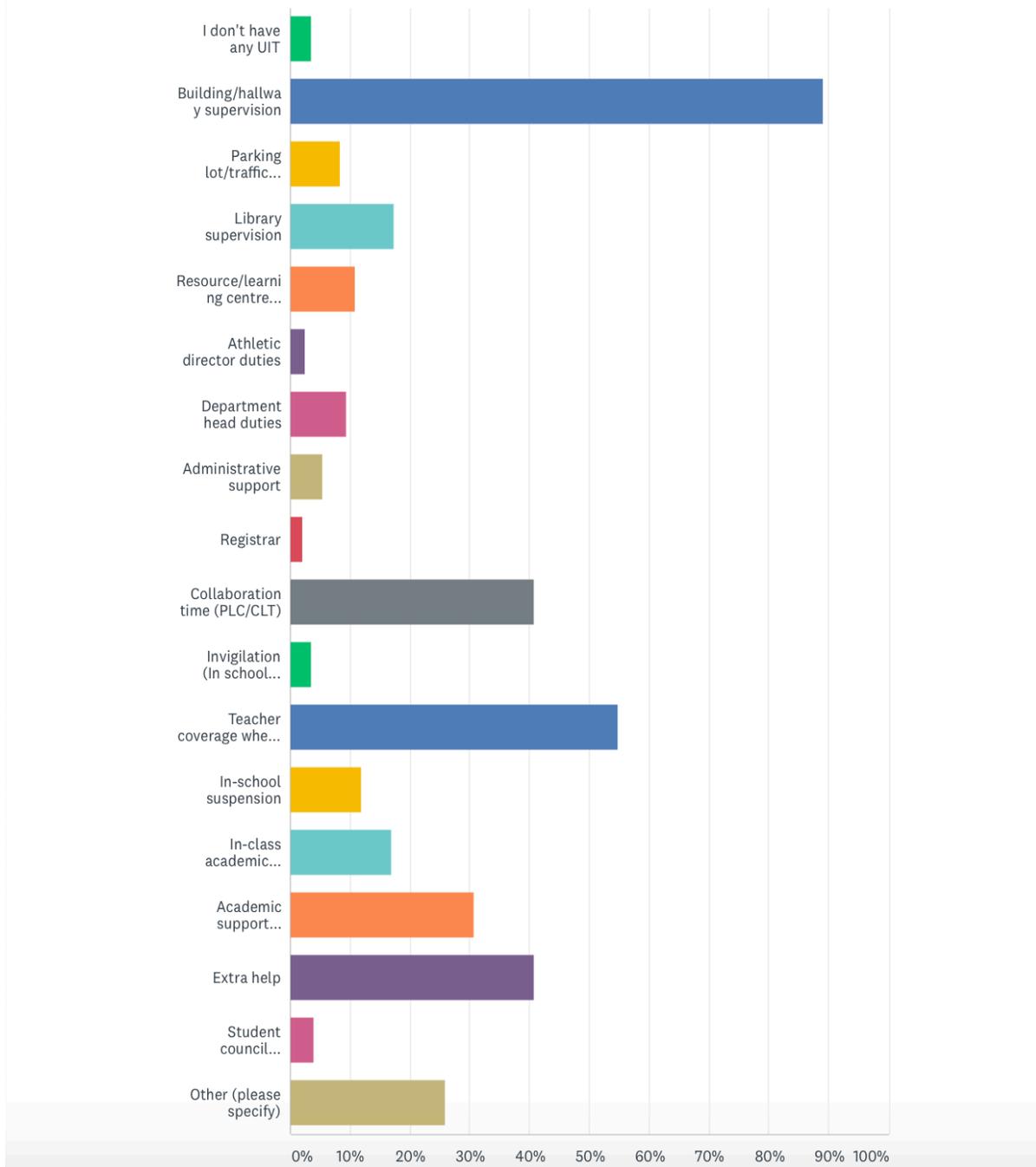


**Data Collection/Compilation
Unassigned Instructional Time Survey (UIT)
Metro Area Schools**

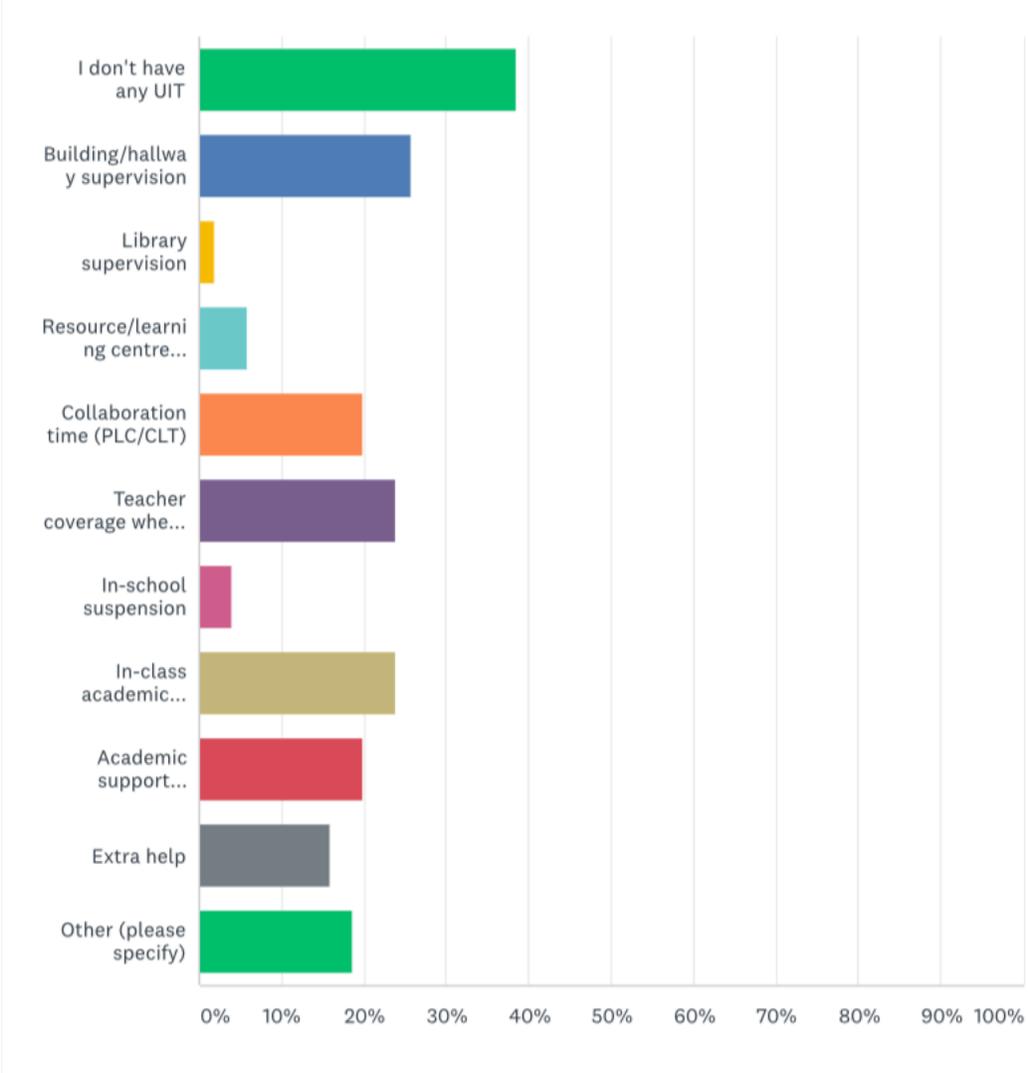
What tasks do you regularly perform during your unassigned instructional time (UIT)?

High School

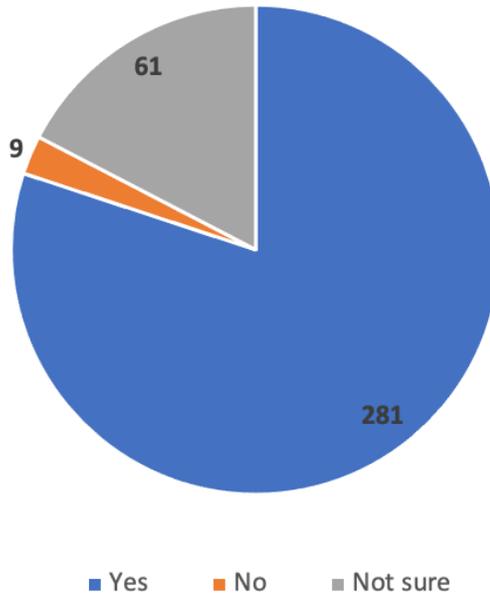


What tasks do you regularly perform during your unassigned instructional time (UIT)?

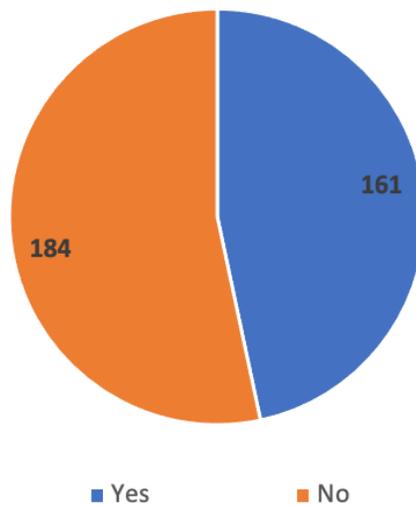
Grades P-9



Are you concerned about the potential loss of unassigned Instructional time (UIT)?



Are you willing to be contacted by the NSTU to discuss the value of unassigned instructional time (UIT) to you as a teacher and to your students?



Some of the comments we received describing the value of UIT

It provides an opportunity to assist students individually or in small-groups that would otherwise not receive the extra support offered by UIT.

It provides flexibility for the school to deal with students who may need more individual attention than the system allocates for them.

This is a chance for me to give extra help to my students. I do math support with my UIT time

In French Immersion, we do not have Resource Support. Other teachers are needed to help out. The UIT is often used for working with students from our class or other class to get caught up with missing work, or when they need extra help. This is an ongoing issue with HRCE that we do not have French Resource our French Student Support. An English speaking support or Resource teacher is not the same. UIT time is important, especially with the FI students getting help they need. During my hall duty, I often interact with students that I don't teach. I get to know students that I normally wouldn't. Hall duty is important for the safety of the school and for teachers to be visible. Lately, I help out the teacher with her sewing class. I get to interact with my class of grades █. Its nice to be the 2nd teacher and help them out and interact with them while not being the teacher for that class. That class is a more challenging class, so its nice to see them during times that its not the subject I teach. Many things will be lost if the HRCE takes away this time. Students will be pushed aside and left solely to the classroom teacher to help. English students are placed of Resource case loads or students support, but the French Immersion students don't get anything for their classes other than ELA, which is no help to the classes that are taught in French.

I have never had any. But when the upper elementary teachers were asked to use their UIT ti support the lower grade students it was great for my struggling readers who would otherwise get no extra support.

Having teachers on hall duty, for example, during UIT contributes to safety. It helps to prevent congestion in the halls and washrooms, reinforce the following of school rules and norms, and ensure students are where they should be. It also allows teachers to provide additional support in classrooms where there are many needs that cannot be met by a single teacher. Offering one-on-one support to students not only improves their learning but also builds their confidence and self-esteem in a way that is not possible in a large-group setting, so students can work towards becoming independent learners.

My FI students do not receive support in French other than during our UIT. They often do not receive support at all, as resource and learning centre supports are spread thin and our English program is prioritized. During my UIT, I have been able to connect with more students, and build relationships with students who I would not ordinarily get to know, particularly ANS students. (Something I see as vital as the only ANS classroom teacher in our school). Being able to work with small groups of students from classes I do not regularly teach offers safe spaces to students who have difficulty in a large group, as well as directly supports the work my colleagues are doing. In the past, UIT was a large part of

my assignment (Tier 2 Math support), and it was extremely valuable to help students stay in pace with their classmates and build their confidence in math in a small group setting. I was able to assist my colleagues in implementing program adaptations more often (extra time, alternate location) which would not have been available if not for UIT.

UIT is vital to the function of schools everywhere. Hall duty is crucial to keeping students in their assigned areas so that their learning may be continuous throughout the day. During hall duty, students who require 1 on 1 support, a short break from class, a quieter place to work, a chance to reset their mind so that learning can continue in-class actually have a place to go to receive this support. We, as teachers, are already stretched so thin (trying to do all of the tasks a single day requires) with the staff we currently have (all hands on deck at all times) that I fear for the function of the school system as a whole if we lose staffing numbers at schools. UIT helps teachers and staff build relationships with kids, get to know our students better so that we may truly be capable of engaging in culturally relevant pedagogy in the class while teaching. If this is removed, teachers will struggle to cope in daily tasks and truly student-focused relevant teaching practices will suffer (not because teachers want it to, but because we simply will not be able to keep up). The thought of providing LESS support to an already struggling school system is not only absurd, it is abhorrent.

UIT is a huge asset for our school. It allows us to provide support for students in their learning, providing the opportunity for extra help and small group quiet work spaces for our students who need it. Furthermore it allows us to support students who are disengaged and roaming out of class by having hallway duty staff available to connect with these students and redirect them back to class. Lastly, it allows us to staff any in-school suspension or alternate placements as a result of students not following the code of conduct, which allows them to more quickly re-integrate back into the classroom as opposed to having no where to send them, or having to send them home when they are not meeting our code of conduct expectations. Students feel safer, and teachers are better able to teach ALL students.

UIT provides extra support for students. When I am on my UIT time I work in a 3/4 class that has a high level of needs. I am able to provide individual support to students who require additional support. For example, a student who is on the Learning Center caseload but is not a behaviour issue. Often times students with behaviour issues take up the majority of the Learning Centers time and this student in grade 3 loses his Learning Center support time. However, during my UIT time I am able to work with him (One-on-one or in a small group) 2 or 3 times a week. Since September I have seen a huge growth in his number sense due to the time I work with him!

UIT offers balance to staff and support to students. What I mean, is it offers a welcomed opportunity for staff to breathe, slow down (from teaching) and support students in small group, etc. Similarly, this results in extra support to students. Also, we are OFTEN pulled from our UIT for sub coverage, 'extras' around the school, etc. If this UIT is gone, so are all the 'extras' and the ability to cover for subs. What happens then? Prep time is borrowed and never able to be paid back? Teachers are exhausted... and that's the

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| <p>biggest point here. RCE's are always asking for more out of our time, and teacher burn out is more real than ever.</p> |
| <p>Many students have received individual support in past years they would not have received, that being said I am concerned with my lack of prep time</p> |
| <p>UIT time is a great resource for our students. It allows classroom teachers to work with students who need extra supports while the UIT teacher provides as need supports. UIT is also valuable to provide classroom teachers with short breaks to use the washroom or collect additional supports/resources from other classrooms (teachers move from class to class and there are times when additional items are in their home room).</p> |
| <p>I feel it is absolutely necessary for teachers to get this time because it is providing additional supports for our students.</p> |
| <p>UIT allows our students who don't receive resource support but sometimes require additional time or attention to get the help they need. We are scheduled as additional in-class support with our weaker classes or classes who have a bit more students who exhibit difficult behaviour. It is a great asset to our staff and student.</p> |
| <p>Teachers who have UIT support high-needs students who need additional learning support in the classrooms of other teachers'</p> |
| <p>This is when I help students work through conflicts, support mental health with private conversations, seek advice from admin, communicate real time issues with guidance counsellor. (We are on recess duty every day monitoring students)</p> |
| <p>I think it's very valuable. I support students who have literacy challenges or other academic challenges and it allows them to learn along side their peers with adaptive/compensatory supports so they can remain in their classroom and be part of their learning community but also receive support for their learning style which is often not at the rate of their peers at this time. One teacher to support all learning levels is a recipe for fail and unnecessary hardships for students who deserve better. Teachers students and parents know "one lesson does not fit all!"</p> |
| <p>I have several students who have attendance issues and social emotional challenges and this time allows me to provide some support in an alternate setting. I am able to make, create supports for students with diverse needs such as , signing them up for assistive tech apps, setting up accounts for online access, creating prompts , choice boards. Families often ask me to check in with kids so this time allows me to grab some private time with student to build a relationship which goes a long way ! I can plan differentiated lessons that lead students to success with their next steps. Families often say how successful and confident their child feels because of this planning and supports I provide . With less time I will be unable to achieve the same .</p> |
| <p>While I don't have UIT my students benefit from other teachers cling to work in my room. They work with individuals who could use a little extra support for writing. The ts only 30 minutes every second week but it does give a boost to those students.</p> |
| <p>It allows me to to do extra curricular activities at my school. Like coach school sports teams. If we are teaching 7/8 I will not be able to give back to my school.</p> |
| <p>Positive school climate and culture is built on this unassigned instructional time that allows teachers to support students emotional and education needs in 1-1 and small group settings. It allows teachers time to plan so they can run yoga club after school,</p> |

coach teams and host open mic nights. Perhaps most importantly, UIT applied to school/student supervision allows school admin/teachers to be proactive to the needs of students and situations rather than reactive. If teachers are expected to teach 4 full classes in a day, don't expect them to spend the only 40 minutes they have off addressing issues in the hallways, or the emotional needs of students, or offer extra help the day before a test.

Schools function better when students feel safe and secure. Providing hallway supervision allows the halls to stay calmer and safer and lets teachers focus their attention in the classrooms where it is needed to support student learning. In past years, my unassigned instructional time has been providing classroom support. I teach French Immersion, and French Immersion resource support continues to be unavailable at the junior high level. The only professional extra help struggling French Immersion learners are given in our building is provided through other teachers on unassigned time.

This time allows for team building and relationship building with students. It keeps the hallways clear and covid protocols to be adhered to. It also gives teachers a quick bathroom break, especially if they have no prep time that day. PLC is valuable collaboration time for teachers when it is used the way teachers need it to be used.

Currently, I am scheduled to be receiving some UIT in May/June. In the past, when the upper grade teachers have come to support me during my assigned UIT block, I have been able to have the upper grade teacher take my whole class and do a read aloud/reading response activity while I worked with a small group of my students to provide focused small group instruction to help support them with either academics, emotional regulation, social skills, etc. This block of time to work with small groups to provide intervention is so valuable.

As a resource teacher I'm able to collaborate with classroom teachers, develop programming for the class, groups or individual students with the classroom teachers. Also provide mini-pd sessions for the classroom teachers on what technology or other programs might be of support to them in their classroom. Also where I've got many students on my caseload having the UIT and teachers going into the classroom to provide support to those students in class is very beneficial.

UTI is essential in our building as we have a large number of students who require extra support and without this support during UTI they would not receive that support and would not successfully met their learning expectations.

I'm able to pull students out who are at risk or having mental health issues. This has a HUGE impact on student behaviour in the classroom, students ability to have an adult to connect with and talk to in the building on a regular basis, and being able to show kids ways they can use creativity and our makerspace to make their own projects and to de stress. So important when my school only had █ guidance. I'm also able to pull students out for one on one support which helps with comprehension and confidence. I could go on but losing this support time will make a huge impact on the school. Not to mention this cutback has also lead to cutbacks in art and music in our school which is also a devastating loss. As a rural school our students have minimal exposure to the arts, and school art and music programs is all many students have.

This is an opportunity to work directly with students that have been identified as needing extra help. They benefit from one-on-one/small group instruction. This supports

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| <p>the Inclusion Policy. Next year if this changes to just covering off preps, then the support will be lost and I will be teaching whole classes of kids that I am unprepared for. I haven't taught lower elementary ever.</p> |
| <p>UIT, especially during the pandemic, has been essential in controlling student volumes moving throughout the school and to monitor safe numbers in bathroom spaces. As well, it has allowed students to be able to enjoy staggered breaks from 2 x 2 hour periods safely during the day. There is never not a moment during the work day that any teacher is not doing anything related to the wellbeing/progress of their students. UIT is a shared responsibility to the students that teachers exercise on a daily basis.</p> |
| <p>Caring, healthy schools, school beautification, building a sense of school spirit and doing so in a culturally relevant way, is accomplished through planning and work that is done by teachers with UIT. Without this time all of this work is volunteer or perhaps worse doesn't happen. This time is extremely valuable to the overall feel of a school not to mention the mental health of teachers who are more than likely going to do the work with or without the time, to their own detriment.</p> |
| <p>Students who do not get enough resource because of the resource caseload being too high, get support through this instead/in addition to from the 4-6 teachers. These students will lose out on small group instruction during these times.</p> |
| <p>Before Covid this time was used to provide tier 2 support to students who desperately need it. Also this allowed for CLT time among staff. With the change in the curriculum inter staff conferencing will be essential. I also use this time to manage the school website and provide support to other staff with different technologies.</p> |
| <p>We have a very busy resource room, which often benefits from the additional teacher in the room. Without this support fewer students are getting the one on one time they require from the resource room. Our school runs very smoothly because of the fact that duty teachers are visible in the hallways. If hallway duty cannot be assigned our hallways could become a place where students are unsupervised potentially leading to problems.</p> |
| <p>UIT is used for support for struggling readers, and to support small group guided lessons in classes.</p> |
| <p>I am not a [REDACTED] - I am a [REDACTED]. I am concerned that we will not have time to work with PLC's/CLT groups and discuss Tiered supports as well as mental health issues with classroom teachers. We are seeing trauma and anxiety (pandemic and not related) in numbers we have not dealt with before and the HRCE wants to remove support instead of give support?</p> |

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| <p>Strengthens connections between students and teachers. Provides regular and consistent intervention opportunities for students who are struggling to be successful (in school support rooms). Provides a space for students to get caught up. Provides a quiet space for students who occasionally need it (re-focus, one on one support).</p> |
| <p>Gives me time to connect with current and former students to check on academic progress, mental health, and any other issues. Provides a safe and secure area. Connect with teachers and other professionals to discuss shared students.</p> |
| <p>UIT is necessary to keep a building of our size running safely and smoothly.</p> |

UIT is important because it is the only time I can meet with my colleagues to develop our resources and assessments. I'm often visited by students requiring extra help at lunch, which I recognize is not UIT however if I lose UIT then I will have to get much more "extra work" completed during that time and be unavailable for extra help at lunch.

Invaluable. Most teachers will not have time to offer their time for coaching and other extracurricular activities. The students will suffer. The teachers will have less time for all of the things they do. New teachers and teachers teaching new courses

It is the reason why we can have anything other than basic instruction and class time offered to students. It is essential in order to offer extra help, particularly to students who rely on school buses for transportation. It allows for teachers to build a community within the school by providing the opportunity to support students and families holistically.

UIT allows for effective collaboration between colleagues with different teaching schedules. It also provides an invaluable opportunity for mentoring younger teachers and for providing extra assistance to students who are experiencing difficulty.

We have a "flex room" that is very useful to do one on one or small group work with students who need it. It's also a good place to send students who need help writing tests or even for someone who just needs a quiet space to work away from class. We need a teacher in the library to leave it open for students on study block. Teachers who do duty in the halls help keep the school safe, help the learning environment of the school and also help keep students in class. When doing hall duty, we can also build relationships with students. If we see the same student around a lot, we can talk to them and see what's going on and try and find ways to help them. Having teachers on UIT to be able to cover for other teachers is an asset.

UIT provides flexibility for our school community. On a personal level, my current duty ([REDACTED]) allows me to build relationships with students, particularly those who are at risk, as they are more frequently out of class. It also allows me to stop by and consult with our school specialists and support workers about student progress and needs. In my case, because I have experience working in the [REDACTED] , it also gives my administrators access to a qualified supervisor in the event that coverage is needed in that area. When I have been assigned to study hall as a duty, I have been able to provide a valuable support to students in need of extra help, or simply an alternative space. UIT supports both teachers and administrators by providing flexible coverage and support opportunities.

An adult presence in a school of more that [REDACTED] students is vital to identifying potential security concerns, as well as de-escalating conflicts with students. - School specific PD allows staff to come together and target professional learning to specific areas of need - PLC and other collaborative time with teachers, EPAs, Guidance, Admin etc. allows for student concerns and/or needs to be identified and addressed in a timely manner.

During my duty in the [REDACTED] I have the opportunity to help and/or connect with students that are not in my present classes. This provides those moments to make connections with students to help build relationships. The moments can be academic help or casual conversation. The support room is also a support to my classroom, as it can be a great place for students to go during class to catch up on work in supervised

environment or if a student needs a different environment on that day to complete course work. Positive connections can be made on hall duty as well, through conversations with students in the halls and dropping into class like Art and Physical Education to see what students are working on in class.

UIT allows us the flexibility to ensure that everything that needs to be done in a school can be done as well as allowing for valuable collaborations that would otherwise be impossible.

With the loss of UIT, I will not be able to offer extra help (science courses), I would not be able to collaborate with teachers or perform supervision for evaluations. The extracurricular activities I volunteer for would not be held.

I can't imagine not having the time to support our students. This model will be similar to work to rule, as teachers will not have the time to provide extra-help, extra-curricular activities, let alone PLC's/collaborative time with other teachers. What a disservice this loss of time will have on students!

I am a [REDACTED] and it is already so difficult to find time to speak w teachers about students. Less time will mean even less collaboration, communication ication and teamwork. It also means less time and energy for teacher/student casual interactions and relationship building.

I get to see my kids outside the classroom. I get to interact with them in mostly positive ways. I help keep them safe when I'm outside with them at lunch.

Essential! In order to Maintain an orderly work space by Monitoring the many spaces like hallways and parking lots and library's and cafeteria is, support students with the many adaptations profiled, provide extra help, and correspond with parents, guidance, other teachers, etc it is absolutely essential. Without aunt many things will be lacking. Many needs will end up being overlooked as there is no time to address them.

The extra clubs I offer have a profound effect on student wellness and sense of belonging. All of these students are most appreciative and often are able to call upon these experiences when applying for scholarships and bursaries. Our Makerspace at the [REDACTED] is an amazing space but was anyone that works with equipment on a regular basis [REDACTED] would appreciate takes many hours of calibrating and repairing. Our students have built some amazing projects over the past 5 years including a [REDACTED], life-size [REDACTED] and we are currently working on building [REDACTED]. The experience and teamwork these students are exposed to is extensive. Without UIT I will not be able to continue to support these experiences.

Safety and security of the students is supported with this. Provides the support for students that is required in order to follow the mtss model being presented. Allows for needed time for any 'extras' to be incorporate into the school community.

Without UIT I will not be able to do the following: Run the [REDACTED] Ceremony Coach the [REDACTED] Team Be the [REDACTED] Advisor for Student Government Stage Manage the school's annual [REDACTED] Show Organize and run the school's annual Talent Show Direct the school's bi-annual Musical Provide extra help for my courses over lunch hour Inform Arts Students of upcoming events/opportunities outside of school For most of these events, I am the primary staff member in charge; therefore without my involvement these Extra Curricular Artistic opportunities will not be available for our

students. Even though Visual Art/Performing Arts/Music courses are offered at our school, extracurricular opportunities are essential for student's growth within their chosen artistic interests.

While duty is not the most loved assignment, especially in COVID times, it provides an opportunity to view your school and students differently and engage with areas of the building you may not otherwise visit. Further, it strengthens relationships and done well, solves small problems before they become big ones by identifying student behavioural trends.

I'm able to build relationships with students that I don't teach. The ISS is also a space where students who have missed class can go and get caught up - which there is also this year due to COVID, so where will they go in September, when COVID protocols will still be in place but no where to catch up?

UIT makes our [REDACTED] high school work. It allows for so many valuable school activities to happen. As AD (shared with another teacher) we are able to support sports for our students. This requires a great deal of time and many, many additional volunteer hours. When UIT is gone there will be fewer teachers willing to volunteer, which in turn burns out the ones that are. Our school uses UIT to support tier 2 interventions, this will no longer be possible and the more that is taken away the less teachers will be giving up their lunches etc to do extra help. The staff is already burnt out from this year - now we will be declaring permanent teachers redundant (as will a number of high schools). The morale of staff will continue to go down.

It keeps the school a safe place with teachers on duty. The environment in the building is safe and calm, due to the high presence of teachers.

With UIT I am currently able to find teachers in the building when I need to have important conversations about shared students. These are the invisible actions, that are so important to student success, that removal of UIT will hurt. Making this change on the heels of the inclusion policy, which urges teachers to do better for all students, makes no sense to me.

UIT provides me as a teacher the time to support my students to the best of my ability. It gives me the chance to talk to support teachers (resource, learning Center etc., which allows me to meet the needs of my students with adaptations and IPP's. This time also allows me to connect with students while performing hallway/washroom/study hall duty. This is valuable time, as it allows me to build relationships with students outside of the classroom. It also allows me to get to know students that I don't teach, which is important to our building community. Without this time, I fear that the needs of some students will not be met and our school community will suffer.

[REDACTED] is a school of roughly [REDACTED] students. So first and foremost, we need teachers actively supervising the building, especially with the fact that at any given time upwards of 200 students can be on an "off block". Secondly, UIT is invaluable time for supporting diverse learners. Teachers at my school are routinely assigned "pod support" during UIT so that we can work with individuals or small groups to support them and

their teachers. I am also often able to help my own students when their "off block" coincides with my UIT, or I can use part of my UIT as my lunch break, so I can then extend extra help through the lunch hour. As a [REDACTED] teacher, the need for extra help is regular. Third, our UIT is used to support people like the Library Tech, so she can have a lunch break without having to close the library. In a high school, with so many students on study blocks, full-time access is essential. Similarly, resource rooms need to be covered during resource teachers prep times so that students can always access the individual supports they need. Fourth, sub shortages are a fact of life. Not daily, but on a regular basis, we find ourselves short a sub or two. This necessitates teachers covering classes. Were it not for UIT, this would simply not be possible.

It helps in our math department to be either in the classroom with another teacher to support students or giving more one-on-one help to smaller groups/individuals. It Harlow when there are classes with more behaviour issues, to have another teacher in the room in general. It benefits the students and the teachers.

It can provide needed academic support for students who struggle. It is not important to use it for supervising students entering/leaving washrooms.

Having teachers monitoring areas in the building keeps everyone safe. I often use that time to meet students and build relationships. The academic support room provides a great resource for students and teachers.

I do not see how our school will continue to properly function without teachers providing the services that we currently do during our UIT, such as hallway supervision, timely and ongoing communication with families, coverage for teachers when there are no substitutes available, and extra academic support, among others.

Being available to students and staff for support is important in building a positive school culture where everyone feels valued, safe, and supported.

It's a great way to build relationships with students in the building who you wouldn't otherwise have a chance to meet. The visibility of staff reminds students that this is everyone's building, and we all have a responsibility for it.

Cafeteria duty this year I have worked hard and specifically at developing relationships with students who I don't teach. I am making slow progress but I feel this time is well spent. Extra help at lunch time (once a week) with a student who has been between a 45-50 most of the school year. Counselling students who I don't teach who are struggling with mental health issues, home life issues, academic issues. We have had several teachers off this year due to medical reasons and as such substitutes are doing their best to fill that role however this situation often leads to students leaving their assigned class to come to my class uninvited but always welcome. I am not a trained [REDACTED] however I spend a significant amount of with students and teachers helping them with their challenges.

It allows time to develop stronger relationships with students outside of my own classroom 2 - It creates an environment where serious behavioural challenges are mitigated by having a stronger staff presence around the building and often prevents small issues from becoming larger issues.

In unassigned instructional time, I spend time contacting parents with regards to particular inquiries or reaching out with concerns. I also liaise with other staff and administration. I spend time supporting new teachers who are working in the math department. I often address hallway commotions or concerns and student discipline issues in the hallways. I meet with students for private conversations that cannot occur during class time. I consult with resource teachers attached to particular students that I teach.

This time allows for me and my colleagues to collaborate as well as allows for a presence within the building by staff to prevent mischief as well as support those students who do not have class. To this point I often have to balance my time and include some of my unassigned time into my actual prep because the time given already is too short for what is necessary to be done in a high school setting.

This time provides an opportunity to work with students as individuals and small groups, to collaborate with the other teacher who teaches [REDACTED] and the 5 other teachers who teach [REDACTED]. I regularly use this time to collaborate with the resource teacher, learning centre teachers, Indigenous Support Worker, African Nova Scotian Support Worker, and guidance counsellors so that I may support my struggling students. It also allows me the time to work with my student teacher so that she will be prepared to take on her own classroom in the future.

UIT has been a necessity in our school on many levels. In terms of my role as duty - the amount of vandalism that has occurred is monumental! Without UIT I feel our students would abuse the entire school. Our administration can only do so much! Having staff to support and provide an extra eye has added to diminishing the vandalism and the possible bullying in our school. My colleagues that work in supporting students are able to increase rapport and I am able to build rapport with students I don't teach or often see. All of this aids to increasing a sense of belonging in our students.

My library duty means that our school library can remain open and as an option for students at lunch. The hall duty allows me to build relationships with other. I plan the school trips and the UIT allows me to do this without going into prep time. I don't know how this will work out when I have to be in class for my UIT.

It is very important as it is a time that struggling students can get taken out of class for small group support. It is time for teachers who volunteer their time in other ways (me, graduation ceremony) to get things completed. Teachers may not do as much if lost.

As a teacher, I value UIT because it keeps the hallways safe and monitored. This leaves time for the admin team to help support students and teachers in the classroom. For students to know that there are teachers on duty help them feel safe and monitor their

behaviour. As a parent of students in high school, it concerns me greatly that my children's hallways will not be safe because teachers will no longer be on duty.

In the past I have done extra help / pull outs / academic support. This is very valuable to students who are struggling with an academic subject. I currently have a teacher providing academic support to my class and it is very beneficial for my students. I see an improvement in marks and an improvement in student confidence. I prefer UIT over extra help at lunch. I enjoy hallway supervision / library supervision as it is another way to build relationships with my students without being in a classroom environment. I also enjoy doing this because I see students in grades that I am not teaching whom I have taught in the past.

Without UIT time so many of our students are going to fall behind as teachers simply will be unable to give them the one-on-one time needed to support their vast array of needs. Extra help is crucial for not only supporting students but also building relationships with students who may feel uncomfortable approaching their teachers while in class.

If this [REDACTED] course is to be successful in the least it is imperative there is UIT available for me. Also many students would go even hungrier, the school would be infested with insects and rodents, if I didn't work for free all the time to clean up the kitchen. The students wouldn't really have much of [REDACTED] labs if I didn't do all that free work. Also, the basketball team wouldn't have a teacher to help ensure Covid protocols are being followed and they are protected. Snowboarding was cancelled this year, so I guess that time was spent sanitizing my classroom and desks in between classes and after lunches. There would be no GO2 cafe created to give the students a sense of community this year, and help feed each other.

This year I am stationed on hall duty for both UIT blocks to monitor bathroom numbers due to COVID, make sure students are in appropriate areas, wearing their masks, getting back to class and not wandering etc. While on duty during this time we also cover teachers who need bathroom breaks. At admin's request we avoid using the 5 min between classes for teacher bathroom use because we are asked to be at our doors greeting students and providing hand sanitizer as they enter our classes. Also with one way arrows we'd never get back to our classes in time. I also use this time to support students who need verbal assessments or follow up on their work. I sometimes need to double up like this and I use this time to meet with students when give them the support the otherwise cannot get due to scheduling conflicts. It also allows me to build relationships with students beyond the classroom as chatting with them in the hall is different from classroom interactions. In the past this time has been used for providing help to students (anyone in the school must just from my classes). I have been assigned to work with students in a what was called the "student support room". I have also been asked to supervise those on in school suspensions who were also sent to the student support room. We also had scheduled PLC time in the past to work on COPs approaches to assessment, culturally responsive instruction, common assessment and other school based/ HRCE initiatives. What all the varied uses of UIT mentioned above demonstrate is that having this time offers flexibility based on the student/ school needs year to year. It

has changed as our circumstances have changed. Replacing this with another teaching block will change the culture of the school. The ability for teachers to offer academic, support, ensure a safe environment, collaborate professionally, offer co-curricular opportunities will all be reduced dramatically. Please note that the check marks for question 4 reflect this year only. I have done the other tasks mentioned in previous years.

It allows me to offer extra help every day at lunch and support students in a variety of extra curricular activities at lunch and after school year round. If we have all of our UIT removed and we are teaching 4 blocks straight every day, I might not be able to offer students the same level of support and commitment to their extra curricular activities. Extra curricular involvement is very highly connected to student success and enjoyment of school. They need these activities to grow and learn.

Students sometimes need a place to go when the tradition classroom isn't working for them. The extra help and different environment is beneficial when classroom full with 32 children becomes to much for students. Not only does it give them academic support but also allows teachers to build relationships with students they don't teach or they may teach in the future. When I have flex duty I have in average 3-5 students who use the option and have to opportunity to receive them one on one support which can definitely benefit them in many ways.

This time allows teachers to work with small groups of students or with individual students who need focused attention and support, especially in math. Supervision also allows us to run our learning street which is a unique area in our hallway where students can work with small groups outside of the classroom. Without supervision, this can't happen. Hallway supervision also helps keep mischief and vandalism down, it can help diffuse a situation before it happens, and can provide support in a classroom if a teacher needs an extra set of hands or quick break. The duty teacher can step in and support.

FLEX rooms are incredibly important to student success at [REDACTED]. Students will often require an alternative setting to complete their work or benefit from more one-on-one time with a teacher. Our FLEX rooms are regularly utilized by students for a myriad of reasons. FLEX is also an element of our school's plan to support our African Nova Scotian (ANS) learners. Without this time, I worry that there would be an overflow of need in our Student Services department and Resource Departments to a level that they can't possibly meet. This lack of support will take away from student success and add to building anxieties and mental health concerns with academic pressures. Duty is also an incredibly important role in maintaining consistency and support for students who find themselves wandering during class time. Again, this is an integral element of our Student Success plan for our ANS students. Our duty teachers are there to support our students with their needs and encourage them to return to their classes - again, leading to student success. We frequently have a sub shortage. This role falls to teachers to cover. When we are there to support our colleagues with our time, we also support their students with consistency, following the lesson plan and maintaining our admin for their vital roles. Large class sizes also means that students do not necessarily get time with their teacher.

In class support time is crucial to allow students to have success within their subjects and access to a teacher who is circulating and offering support. Being available for resource support also ensures that our student with diverse learning needs or requiring inclusion need their teachers to be available to support them. Our UIT should not be underestimated in it's importance to student success.

This time is incredibly valuable for students. There are simply not enough resources in the schools to support students in need and any extra time is highly beneficial for the overall social and emotional health of our students.

1) UIT gives me the ability to eat lunch so that I can be in my classroom for extra help during the lunch for the students. Without this, I would not be able to meet with them each day. 2) Make connections with at risk students and provide academic support 3) Help free up administration with supervision so they can complete the tasks they need to accomplish. 4) Cover for a teacher who is out, the substitute list is very small and it has been extremely difficult to provide coverage for each missing substitute. 5) In a small school it is very difficult to collaborate as PLC groups effectively. UIT makes it possible for our staff to meet together, discussion student progress and work together to give students a better chance at success. 6) Without UIT, I have no idea how I am going to find any time for coaching, running special opportunities and events for students and doing all of the extras that have an impact on school climate. I am already volunteering numerous hours each week to supporting this. Losing more time will make it impossible and school climate does not seem to be a priority of the province. 7) We will still likely be in a pandemic starting in September, part of my UIT is hallway/cafeteria duty which has a significant component of ensure pandemic protocols. Without supervision, students are going to be not following the protocols since the pandemic is quite low on their list of priorities. 8) Moral is low, extremely low. Premier McNeil will forever be known as the leader who decided to sacrifice teacher lead extra-curriculars activities for an imposed contract, this need premier might be the individual known to many this profession completely unsustainable. 9) What we really need is a commitment from the province about the level of priority from every single release of "new" items or responsibilities for teachers. We need clear guidance on what we are no longer responsible for, what are the top priorities (very specific) and to regain focus as a profession. Not every single item is a 10 out of 10 priority. Any release from the province or RCE's should have a 1-10 ranking system. Let's get really good with priority 9 and 10 before we throw ourselves to low priority, low efficiency, and low yield items.

It is huge because it is the time that I use to run Student council, have students do make up assignments, give extra help, assist new teachers in my department, observe teachers, learn new technologies to help improve student learning and engagement, work to help better our school and community through PD opportunities, sit on the scholarship committee, attend Student planning team meetings, sometimes photocopy and eat so that I am available at lunch for extra help or meetings with students.

UIT has allowed for me to support students in ways that are "extra," in that they are not tied to the courses I teach, but nor are they "extra-curricular." As RCH liaison I am regularly called upon by admin to conference with students who have been involved in an incident with respect to racism, cross-cultural understanding and human rights. I have also been able to mentor students in our IB program in their writing of the Extended Essay, and I have piloted a [REDACTED] which reached well over 100 youth over the time it ran (about 7 years prior to COVID).

This time is necessary to provide guidance to students, to help provide a safe environment for our students at school, to provide extra supports when we can't give extended one on one instruction

We do not have enough resource support for our students so the extra academic support will hurt our students. Decreased hallway supervision will result in more, expensive vandalism.

The value of unassigned instructional time is important for the overall climate and day to day functions within our school. For instance, in our school with over [REDACTED] students, hall, cafeteria and washroom duty/supervision has allowed for greater communication amongst staff (teachers and administrators) and students about potential safety issues, necessary reinforcement of expectations and to help mitigate negative habits (i.e. Vaping, bullying, etcetera) that would occur more frequently in the absence of adults monitoring such areas. I have noticed improvements in student potential both in school in terms of academics and overall positive behavior as a result of the efforts of staff during unassigned instructional time.

Immeasurable. The support of students who are new Canadians is especially Important during this time as well as collaboration with other teachers on assessments (common) and curriculum.

Extra curricular ensemble rehearsals are key to a music program. Aside from building relationships across grades, it provides students with a safe/ comfortable space to express themselves, and creates a strong community for those involved. It allows students to create and thrive in ways not possible in a regular class time. The ensembles also build bridges with our community through performances and workshops in the surrounding area. They have helped with community fundraising, provided a connection to our senior citizens through performances, and generally build a strong sense of citizenship and community. I fear that an extra course will severely reduce the time I can put into any extra curricular work, as my workload will be increased, while my preparation time for my courses will decrease. It will really effect the quality of the educational experiences I can offer to our students.

Athletic Director is a vital aspect of a healthy school community. School sports can not be run without an active AD who monitors student athletes academics, ensure qualified coaching staff are in place, working with Admin teams to make sure funding and budgets

are in place so the sports can run smoothly and building schedules for all the teams. Those tasks are important but I feel the most important aspect of my role as AD is making meaningful connections with the student athletes. I use my UIT to connect with students in a positive culturally responsive manner. Students who have a connection to school through sports helps their physical and mental wellbeing. I play a critical role in making this happen. I also feel with the reduction of UIT for other staff members it will mean the reduction of their participation in school sports and clubs. Teachers will not have the time to give to school activities due to increased work loads. Without teachers involved in school activities some sports will not be able to happen, especially if ADs UIT are reduced as well. We will not have the time to pick up the slack and some sports will have to be cancelled. RCEs cannot expect teachers to be given 1/8 more work without other aspects to be given up. I am afraid what will be given up will be detrimental to students in ways the employer has not considered or if they have considered don't care or see value in it. Another part of my UIT is hallway duty. I actually enjoy my hallway duty as it gives me an opportunity to meet with students one on one without other students in the classroom needing my attention. I have been able to connect with students who may have been absent in my class to ensure they are connected with extra supports to catch up. I reconnect with former students whom I may not be teaching anymore but know they need a friendly face asking how they are doing. I will miss these informal interactions with students that are so important in building strong school community. I wish people would recognize the importance of positive connections that teachers make with students that have no relation to the academic curriculum. We need to make sure students are being taught how to have positive interactions outside of the classroom. This is done through modeling during the UIT and it will be a shame for the Education System to once again take away something from the students that they so desperately need.

In a school with ■■■ students, having teachers on duty is key! We each take turns encouraging kids to class, checking in with teachers to see if they need any immediate support, and are able to proactively deal with potential discipline issues by reminding and reinforcing the schools code of conduct with students that we come across. I am a Department Head and use UIT to do observations and walk throughs since I usually have at least 6 teachers on evaluation per year (perms + terms). I also check I with my department to see if they need additional support and brainstorm to solve teaching related problems. I am extremely concerned about hallway traffic next year, lack of supervision in hallways, and I access to DH support for my teachers . I also worry about the additional time I will be away from my classes ... when I am consistently removed from my classroom for department head meetings, TST meetings, SSP meetings, and to complete observations for teachers in evaluation, my own classes suffer. We also implemented a study hall last year, and teachers rotate their UIT in this space. This was so valuable to students who needed additional one-on-one support, an additional space to work, or who were making up missed assessments. It was a more flexible space than resource, and students had an alternate space to go if they were just having an off day, or needed a place to go to catch up on work since the library can get quite busy. This is a valuable resource that students will no longer have access to. I am also extremely

worried about access to DH support from members of my team, as well as my own mental health as I attempt to balance a full teaching schedule with DH responsibilities. I have always felt that to do both jobs well, I needed to teach 2 of 4 both semesters, but made do with teaching 2 of 4 one semester, and 3 of 4 the next. Next year something is going to suffer, either my availability to students, or my available ability to members of my department. Not only are teachers having an increased workload, they will also have less access to the DH support that I can provide.

This time is needed to support those who need one and one support in both math and science classes. My duty time is spent stopping problems such as fights outside bathrooms before they start. I will it be coaching and organizing either the girls [REDACTED] or boys [REDACTED] team with out some time to do so. Collecting permission slips, fees etc takes entire periods. Sorting uniforms and distortion takes time. This is not my free time it makes our school and community better.

UIT to me is some of the most important time that is spent in school. [REDACTED] that I run is of immeasurable importance for the guys that attend. Translation of resources for IB programs will benefit future teachers. Collaborating and PLC with other teachers allows for a better understanding of students and co-workers so that work can be seamless and everyone feels supported. UIT allows me the extra time needed to conduct research, provide support to colleagues in and out of class and support students who are at risk of not graduating. UIT in our building is the most important part of our days, and everyone makes good use of it to create a more holistic, student centred building where learning can be the priority.

It is crucial to the success of students in our building. Musicals, athletics, school spirit, ANS support for math, Credit recovery for struggling students. It really is endless.

Game changer. Would not be able to do scholarship duties or EE without it- not to mention extra help for students.

Students who need extra help are brought to me during my duty time so I can offer support to them one on one. We have hall and bathroom duties to enforce max numbers that are safe in the pandemic. Students at [REDACTED] feel safe going to the bathrooms because of this monitoring, as opposed to what I hear from kids from other schools who would rather hold it all day than go in a washroom. While it's debatable whether holders of masters degrees should be playing security guard, if it makes the kids feel safe, it's not a bad thing to do.

Ensures safety of school building, builds connections with students outside of classroom. In past years I've also provided in-class support but am not this year as a Covid precaution

During unassigned instructional time you get to build relationships with other staff and students in the building that you would not normally be doing if you were teaching. Having a strong student presence in the hallways and common areas makes the school a

safer, friendlier place. Being able to support other staff when required is possible because of inherent flexibility when there is UIT in the schedule.

In the past, UIT was used to support students in a study hall model. Therefore, there was a quiet place where students could get extra support and complete missing work with the help of a teacher. Also, UIT is used for hallway duty which allows teachers to be a visible presence in order to reduce/eliminate behavior.