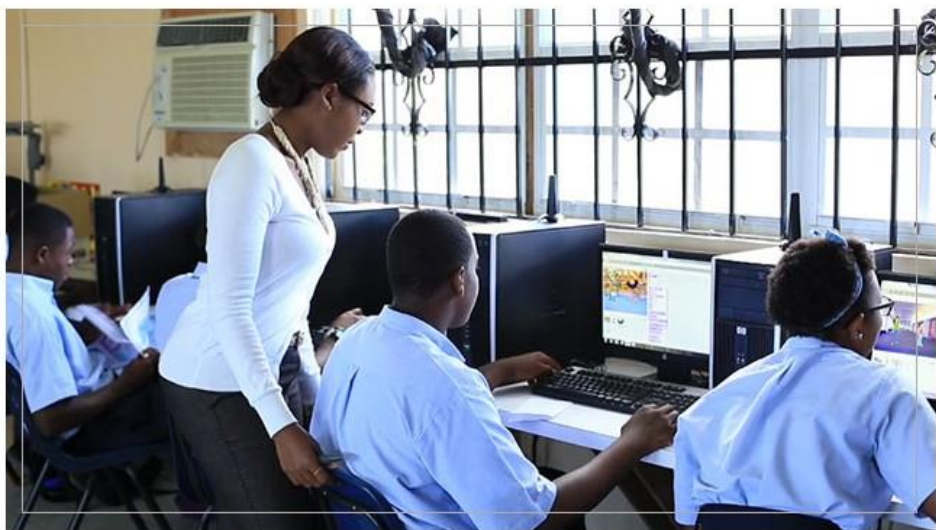




# **MINISTRY OF EDUCATION**

THE COMMONWEALTH OF THE BAHAMAS



## **A HANDBOOK**

**FOR TEACHERS IN BAHAMIAN  
PUBLIC SCHOOLS**

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AUGUST 2019



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## MESSAGE FROM THE DIRECTOR OF EDUCATION



As we begin another school year, I invite all administrators and teachers to join the Department of Education as it continues the process of improving the public education system. In this exciting age of tremendous change, the Department will continue to place much emphasis on team building and the collaborative methods of problem solving and decision-making.

I strongly believe that many of the challenges we face in education will be successfully addressed when teachers become fully involved in all aspects of the quality improvement process. Therefore, I encourage teachers to be innovative, honest, hard-working and life-long learners. Further, I invite each teacher, wherever you serve in our great archipelago, to submit, through your principals, recommendations and proposals, which, if implemented, should provide us with timely and practical solutions to many of the challenges which we face within the system.

Teachers and administrators, I encourage you to become engaged in action research that would assist us in attaining our mission and goals. I know that your sacrifice of time and talents will ensure that the Ministry successfully meets its mandate of delivering quality education to our nation's students. I assure you that I will support all efforts to improve our public school education system.

We are living in a technological world. Our students are technology natives. It is now imperative that teachers lead the reinvention of our most noble of professions. The new teacher must be the facilitator of learning.

Teachers, novice and experienced, use your knowledge and skills to ensure that our students exit their twelve years of schooling as Ideal Graduates, who will become stewards of our environment and nation-builders.

Best wishes for a successful teaching career!

**Marcellus C. Taylor**  
Director of Education

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## **INTRODUCTION**

The purpose of this booklet is to provide answers to some of the many questions asked by teachers who serve the Department of Education. The conditions of service for Government Officers, instructions for the conduct of public business, the code of discipline, and other matters are embodied in The Bahamas Government General Orders. This document enables teachers to readily understand their rights and obligations and the conditions of service, in general.

## **THE COMMONWEALTH OF THE BAHAMAS**

The Commonwealth of The Bahamas, an archipelago of predominantly narrow, low-lying islands, spreads over some 100,000 square miles in the western Atlantic Ocean just south of Florida. The total land area is approximately 5,350 square miles. There are twenty-two (22) inhabited islands, and transportation between the islands is often by air, although frequent use is also made of the inter-island mail boat and fast ferry services. The Department of Education is, therefore, faced with the task of providing education for a school population scattered over this wide area.

The summer months are often hot and humid. Hurricanes and tropical storms are known to frequent the area. The conditions imposed by the geography of the country can vary. Moreover, economic and social conditions in the two (2) most heavily populated islands, namely New Providence and Grand Bahama, differ in many respects from those prevailing in the other islands. In the Family Islands, accommodation for teachers, not domiciled, is subsidised by the Government.

## **MISSION STATEMENT**

The mission of the Ministry/Department of Education is to provide all persons in The Bahamas with an opportunity to receive a quality education that will equip them with the necessary beliefs, knowledge, attitudes and skills required for life, both in a democratic society guided by Christian values and in an inter-dependent changing world.

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## PHILOSOPHY AND BELIEF STATEMENTS

Education in the Commonwealth of The Bahamas is the principal vehicle for promoting the development of individuals and the nation as a whole. It is essential to enhancing the quality of life of our people.

It reflects our nation's ideals, values, beliefs and customs. It affirms that all human beings have an undeniable right to an education, one that will enable them to understand their privileges and responsibilities in the community.

Its specific focus is to prepare the youth to become active citizens who will become a caring and compassionate people, and who, as lifelong learners, will continue to improve the quality of life for themselves and others. Hence, the philosophy, that undergirds the education policies and informs the provision of education, formal and non-formal, in The Bahamas, is grounded in the following principles:

- a) a belief in the intrinsic worth of every human being and the protection of human rights;
- b) a belief that all people should have the right to an education which fosters a sense of self-worth and an improved quality of life that will enable them to be fulfilled at all stages of their lives;
- c) a conviction that educators, parents, students, young adults and the wider community must share with the government the responsibility for the success of the educational enterprise;
- d) an uncompromising commitment to the pursuit of excellence by teachers, trainers, learners and all who are associated with the educational enterprise;
- e) an appreciation of the significance and value of the rich diversity of The Bahamas and its people, and of the responsibility of the educational process to reflect and respond to that diversity with tolerance and understanding;
- f) a recognition of the obligation of all citizens to contribute positively to their society, and of their right to enjoy its benefits;
- g) a commitment to those qualities which are recognized in the preamble to the Constitution of The Bahamas as being essential to the development of the moral character and preservation of the freedom of our people: ***"Self-discipline, loyalty, unity and an abiding respect for Christian values and the rule of law"***
- h) a belief in those principles of democracy upon which our independent nation was established and which ought to be reflected in all aspects of the education process; and
- i) a recognition of The Bahamas as part of a wider world community which it must value and with which it must interact productively.

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## **GOALS FOR THE DEPARTMENT OF EDUCATION**

**OVERARCHING GOAL:** To ensure that all persons in the Commonwealth of The Bahamas develop physically, mentally, socially and spiritually in order to function responsibly and productively in an increasingly dynamic, scientific, technological and complex society. In order to achieve the primary goal of the Department of Education, the following sub-goals have been established.

**PRIMARY GOAL:** To increase the (high school) graduate rate from 50% to 85% by 2030.

### **SUB GOALS:**

#### **1. CURRICULUM DEVELOPMENT**

To provide high quality teaching/learning experiences which foster functional literacy, promote tolerance, discipline and responsibility; and meet the academic and vocational needs of all persons.

#### **2. ADMINISTRATION AND MANAGEMENT**

To strengthen the capacity of the Department to plan, manage and evaluate the education system more effectively, making it more responsive to national/global development.

#### **3. HUMAN AND SOCIAL DEVELOPMENT**

To provide opportunities for professional growth, foster teamwork, strengthen communication and establish competency within the Department, the workforce and throughout the community.

#### **4. PARTNERSHIPS**

To strengthen linkages at the national, regional and international levels in order to promote the development of the education system and youth programmes.

#### **5. INFORMATION AND COMMUNICATION TECHNOLOGY**

To provide an efficient, effective and integrated approach to Information Communication Technology, which will support and enhance educational programmes.

#### **6. PRESERVATION AND PROTECTION OF CULTURAL PROPERTIES**

To preserve and make accessible the literary, documentary and cultural heritage of The Bahamas and promote literacy for all.



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## PROFILE OF THE IDEAL HIGH SCHOOL GRADUATE

**The principal objective of the Bahamian education system is to develop productive citizens capable of caring for themselves and contributing positively to the national development process.**

Based on its consultation with stakeholders, the Ministry of Education has developed a profile for the ideal high school graduate. Among other qualities, the ideal graduate should:

- \* possess relevant knowledge in core disciplines/learning areas to be functionally literate;
- \* think critically, be an innovative problem solver and show initiative;
- \* demonstrate creativity and innovation;
- \* communicate effectively and collaborate willingly;
- \* demonstrate flexibility and adaptability;
- \* utilise social skills effectively;
- \* appreciate Bahamian culture and utilise the appropriate cultural skills;
- \* work productively and diligently with high level competency;
- \* guide and inspire others to do their best;
- \* have an appropriate awareness of the forces that shape and influence his/her life and surroundings;
- \* exhibit civic responsibility and display behaviours that benefit the wider community;
- \* appreciate his/her role in and responsibility to the local community, The Bahamas, the Caribbean Region, the Commonwealth of Nations and the world;
- \* demonstrate integrity and ethical behaviour at all times;
- \* possess digital literacy, appreciate the role of technology and innovation in national development;
- \* display skills and competencies that reflect career and college readiness;
- \* possess the ability to work effectively in teams; and
- \* embrace his/her role as an environmental steward.

Adapted from: the Ministry of Education's *Shared Vision for Education 2030*

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## **EDUCATION POLICY AND OBJECTIVES**

Education Policy in The Bahamas is mainly embodied in the Education Act 1962, (Statute Law, Revised Edition 1996), which contains provisions regarding the central administration of education under the Ministry of Education, the Statutory System of Education, Independent Schools and other General Provisions.

Under the Education Act, the Minister of Education holds responsibility for providing resources and services for all maintained schools. Currently, there are two hundred and eighteen (218) schools, of which one hundred and sixty-seven (167) are maintained.

Among the provisions mentioned in the Education Act, the following are especially worthy of note:

### **Part I: Central Administration**

#### Section 3. (1)

The duties of the Minister shall be to promote the education of the people of The Bahamas by the progressive development, in so far as the resources of the Minister permit, of schools and other educational establishments devoted to that end.

#### Section 3. (2)

The purpose of such development shall be to enable the children of The Bahamas to understand their privileges and responsibilities as members of the community, in order to contribute to the progress and well-being of the country by the full development of their natural abilities and to earn an adequate livelihood as adults.

#### Section 5.

There shall be established a Department of Education which shall comprise a Director of Education, Deputy Directors, Assistant Directors, District Superintendents and such other officers as may from time to time be authorized by Parliament.

#### Section 6.

The Director shall be responsible for the organization and administration of the Department and shall be the chief professional adviser and technical executive officer of the Minister.

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## Part II: The Statutory System of Education

### Section 21. (1)

It shall be the duty of parents of every child of compulsory school age to cause him to receive full-time education suitable to his age, ability and aptitude by regular attendance at school or otherwise.

Government has always viewed education as one of the vital elements in the drive for economic growth, social justice and equality, and the general improvement of the way of life for all Bahamians. Our education policy reflects our national policy and objectives, which have been enunciated as follows:

- i. the quest for greater self-sufficiency;
- ii. the security of our people;
- iii. the enrichment of a sense of the dignity of labour;
- iv. national pride and loyalty;
- v. the development of personal attributes based on Judeo – Christian values.

The Statutory Education System is organised into four (4) progressive stages:



Many children entering primary school would have been exposed to education in a pre-primary programme prior to entering primary school.

It is realised that the early experiences of a child are important to the child's future development. Hence, the Ministry continues to assist operators of preschools to implement programmes, which enable young children to develop readiness skills for formal education. The Ministry has also attached preschool units to selected primary schools in New Providence, Grand Bahama and some Family Islands. The aim is to ensure that all three and four year old children attend a pre-primary programme of good quality.

Primary level education aims at achieving literacy and numeracy skills, as well as inculcating social skills, positive attitudes and a sense of cultural identity. The objectives are to provide a programme with a definable six-year scope and sequential framework and to develop in pupils a constructive attitude towards self, learning and their country.

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Junior and Senior High Schools address the complete range of abilities and aptitudes so that they reflect and cater to the needs and aspirations of the wider society. To this end, academic and fine arts courses, as well as pre-vocational experiences in subjects such as hotel catering, business studies and the industrial arts are included in the school curriculum.

Further education studies are available at The University of The Bahamas, the apex of our education system. Its purpose is to provide a comprehensive national and community-oriented programme. The University of The Bahamas Act (2016) has established the University as an autonomous four year degree granting institution, with effect from 1 November 2016.

Also of note is The Bahamas Technical and Vocational Institute (BTVI) which offers a variety of short term courses which prepare schools leavers for the job market.

Over the last thirty-five (35) years much expansion has taken place in terms of physical facilities and school programmes. This has been in keeping with our national and educational policy with regard to the development of our human resources. The Bahamas continues to consider education as an investment in its citizens, as it believes that lasting economic growth will be determined by the skills and attitudes of its citizens throughout The Commonwealth.

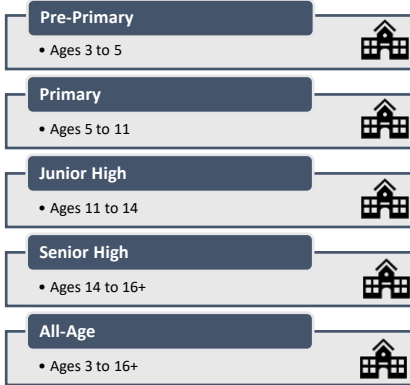
The Education Act makes provisions for compulsory education for children between the ages of five and sixteen (5 and 16) years. However, pupils who have attained the age of sixteen (16) years and who are capable of benefiting from the type of education and instruction available, are allowed, with the permission of the Director of Education, to remain at school until their nineteenth birthday.

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## A GENERAL OVERVIEW OF EDUCATION IN THE BAHAMAS

The Ministry of Education has responsibility for all educational institutions in The Commonwealth of The Bahamas.

### SCHOOLS ARE CATEGORISED AS FOLLOWS:



### SPECIAL SCHOOLS:

The Special Schools cater to:

- i. students of all ages having severe learning, or physical disabilities
- ii. students having behavioural problems
- iii. students confined to hospital
- iv. student mothers

One hundred and sixty-seven (167), including standalone pre-schools, are fully maintained. Of the one hundred and sixty-seven (167) schools, fifty-six (56) are situated in New Providence and one hundred and eleven (111) are in the Family Islands.

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## **DEVELOPMENT OF EDUCATION IN THE BAHAMAS**

Up to 1945, the progress of education in The Bahamas was closely tied to that of the economy. Periods of economic prosperity saw attendant progress in education, while lack of progress or even regression was, in part, the result of economic stagnation. Additionally, the period was characterised by the existence of poorly equipped teachers and the non-existence of a system for upgrading teaching skills. The late 1950s saw the development of tourism and with it some advances in education.

A positive step was taken to improve teacher training in 1950 with the opening of a Teachers' Training College. However, this was short-lived, and the College closed its doors in 1957. Teachers were then sent to the United Kingdom for training. A new Teachers' College was established in 1961. The establishment of The Training College was one of the many recommendations of the 1958 Houghton Report, which also led to the passing of the 1962 Education Act.

Internal self-government was achieved in 1964 and in 1967 majority rule was ushered in. This political change had far-reaching effects on the development of education. With the achievement of full internal self-government in 1964, the Government embarked upon a determined course of assessment and reassessment of its educational system by local and foreign experts. The Hope Report of 1968 considered the development of secondary education in The Bahamas; the Leys Report of 1968 examined the development of The University of The Bahamas; the Williams Report of 1969 produced a document on the future direction of technical education in The Bahamas.

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## **THE PRESENT EDUCATION SYSTEM**

The Department of Education, under the leadership of the Director of Education, oversees the day-to-day operations of the education system in Government operated schools throughout The Bahamas. The Management Team at the Head Office comprises, in addition to the Director and Deputy Directors: District Superintendents – one for each of the fourteen education districts in The Bahamas; Assistant Directors of Education responsible for coordinating the overall delivery of education; Senior Education Officers and Education Officers.

At the school level, the Principal leads the administrative team, supported by Vice Principals, Senior Masters and Mistresses, Subject Coordinators, Year Heads, Team Leaders, and Master and Senior Teachers.

The Management and the Administrative teams work closely together to ensure the effective delivery of quality education to all students by a cadre of committed and hardworking teachers.

Together they make sure that all staff members are apprised of and execute their duties and responsibilities and that teachers are made aware of the regulations governing their terms of employment and conduct.

Chief among the duties and responsibilities of teachers is the provision of excellent, learning opportunities for students entrusted to their care. The teachers' task is to ensure that what they teach is closely aligned with the National Curriculum and reflected in school examinations.

This guide provides clear and comprehensive guidelines for teachers who wish to make a worthwhile contribution to the development of the youth of The Bahamas.

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## **REGULATIONS GOVERNING TERMS OF EMPLOYMENT AND CONDUCT**

A teacher is a public officer. The first duty of a public officer is to give his/her undivided allegiance to the State, i.e.: to the Government of the day. In joining the Public Service, a public officer voluntarily enters a profession in which despite his political inclinations, his impartiality in the performance of his duty must be beyond question. It follows that a public officer should not normally take an active part in matters of public or political controversy, particularly if the matter is one with which the officer is officially concerned.

Any teacher having a grievance should first bring it to the attention of his Principal. Where possible, the Principal will deal with the grievance, but it may be necessary to refer the matter to the District Superintendent or the Director of Education.

Any correspondence to the Director of Education should be submitted through the Principal for onward transmission.

### **SALARIES**

**Increments:** Normally, the incremental date of public officers for payment of increments is during the month which coincides with their appointment to the Service.

- a) Upon entering the public service, one increment will be awarded for every two (2) years of applied industrial or business experience, normally post-qualification experience, in particular areas. One (1) increment will be awarded for every two (2) years of qualified teaching experience obtained outside The Bahamas Public Education System. Increments for such experience will be awarded up to a maximum of ten (10) years' experience.
- b) Increments may not be paid in cases where:
  - i. the officer is in receipt of an adverse report (ACR, etc.); or
  - ii. the officer is at the top of the salary scale (ceiling).
- c) Officers at the top of the salary scale may move into a new salary scale if they are promoted, e.g. from level two Teacher to Senior Teacher, to Master Teacher.

**Accelerated Increments:** Recommendations for accelerated increments for meritorious service under Section 7(b) of the Public Service Act



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should state specifically, and in detail, the service which would justify the accelerated increment.

It is insufficient to state that an officer is efficient, hardworking and punctual, as these are qualities which are expected of him/her in the normal performance of his/her everyday duties.

**Salary on First Appointment:** When teachers are first appointed, they are usually paid at the minimum of the Trained Teacher's scale unless all required documents are certified and presented before the appointment is made. The reassessment of salaries takes into consideration the teacher's qualifications and experience. Back pay takes effect from the date of employment. After a teacher has been appointed, he/she must supply the Ministry/Department of Education with the name of his bank, branch and account number so that payment can be made directly to his bank account.

**Salary Reassessment:** Whenever a teacher earns additional relevant academic or professional qualifications, his/her salary is reassessed to reflect the new qualifications. In order for reassessment to occur, copies of certificates and transcripts must be sent to the Department of Education for onward transmission to the Department of Public Service and the Public Service Commission. **Teachers must present original documents to the Principal**, who will certify the copies to be authentic.

## **EMPLOYMENT**

### **POSTING AND REASSIGNMENT OF TEACHERS**

The posting of newly appointed teachers takes place in time for the commencement of the academic year.

The reassignment of teachers will normally coincide with the beginning of the academic year or, if there are strong reasons to the contrary, at the beginning of a school term. An application for reassignment, together with reasons, must be submitted through the normal administrative channels NOT later than the first Monday in March of any year. Late applications will not be considered unless there are STRONG reasons for the request.

The request for reassignment must be submitted through the Principal to the District Superintendent, who will supply any additional information which would assist the Department of Education in dealing with such request, including an indication as to whether the request is

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supported or not. Reassignment will NOT ordinarily be approved unless a replacement with equivalent or higher qualifications is available.

Every effort will be made to inform teachers who are to be reassigned well in advance of the date of assumption of duty. Teachers who apply for reassignment must not undertake to leave their posts until such time as a written reassignment instruction is received.

Husbands and wives in the Family Islands will be reassigned to New Providence, if they so desire, when their spouse is granted an In-Service Training Award to The University of The Bahamas to pursue the local Bachelor of Education or Diploma of Education courses.

Posting to a Family Island School will normally be for a minimum period of three (3) years.

Requesting a posting near, or at one's home will not necessarily lead to the granting of that assignment.

**Transfers to other Government Departments:** Teachers who apply for transfers to other Government Ministries, Departments or Agencies are advised to first obtain written permission of their release for transfer from the Ministry of Education before vacating their posts. Absence from duty in this regard will be treated as absence from duty without leave and therefore without pay.

## **HOUSING ACCOMMODATION**

**NEW PROVIDENCE:** A teacher will be required to provide his own accommodation in Nassau, as Government subsidies will not be available.

**FAMILY ISLANDS:** An accommodation allowance is provided for teachers working in all Family Islands including Grand Bahama, for a five (5) year period, **as long as he/she is not domiciled in that island.**

Where applicable, the rental allowance is paid directly to the officer who is responsible for making private arrangements for payment to the landlord/landlady. Payment of rental subsidy will be governed by the current rental rates in each island. Permission for an increase in rental subsidy must be sought from the Director of Education. Approval may not be given for rental subsidy above seven hundred dollars (\$700.00) per month (Family Islands), six hundred dollars (\$600.00) per month (Grand Bahama).

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The officer who is given Government accommodation, whether publicly or privately owned, is responsible for its cleanliness and for taking reasonable care of all articles of furniture and fixtures included therein.

Furniture in Government accommodations belongs to the accommodation to which it has been issued and no article of furniture or equipment may be interchanged between housing accommodations, or between housing accommodations and offices without the prior approval of the Ministry/Department of Education.

Unless officers, at the time that they take up residence in Government accommodations, report any deficiencies or damage to the Ministry/Department of Education, or to their District Superintendent, it will be assumed that they received the accommodations, articles of furniture and equipment belonging thereto in good condition, and they will be liable for the cost of making good any deficiencies, damage or neglect discovered during their occupancy or at the time that they vacate the accommodations.

A geographical posting allowance of two thousand, six hundred and fifty dollars (\$2,650.00) is provided for teachers, which represents travel, electricity, phone and other essentials associated with travel.

Public utility bills (water, electricity, telephone, cable) are the responsibility of the tenant, who should make every effort to have them paid promptly on receipt of the bills. Teachers reassigned should not leave behind outstanding utility bills. All utility bills should be settled BEFORE the officers leave their posts (re Circular No. 21/82).

Teachers will be paid a Disturbance Allowance of three hundred dollars (\$300.00) monthly to assist with these expenses.

Items such as crockery, cutlery, soft furnishings, linens, etc., and cooking gas are the responsibility of the tenant.

**HARDSHIP ALLOWANCES**

A sum of one thousand, two hundred dollars (\$1,200) per annum will be paid to non-domiciled employees posted in the following locations:

<b>Island</b>	<b>Settlement</b>
Acklins	All Settlements
Crooked Island	All Settlements
Fortune Island	Long Cay
Mayaguana	All Settlements
Rum Cay	Port Nelson

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## LEAVE

Teachers are eligible only for the school holidays which fall within their tour of duty in accordance with the Education Regulations.

### ATTENDANCE AND PUNCTUALITY

Teachers are required to sign the Attendance Register. Teachers are expected to attend school and to be punctual. If a teacher receives a poor rating on the Annual Performance Appraisal for either of these requirements it can adversely affect his/her continued performance.

### MATERNITY LEAVE

Expectant mothers may be released from teaching in school at any time after the end of the sixth month of pregnancy. In no case shall teachers be permitted to continue teaching after the end of the eighth month of pregnancy. All absences after the 28th week should be supported by a medical certificate(s) and will be deducted from the maternity leave.

Maternity leave may be granted on the following basis:

- a) **Less than one (1) year of service:** Unpaid leave maternity leave, will not be granted before an officer has normally served for one (1) year.
- b) **After one or more years of service:** Twelve (12) weeks full pay – An officer who, after confinement, suffers any illness arising out of such confinement, shall be granted, in addition to the maternity leave to which she is entitled, such additional leave not exceeding six (6) weeks as a medical practitioner recommends (unpaid leave).
- c) **General Order 1588** states that the application for maternity leave should be forwarded by the officer to the Director of Education, via the Principal, three (3) months before the expected date of confinement and must be accompanied by a medical certificate stating that the officer is pregnant and requires leave; and stating the expected date of confinement.

Where, by reason of geographical or other circumstances beyond the officer's control, she is unable to produce such certificate, she may produce such other evidence as she considers to be reasonable proof of her entitlement to maternity leave.

**N.B. Maternity leave is granted once every three years.**

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Leave associated with pregnancy during the first twenty-eight (28) weeks of pregnancy will be considered as gynaecological and therefore as sick leave, rather than maternity leave. Applications for leave under this General Order must be supported by medical certificates.

### **SICK LEAVE**

Sick leave may be granted with full salary up to a maximum period of twenty (20) working days/four (4) weeks during a calendar year.

Sick leave cannot be accumulated. Officers who are prevented, by illness, from reporting for work must report the matter immediately to their Principal by telephone, if possible, otherwise by message or note.

After being absent for a period of forty-eight (48) hours, a medical certificate signed by a licensed medical practitioner should be delivered to the Principal. A medical certificate should be furnished in respect of each week of sick leave. Deductions may be made from the officer's salary if he/she is absent without a valid reason.

The Director of Education may grant up to two (2) working days sick leave on any one (1) occasion without the submission of a medical certificate up to an aggregate of six (6) working days in a calendar year. Any leave taken under this order will be deducted from the total leave eligibility.

After an officer has had six (6) days absence in one (1) calendar year (not supported by a medical certificate) with or without a valid reason, the deduction will be made from his/her salary, unless a medical certificate is presented.

After an officer has exhausted the leave eligibility of twenty (20) working days and provided there is a reasonable prospect of eventual recovery supported by a medical certificate, another period of further sick leave on seven-eighths (7/8) salary may be granted up to a maximum of five (5) months. In the event of more than six (6) months incapacity on sick leave, additional sick leave on half (1/2) pay may be granted up to a maximum of a further six (6) months.

### **COMPASSIONATE LEAVE**

Compassionate or special leave with pay may be granted by the Permanent Secretary/Director of Education on the grounds of urgent personal affairs, (in circumstances such as accidents, death and serious

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illness of immediate family such as parents, siblings, spouse, children and emergencies caused by fire or flooding, etc.), up to a maximum of six (6) working days per year. Application for the grant of such leave must be accompanied by a statement of the reasons for the application, which will be treated as confidential. Application for the grant of compassionate or special leave on the grounds of urgent private affairs may be considered and approved by other officers delegated by the Permanent Secretary/Director of Education to perform the function. No more than two (2) days of such leave may be granted in any one (1) month.

If the special leave for which officers are eligible (as outlined in General Orders 1621 - 1622) is not sufficient for the purpose, they may be granted leave without salary on the grounds of urgent personal affairs. Notification of permission to take unpaid leave will be submitted to the Department of Public Service.

### **STUDY LEAVE**

Teachers may be granted study leave on full salary, or without salary, subject to the discretion of the Ministry/Department of Education. Applications for study leave – whether paid or unpaid – should be accompanied by a copy of the acceptance letter from the College or University.

If officers are granted paid study leave or full In-service Award in the interest of the Public Service for six (6) months or more, they shall enter into a bond, with satisfactory sureties, in such sums as the Government may specify in the bond. On completion of their course, they are expected to serve the Government for an equivalent period as that specified in the bond.

When officers are required by the government to undertake courses of training or studies in the interest of the Public Service, they will be granted study leave on full salary.

## **RULES OF CONDUCT**

### **CODE OF CONDUCT AND DRESS**

The impact of the teacher on the student, as a role model, cannot be overemphasized.

Since children are natural imitators, whose characters may be shaped or influenced negatively or positively by teachers, it is incumbent upon

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teachers to achieve and maintain the highest degree of professional ethics at all times.

Teachers must be seen to uphold high standards in honour, dignity, courtesy, etiquette, discretion, respect for law and order, and patriotism.

**The teacher's personal life and actions must reflect the highest standard of conduct, sensitivity, dress and decorum.**

With regard to the attire of teachers, it is expected that all teachers will be appropriately clad at all times - the ladies in dresses or suits, blouses, skirts, well-fitting pants suits and adequate footwear. Hipsters, shorts, jeans, miniskirts or dresses, bare-midriff tops, spaghetti straps and flip-flops, etc, should not be worn. Hair styles (including hair dyes) and jewellery should be reflective of modesty and good taste.

Male teachers are expected to wear bush jacket suits, a light jacket and tie, or open neck shirts, suitable footgear and socks. Caps, shorts, cut-away jeans and flip-flops, etc. should not be worn. Shirts bearing various questionable or immoral slogans or messages are to be avoided. Hair styles (including hair dyes) and jewellery should be reflective of modesty and good taste.

The teachers' involvement in social/sporting/dramatic or other activities in the school and community should be above reproach at all times. In their relationship with students, teachers must:

- i. speak and act towards students in a respectful and dignified manner; not discriminate against students on the basis of class, nationality, colour, creed, ability or religious or political belief;
- ii. not engage in illicit or indiscreet actions with students, or act in a manner that might encourage students into breaches of the law or accepted moral and social codes of conduct;
- iii. not intentionally expose students to public embarrassment or disparagement;
- iv. not disclose confidential information about students unless the disclosure serves a compelling, professional purpose or is required by law;

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- v. not intrude into the private lives of students unless the disclosure serves a compelling, educational purpose.

In their relationship with school personnel, teachers must always act and operate in a context of mutual respect for all teachers, administrators and auxiliary staff. Specifically, the teacher must:

- a) recognise the authority of the school administrators and seek to influence administrative policies and practices through accepted channels;
- b) not undermine the position of authority of colleagues; and
- c) not engage in activities which affect adversely their professional status, or ability to perform adequately their duties as teachers.

#### **DISMISSAL**

If officers shall, at any time, neglect or refuse or for any cause (except ill health, not caused by their own conduct) become unable to perform any of their duties or to comply with any orders, or if they shall disclose any information with respect to the affairs of the Government to any unauthorized person or shall in any manner misconduct themselves, they may be dismissed. On such dismissal, all rights and advantages of their appointment shall cease. Non-Bahamian contract officers shall be liable to repay passage to The Bahamas for themselves, their wives/husbands and children.

#### **PRIVATE WORK**

Public officers are prohibited from engaging either directly or indirectly in private professional practice. Exceptions may be made to this prohibition in special circumstances. However, prior written approval must be obtained from the Department of Public Service through the Ministry of Education.

#### **MEDICAL ATTENTION**

Medical treatment is available free of charge through the Government's Medical Service for the officer only, and for his/her family at the officer's expense. Dental treatment for the officer is also available and the officer's family at the officer's expense.



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## PENSION AND GRATUITIES

Teachers holding pensionable office in the service are eligible, on their retirement, to be granted pensions, at the rate of 1/720 of their pensionable salary, in respect of each completed month of pensionable service, **if they have been in the Public Service for at least five (5) years before reaching the mandatory age of retirement (65) years.** It should be noted that:

- i. A teacher to whom pension is granted may choose to receive full pension.
- ii. After forty (40) years of service, a teacher is eligible for maximum pension.
- iii. A teacher who has worked for ten (10) or more years and who resigns before the mandatory age of retirement (65 years), is eligible for a gratuity.
- iv. On the satisfactory completion of a tour of service, contract officers will be eligible for gratuity at the rate of fifteen (15%) percent of the total base salary received in respect of their service.
- v. Pension benefits are granted only in consideration of good and faithful service and may be reduced or withheld if a teacher has been found guilty of disgraceful conduct or of gross dereliction of duty or is indebted to the Government for public funds.

## NATIONAL INSURANCE

Officers will be required to contribute to the National Insurance Scheme. Benefits include the following:

Sickness benefit	Survivors benefit	Retirement benefit
Maternity benefit	Invalidity benefit	Industrial benefit
Funeral benefit		

**Guides outlining details of these benefits can be obtained from the nearest National Insurance Board's office.**

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## **CORRESPONDENCE TO THE MINISTRY/DEPARTMENT**

**Channels of Communication:** Regulations concerning proper channels of communication are set out in General Order 946 which mandates that:

*“A Government servant should address all matters relating to the Public Service, in the first instance through his/her Supervisor, to the Permanent Secretary of the Ministry in which he/she is employed, or, to the Head of his/her Department. No one will be denied access to, or the right to communicate with, the Permanent Secretary; however, there are considerations which require that officers should communicate with the Permanent Secretary or the Director of Education, or any other member of the administrative or technical staff at Headquarters, through their Section Head/Principal, who occupies a position of authority and trust and is responsible for the smooth running of his/her Section/School.*

**Firstly**, it is common courtesy to do so.

**Secondly**, this procedure ensures that the Section Head/Principal can add his/her comments in forwarding the communication, thereby saving time in having to refer the communication back to the Section Head/Principal for his/her comments, which are often indispensable to proper consideration of the matter raised.

**Thirdly**, the Section Head/Principal may be able to deal with the problem himself/herself, thereby saving time and effort.”

**Therefore, all teachers are required to write to the Permanent Secretary or the Director of Education, or any other administrative or technical officer at Headquarters through their Principal. All communication not so made will be returned to the Principal.**

It will be realised that interviews need not necessarily be with the Permanent Secretary or the Director of Education since the subject matter would more appropriately and expeditiously be dealt with by some other officer in Headquarters more directly concerned.

Conversely to what has been said above, it will be the practice at Headquarters to communicate with teachers through their Principals in order that the latter should be aware of the subject being addressed. Individual staff and teachers will not be interviewed on the initiative of

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Headquarters staff without the Principal being informed and the subject of the interview being known.

Teachers are reminded that, except in cases of emergency, interviews with the Ministry/Department of Education Headquarters staff should not be sought between the hours of 9:00 a.m. and 3:15 p.m. of the school day.

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## ALLOWANCES

### ITINERANT TEACHERS

- New Providence** 2 schools - \$1,000.00  
3 schools or more - \$1,500.00
- Family Islands** 2 schools - \$1,500.00  
3 schools or more - \$2,000.00

### RESPONSIBILITY ALLOWANCE

Principals make recommendations for the appointment of teaching staff to posts of responsibility by the 30th September of each academic year. Responsibility allowances are paid with effect from the 1st September to the 31st August of the following year. Submissions received after the 30th November may not be approved for payment.

At the beginning of each academic year, Principals may recommend teachers for posts of responsibility, notwithstanding that other officers previously held the posts.

**N.B. It is the general *Policy of the Employer* that responsibility allowances should be rotated and should not be paid to any teacher for more than three consecutive years.**

Senior Master/Mistress Family Island High School	
Roll 300-499	\$1,250 per annum
Roll 100-299	\$1,000 per annum
Roll less than 100	\$750 per annum
Grade 'D' Primary School	\$500 per annum
Ungraded Primary Schools	\$250 per annum

**These posts are non-substantive.**

### SUBJECT COORDINATORS

#### Grade 'A' High Schools

The number of Subject Coordinators in each high school in New Providence and Grand Bahama shall not exceed seventeen (17). Annual Allowances are based on the number of teachers in each department as follows: Coordinator plus one person \$750; Three to six persons \$1,250; seven to ten persons \$1,450 and more than ten persons \$1,750. **A Department with only one teacher does not qualify for an allowance.**

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### Family Island High Schools

High schools with an enrolment of 400-499 students shall have no more than five departments, organised as follows:

<b>Humanities</b>	Language Arts and Modern Languages
<b>Science</b>	Mathematics and Science
<b>Social Studies</b>	History; Geography; Civics; Social Studies; Religious Studies; and Health and Family Life
<b>Technical and Vocational Education</b>	Technical and Vocational Subjects; Family and Consumer Science; and Business Education
<b>Arts</b>	Visual Arts; Performing Arts and Physical Education

High schools with an enrolment of 200-399 students shall have no more than four departments, organised as follows:

<b>Humanities</b>	Language Arts; Modern Languages; Performing Arts and Visual Arts
<b>Science</b>	Mathematics; Science and Physical Education
<b>Social Studies</b>	History; Geography; Civics, Social Studies; Religious Studies and Health and Family Life Education
<b>Technical and Vocational Education</b>	Technical and Vocational Subjects; Family and Consumer Science and Business Education

Schools with an enrolment of 100-199 students shall have no more than three departments, organised as follows:

<b>Humanities</b>	Language Arts; Modern Languages; Performing Arts and Visual Arts
<b>Science and Technology</b>	Mathematics; Science; Physical Education; Technical and Vocational Subjects; Family and Consumer Science and Business Education
<b>Social Studies</b>	History; Geography; Civics; Social Studies; Religious Studies and Health and Family Life

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### **TEAM LEADERS/GRADE LEVEL HEADS – PRIMARY SCHOOLS ONLY**

Team Teaching schools shall appoint a team leader for each grade level. The team leader shall receive an allowance of one thousand, two hundred and fifty dollars (\$1,250.00) per annum. Other schools, Grades A-C are allowed to appoint Grade Level Heads.

Annual allowance for Grade Level Heads is as follows:

Grade 'A' school - \$1250

Grade 'B' school - \$1000

Grade 'C' School - \$750

### **YEAR HEAD/HOUSE COORDINATORS – GRADE 'A' HIGH SCHOOLS**

The allowance for the year head is \$1,000 per annum and the allowance for house coordinator is \$1,000 per annum.

### **OTHER POSTS OF RESPONSIBILITY**

Other posts of responsibility may, on the Principal's recommendations, be approved for payment of an allowance, but no one allowance shall exceed \$750.00 per annum.

### **POST SCHOOL ACTIVITIES ALLOWANCES**

Principals should recommend serving teachers for receipt of allowances as follows:

**Sports Coaches:** Teachers recommended must have recognised (documented) coaching ability and certification.

The duties of Sports Coaches will be to organise and train school sports teams in sports competitions, assume normal responsibility for the conduct and safety of students engaging in competitions, officiate at inter-school and intra-school sports competitions and participate in training and personal development programmes, which may be recommended or organized by the Department of Education from time to time, to improve individual coaching ability.

The Heads of the Physical Education Departments will be Sports Coaches and will be required, in addition to coaching duties, to organise and promote opportunities for students to engage in a variety of interesting sports after school hours and, if required, engage in the training of teachers in the area of sports coaching from time to time. They will also

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be required to prepare reports periodically on the state and development of sports in their schools.

Primary school Principals should recommend teachers with coaching ability, who are interested in coaching activities and in becoming trained as coaches.

A High School coach may coach a maximum of three (3) sporting events per year. **Prior approval must be obtained from the Director of Education for coaching more than three (3) sports in any school year.**

The allowance for high school Sports Coaches is \$1,500.00 for each sport coached.

**CULTURAL ACTIVITIES:** Serving teachers should be recommended to conduct after school training in Junior Junkanoo during the first term of the school. Other after school activities should comprise music, dance and art and craft. An allowance of \$750.00 is paid to each person.

Teachers approved to receive an allowance for these activities must agree to receive training from time to time and to assist with or conduct training of other teachers.

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## **DUTIES AND RESPONSIBILITIES OF TEACHERS**

Teachers are expected to:

- 1.** Attend school every day, attend PTA Meetings, School Assemblies, Open House, Parent Days, House Meetings, Staff Meetings, Report Card Days, Departmental Meetings, Team Meetings and other school functions.
- 2.** Be punctual to school, classes, school functions and other meetings.
- 3.** Set appropriate instructional objectives relevant to lesson content; prepare necessary teaching aids and methods within a specified time.
- 4.** Cover content within a specified time, using appropriate questioning techniques, teaching aids, providing for group and individual work and assistance.
- 5.** Encourage maximum student participation through oral, aural, written or practical activities in the classroom, on field trips as well as on home assignments.
- 6.** Check notebooks regularly; set, conduct and grade pre- and post-test units to determine the extent to which the student has mastered content and skills taught.
- 7.** Encourage from students: acceptable behaviour, class attendance, punctuality, adequate lesson preparation, and proper care of instructional materials and equipment.
- 8.** Maintain appropriate interpersonal relationships with students, colleagues, administrators and parents.
- 9.** Maintain overall classroom organisation and management conducive to the learning environment (e.g. furniture arrangement, display of students' work).
- 10.** Update and maintain all required records (e.g. schemes of work, lesson plans, forecast, mark books, class registers, student confidential record and report cards).
- 11.** Perform all the duties of a homeroom teacher, when so assigned.
- 12.** Substitute for classes during the absence of other teachers.
- 13.** Maximise the total development of the student by creating a learning environment through the use of extrinsic rewards (stars, merits, stamps, display of work, certificates, etc.) and encourage the development of intrinsic behaviour such as self-esteem.
- 14.** Participate in at least one (1) district/national workshop per year and keep abreast of current trends in education.



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## **DUTIES AND RESPONSIBILITIES OF GUIDANCE COUNSELLORS**

Guidance and Counselling is a developmental process aimed at helping each student to make wise decisions, choose suitable educational and occupational goals, and to cope with, or overcome personal problems.

**The various aspects of Guidance and Counselling are:**

- I. EDUCATIONAL**
- II. VOCATIONAL**
- III. PERSONAL AND SOCIAL**

The role of the Guidance Counsellor is to provide students with a service which directly supports and complements the work of the classroom teachers.

Their duties are to:

1. Work with administrators, teachers, students and parents in acquiring a better understanding of students' needs and how to deal with them.
2. Liaise with administrators and teachers about performances of students and the implementation of programmes geared to helping students with educational, personal and social problems, and making vocational choices.
3. Participate in Parent/Teacher Conferences and give assistance, regarding the interpretation of students' grades and possible reasons for lack of motivation and progress in schoolwork.
4. Arrange with administrators and teachers to visit classes in an effort to motivate students toward higher academic achievement.
5. Provide students with information on topics that would enhance their overall development.
6. Arrange for resource persons to discuss topics related to the overall welfare and well-being of students.
7. Keep abreast of job demands and guide students in the development of their special talents and abilities, accordingly.
8. Assist the Principal with providing school transcripts and give guidance regarding completion of students' confidential cards.
9. Collect and maintain current materials on educational, occupational and personal/social topics, as references for students.

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- 10.** Liaise with Social Workers, School Nurses, School Doctors, School Psychologists and Speech Therapists in matters pertaining to individual students.
  - 11.** Initiate case conferences with appropriate professional personnel, in an effort to bring about a better understanding of problems and arrive at workable solutions.
  - 12.** Participate in promotional and student placement exercises.
  - 13.** Assist in identifying students with learning difficulties.
  - 14.** Help the students to adjust to the changes and pressures of adolescence.
  - 15.** Assist with the administration, supervision and interpretation of tests and questionnaires, which are related to the student's development and performance.
  - 16.** Motivate students to seek counselling on their own volition, through a creative and continuous counselling programme.
  - 17.** Sensitise the community and civic organizations to the needs of students in an effort to gain their support and involvement.
  - 18.** Conduct research designed to measure the effectiveness of individual and group counselling and other guidance services, in order to promote the educational development of students as well as their emotional and social maturity.
  - 19.** Perform other duties that may be assigned.

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## **DUTIES AND RESPONSIBILITIES OF YEAR HEADS HIGH SCHOOLS**

**Year Heads (High Schools) are expected to:**

1. Monitor classes in their assigned level (Year) to determine the needs of students.
2. Advise guidance counsellors, administrators, teachers and school welfare officers about the special needs of deprived students (facing socio economic challenges).
3. Encourage the academic and social growth of students.
4. Monitor the attendance of students and ascertain the reason for chronic absenteeism.
5. Liaise with Subject Coordinators in developing grade level competitions.

**Coordinate Year Level Assemblies To:**

- a) motivate students as well as to re-enforce the goals of the school;
- b) develop a sense of cohesiveness within the grade level;
- c) address common problems or issues of students who are at similar levels of maturation;
- d) Recognize and reward deserving students;
- e) Supervise after school detentions. Ensure that the areas occupied by and adjacent to the assigned grade level are kept clean.
- f) Publish grade level Honour Rolls and Principal's Lists.
- g) Assist with discipline.
- h) Initiate at least one major programme for the term.
- i) Perform other duties that may be assigned.

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## **DUTIES AND RESPONSIBILITIES OF HOUSE COORDINATORS**

**House Coordinators:** Serving teachers should be recommended to serve as House Coordinators.

**The duties of House Coordinators would be to:**

1. Organise and promote inter-house competition in Sports and academics.
2. Cooperate with the Subject Coordinators in areas where applicable for inter-house competitions, (e.g. English, Mathematics, Spelling, Elocution, Sports).
3. Organise cheer-leading squads, and develop logos and chants, etc., to enhance and maintain house spirit and also to encourage student participation.
4. Ensure that members of the athletic and sports teams are eligible to compete, (i.e. by maintaining at least a 'C' grade in the core subjects; and exhibiting acceptable behaviour.)

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## RECORD KEEPING

All teachers are expected to set short range objectives for their classes, select appropriate learning activities to meet the objectives and to provide students with regular feedback on their performance.

### SCHEMES OF WORK / LESSON MODULES / UNITS

These are prepared in accordance with the Curriculum guidelines during the first week of the academic year (orientation week) prior to the arrival of students. Some teachers plan their schemes for one (1) term while others plan for the entire academic year, which is divided into three (3) terms. If for any reason a teacher is unable to complete a term's work as scheduled, those concepts that were not taught should be implemented in the following term.

The following format should be used:

- i. Goals and general objectives;
- ii. List of topics to be covered;
- iii. Activities;
- iv. List of resource materials to be used;
- v. Evaluation procedures, (e.g. how the scheme will be evaluated,
- vi. Number of hours allocated.

CURRICULUM DEVELOPMENT UNIT PLANNING/SCHEME OF WORK						
Curriculum Goal: _____						
Subject: _____		Date: _____				
Prepared: _____		Grade Level: _____		Ability _____		
Level: _____						
Objectives	Topic(s)	No. of Hours/ No. of Weeks	Teaching/Learning Activities	Resources	Assessment Methods	Curriculum Links

The schemes should be kept in the lesson plan folder and should be checked by a member of the administration at the beginning of the school year or term.

For a record of work taught, a tick or check mark (✓) may be put in the scheme against the topics completed.

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## DEVELOPING A UNIT/SCHEME/MODULE

When developing or preparing a unit/scheme/module:

1. Consider age and ability- appropriate **Activities**.
2. Ensure availability of **Resources**.
3. Plan **Methods of Evaluation**.
4. Avoid repetitive activities and repeated attention to particular topics or sources at different grade levels.
5. Utilise the knowledge, interest and specific teaching styles or strengths of colleagues, as in team teaching.
6. Co-ordinate the distribution and use of resources.
7. Review curriculum expectations.
8. Consider students' needs, interest, and abilities and incorporate students' input.
9. Consider the relevance of the unit to:
  - a. students' lives outside of the school context; and
  - b. students' learning experience in other subjects.
10. Select appropriate learning objectives.
11. Identify the major and the main content or concepts students will attain.
12. Ensure that there are:
  - a. sufficient interesting, useful and varied resources available to accompany the unit; and
  - b. an adequate supply of relevant literature.
13. Include a variety of instructional strategies, experiences and activities.
14. Make the unit plan flexible and adaptable.
15. Provide opportunities for student input and collaboration.
16. Prepare within a realistic time frame.
17. Determine appropriate assessment and evaluation strategies.
18. Consider possible unit extensions and applications.

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## DAILY PLAN BOOK

The forecast is an outline of all the lessons which are taught during the week.

The following format is recommended for primary, high school, and all-age schools:

### (a) Weekly Forecast

MONDAY	
<b>Class:</b>	_____
<b>Subject:</b>	_____
<b>Topic:</b>	_____
<b>Objectives:</b>	Written behaviourally, i.e.: desired outcome. What does the teacher expect the students to learn?
<b>Resource Materials:</b>	A list of all materials needed
<b>Content:</b>	Brief summary of content (Primary School)

### (b) Lesson Plans

In Primary Schools, the one detailed lesson plan per week will be reviewed by the Principal, Vice Principal or Senior Master/Mistress. In Secondary Schools, the Subject Coordinator will review lesson plans which will then be passed on to the office administrator for the subject area. Lesson plans, with completed evaluations, should be submitted no later than one (1) week after the lesson has been taught.

Due to their many administrative duties, detailed weekly lesson plans do not have to be completed by Subject Coordinators, Senior Masters and Mistresses. However, during formal evaluations, all teachers must produce lesson plans. Moreover, Senior and Master Teachers and teachers who have consistently received outstanding Annual Confidential Reports for ten or more years will also be exempted from the weekly detailed lesson plans. However, these identified teachers will be required to produce plans during formal lesson evaluations by administrators. Even when detailed lesson plans are not required, teachers will still be expected to prepare adequately for each lesson to be taught.

Grade level lesson plans should reflect appropriate curriculum content. Teaching aids and resource materials should complement the subject area.

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Lesson plans should also make allowances for mixed ability groups and should, therefore, indicate activities for high-flyers and those with learning disabilities. Producing lesson plans that reflect what has been taught to students is a measure of accountability. The lesson plans of teachers can be requested by parents, curriculum officers, superintendents or Teachers' Union officials. It is therefore important that lesson plans are legible, that the information contained is accurate, and that they can be easily understood by those who read them.

**Lesson plans will be a part of the evaluation of all teachers.**

Supervisors should indicate whether the lesson plan is satisfactory or unsatisfactory. They should commend good lesson plans and give appropriate suggestions where necessary. Their signatures and the date should be affixed to lesson plans. An appropriate form should be attached to the returned lesson plans (if necessary), indicating why they are not satisfactory and how help might be accessed to ensure improvement.



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## LESSON PLAN FORMAT

Teacher: \_\_\_\_\_

Subject: \_\_\_\_\_

Grade Level: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_

### Prior Knowledge Required:

Indicate what the student must already know or be able to do in order to be successful with this lesson. (You would want to list one or two specific behaviours necessary to begin this lesson).

### Objective(s):

Indicate what is to be learnt. This must be written as a complete objective. *“At the end of the lesson, the students will be able to...”*

### Learning Resources/ Teaching Aids:

List all materials and equipment to be used by both the teacher and learner and **how** they will be used.

### Introduction/ Motivation:

Provide a stimulus that makes students want to participate in the lesson. It must form a direct link with the present lesson. Briefly review and/or remind what will be done. *“Today we will be...”*

### Content:

Indicate what you intend to teach, and identify which forms of knowledge (concept, academic rule, skill, law and law-like principles and/or value knowledge) will be included in the lesson.

### Development:

Describe what you will do; what instructional techniques you will use; include what specific things students will do during the lesson.

Teacher's Activities	Students' Activities
<ul style="list-style-type: none"><li>properly sequenced</li><li>inclusive of CONTENT (new information to be taught)</li><li>clear explanations, directions, etc. provided; examples given</li><li>actual questions that the teacher will ask students</li></ul>	<ul style="list-style-type: none"><li>properly sequenced</li><li>varied</li><li>Provision of adequate practice, particularly when learning a new skill</li></ul> <p><b>N.B. Everything children do in a lesson must lead them to achieve the stated objectives.</b></p>

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**Assessment/Evaluation:**

Describe **how** you will determine the extent to which students have attained the instructional objective. Be sure this part is directly connected to the behaviour called for in the instructional objective.

**Conclusion:**

Can be varied, depends on the nature of lesson (e.g. peer sharing, recapitulation, questions, and answers by teachers and students.)

**N.B: Seat work is not a conclusion.**

**Follow-up Activities:**

Indicate how other activities/materials will be used to reinforce and extend this lesson.

Can be:

- a) an extension/enrichment, application;
- b) taught in another subject area, or in the same subject, or
- c) completed as homework or in a future lesson.

**Evaluation/Self-Assessment (to be completed AFTER the lesson has been presented):**

Address the major components of the lesson plan, focusing on both the strengths and areas of needed improvements. A good idea is to analyse the difference between what you wanted (the objective) and what was attained (the results of the assessment).

The evaluation must be a forthright report of how the lesson was received. It should also include a report on student performance.

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## RECORD AND MARK BOOK

The Department of Education requires that teachers provide continuous assessment of the progress of all pupils in all disciplines as well as end-of-term examinations (summative assessment).

Mark books should be kept up-to-date by entering grades for each concept, skill or unit of knowledge tested. A minimum of ten (10) entries for class work and six (6) for homework should be recorded for each core course for each term.

MARK BOOKS								SUBJECT _____			
NAMES	CLASS WORK		HOME WORK-					PRO- JECT WORK	END OF TERM GRADE	END OF TERM EXAM	FINAL GRADE
	D		A	T		E	S	DATE	DATE	DATE	

The term mark is the average of the marks given during the term and is calculated at the end of the term.

The term grade, end of year examination grade and subject teacher's comments should be written on the student's end of term report card, and initialled by the teacher(s).

**NB: Write dates vertically.  
Write topics vertically.**

## STUDENTS' REPORT CARDS

Grades, and not raw scores or percentages, are to be recorded on these cards. Use A, B, C, not 27, 32, 14, or 90%, 80%, 60%, etc. Care should be taken to be objective and brief, concentrating on the students' strengths and/or weaknesses.

The reports should be scrutinised by the home/grade teacher/team/grade level leader, commented on and signed before they are submitted to the Principal/Administrator for signature.

It is recommended that reports be collected by parents who are required to note the contents and discuss the student's progress and weaknesses with the teachers. National Report Card Days are held at

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the end of the first and third terms each year, for this purpose. All teachers are required to attend.

**Pupils' Confidential Record Cards** are very important records, which should be kept strictly confidential. The cards should be stored in a location to which no unauthorised person has access. The Principal has the ultimate responsibility to see that all required information is transcribed onto the Pupil's Cumulative Record Card, by Administrators, Guidance Counsellors and Teachers.

Homeroom/class teachers should record information relative to Sections II (Personality Development), V (Scholarship Record) and VIII (Attendance Record). All entries should be typed or printed in black **OR** blue ink, using one (1) colour only. In Section V, grades should be recorded, not raw scores.

When the student is transferred from one school to another or during transitions from primary to high school, the record card is forwarded to the new school, once it is confirmed that the student has reported to the new school. The receiving school should request cards not received rather than prepare new cards. Every student in the system should have a confidential card, so there should be no need to prepare new cards, except for those newly admitted onto the public school system.

Cards **must not** be given to students. It is important that all student record cards are completed accurately and kept up to date, as they represent a continuous assessment of students' performances, which will undoubtedly be required for admission to colleges and universities overseas, as well as our own University of The Bahamas.

Steps must be taken to ensure that local and overseas examinations results are recorded soon after they have been received. Record cards for students who have left school should be retained for at least five (5) years, then forwarded to the office of the Director of Education.

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## **PROFESSIONAL DEVELOPMENT ACTIVITIES FOR TEACHERS**

The Department of Education realises that if it is to prepare students adequately for the 21st century, it must provide teachers with ongoing opportunities to become more informed, more capable, and more inspiring.

Meaningful Professional Development Activities are therefore provided for all teachers through ongoing, in-service programmes, which focus on upgrading academic and professional skills; helping teachers to use technology to improve their classroom instruction; assessment procedures; behaviour-management techniques; values and character development.

The Professional Development Section, District Superintendents and Curriculum and Examination Officers, in their efforts to foster life-long learning, organise site-based workshops, teacher-led sharing sessions; and summer professional development activities. They also establish collaborative partnerships with the community, other Government and Non- Government Organisations, and encourage teachers to participate in national, regional and international conferences.

All teachers are expected to participate in Professional Development Activities regularly. In addition to the formal Professional Development Activities, teachers should engage daily in collaborative work with their colleagues, take personal responsibility for continued growth and development and make professional development a part of their daily work of teaching and learning.

The Department will do whatever it can to provide teachers with the time and resources needed for them to reflect on their experiences, investigate new approaches, learn new skills and plan with their colleagues.

Critical to ensuring students' success is the need for ongoing Professional Development Activities for teachers.

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## **SUPPORT SERVICES**

Four sections in the Ministry of Education provide support services to the Curriculum and Management Divisions in the delivery of education.

<b>I. STUDENT SERVICES</b>	Responsible for coordinating extra-curricular activities
<b>II. SPECIAL SERVICES</b>	Responsible for developing and ensuring the social and emotional health of all students; identifying and assisting students with special needs; and providing services for teachers and other employees through the Employee Assistance Programme (EAP)
<b>III. LEARNING RESOURCES SECTION</b>	Responsible for the production and provision of indigenous resources, necessary for enhancing the learning and teaching environment in our schools, and for the provision of equipment that teachers may use in preparing instructional tools
<b>V. EXAMINATIONS AND ASSESSMENT DIVISION</b>	Responsible for national examinations – Grade Level Assessment Test (GLAT); Bahamas Junior Certificate (BJC); and Bahamas General Certificate of Secondary Education (BGCSE).

## **CONCLUDING REMARKS**

This is a most exciting time in education, for teachers, students and the community at large. As we advance the public education system, I encourage all teachers, novice and experienced, to continue in your commitment to creating generations of Ideal High School Graduates, who will become true nation-builders.

Once again, I extend best wishes for a successful teaching career.

**Marcellus C. Taylor**  
**Director of Education**

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## SCHOOLS AND DISTRICTS

### GOVERNMENT SCHOOLS – THE COMMONWEALTH OF THE BAHAMAS

Each New Providence and Grand Bahama school district comprises pre-schools, primary schools, junior high schools, senior high schools, special education programmes and intervention programmes. Family Island school districts comprise primary schools with an attached pre-primary class, in some instances, central secondary schools and, again in some instances, All-Age Schools.

Indicated below are the one hundred and sixty-seven (167) maintained schools established throughout the Commonwealth of The Bahamas.

SCHOOLS 2018-2019								
ISLAND/CAY	* Pre-Primary	Primary	All-Age	Junior High	Secondary	Senior High	Special Schools	Total
Abaco and Cays	0	11	1	0	2	0	0	14
Acklins	0	3	0	0	1	0	0	4
Andros	3	13	0	0	4	0	0	20
Berry Islands	0	0	1	0	0	0	0	1
Bimini	0	1	0	0	1	0	0	2
Cat Island	0	4	0	0	2	0	0	6
Crooked Island	0	1	0	0	1	0	0	2
Eleuthera	0	11	2	0	3	0	1	17
Exuma and Cays	0	8	3	0	1	0	1	13
Grand Bahama	1	10	1	3	0	3	3	21
Inagua	0	0	1	0	0	0	0	1
Long Island	0	4	0	0	2	0	0	6
Mayaguana	0	1	0	0	1	0	0	2
New Providence	8	24	0	7	1	7	8	55
Rum Cay	0	0	1	0	0	0	0	1
San Salvador	0	1	0	0	1	0	0	2
<b>Total</b>	<b>*12</b>	<b>92</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>10</b>	<b>13</b>	<b>167</b>

\* The twelve (12) pre-schools listed in the table above are “standalone” pre-schools. There are approximately fifty-eight other “attached pre-schools” (pre-schools attached to primary schools).

<b>ABACO</b>	<b>NORTH AND CENTRAL ANDROS AND THE BERRY ISLANDS</b>
Amy Roberts Primary	B. A. Newton Primary
Central Abaco Primary	Behring Point Primary
Cherokee Sound Primary	Bowen Sound Primary
Cooper's Town Primary	Central Andros High
Crossing Rocks Primary	Clara Evans Primary (Nicholl's Town Primary)
Fox Town Primary	Fresh Creek Primary
Great Guana Cay Primary	Huntley Christie Primary
Hope Town Primary	Low Sound Primary
James A Pinder Primary	Mastic Point Primary
Man- O- War Cay Primary	R N Gomez All Age
Moore's Island All Age	Stafford Creek Primary
Patrick Bethel High	Staniard Creek Primary
S. C. Bootle High	
Treasure Cay Primary	
<b>SOUTH ANDROS AND MANGROVE CAY</b>	<b>CAT ISLAND, RUM CAY AND SAN SALVADOR</b>
Burnt Rock Primary	Arthur's Town High
Cleora McKenzie Preschool	Dumfries Primary
Deep Creek Preschool	New Bight Primary
Euthal Rodgers Primary	Old Bight High
High Rock Primary	Old Bight Primary
Mangrove Cay High	Orange Creek Primary
South Andros High	San Salvador High
Victoria Point Preschool	United Estates Primary (San Salvador Primary)
	Rum Cay Comprehensive
<b>MICAL</b>	<b>SOUTH AND CENTRAL ELEUTHERA</b>
Abraham's Bay High	Deep Creek Primary
Acklins Central High	Green Castle Primary
Admiral Ferguson High	Preston H Albury High
Inagua All Age	Rock Sound Primary
Lovely Bay Primary	Tarpum Bay Primary
Pirates Well Primary	Wemyss' Bight Primary
Salina Point Primary	
Snug Corner Primary	
Ulric Ferguson Primary	



<b>NORTH ELEUTHERA</b>	<b>EXUMA, THE CAYS AND RAGGED ISLAND</b>
Central Eleuthera High	Black Point All Age
Centre for Exceptional Learners	Exuma School for Exceptional Learners
Emma Cooper Primary	Farmer's Cay All Age
Gregory Town Primary	Forest Primary
Governor's Harbour Primary	George Town Primary
Harbour Island All Age	L. N. Coakley High
James Cistern Primary	Mt. Thompson Primary
Laura L Anderson Primary	Moss Town Primary
North Eleuthera High	Roker's Point Primary
P A Gibson Primary	Rolleville Primary
Samuel Guy Pinder All Age	Staniel Cay All Age
	Stuart Manor Primary
	Williams Town Primary

<b>LONG ISLAND</b>	<b>EAST GRAND BAHAMA AND GRAND CAY</b>
Glinton's Primary	East End Jr. High
Lower Deadman's Cay Primary	East End Preschool
Mangrove Bush Primary	East End Primary
NGM Major High	Freeport Primary
North Long Island High	Grand Cay All Age
Simm's Primary	Genesis (SURE)
	Jack Hayward Jr. High
	Jack Hayward Sr. High
	PACE/Haven
	Maurice Moore Primary
	Sweeting's Cay All Age

<b>WEST GRAND BAHAMA AND BIMINI</b>	
Bartlett Hill Primary	Sister Mary Patricia Russell Jr. High
Beacon School	St. Georges High
Eight Mile Rock High	Walter Parker Primary
Holmes' Rock Primary	West End Primary
Hugh Campbell Primary	Louise McDonald High
Lewis Yard Primary	Bimini Primary
Martin Town Primary	
<b>NORTHERN NEW PROVIDENCE</b>	<b>SOUTHERN NEW PROVIDENCE</b>
C. C. Sweeting Sr. High	A. F. Adderley Jr. High
C. I. Gibson Sr. High	Anatol Rodgers High
C. R. Walker Sr. High	C. H. Reeves Jr. High
D. W. Davis Jr. High	C. V. Bethel Sr. High
Doris Johnson Sr. High	Government High
Erin Gilmore School for the Blind	Penn/Pratt Co-Educational Unit
H. O. Nash Jr. High	Programme SURE
L. W. Young Jr. High	R. M. Bailey Sr. High
PACE Programme	S. C. McPherson Jr. High
T. A. Thompson Jr. High	
TAPS Programme	
The Hospital School	
<b>EASTERN NEW PROVIDENCE</b>	<b>WESTERN NEW PROVIDENCE</b>
Annie Thompson Preschool	Adelaide Primary
Buttonwood Preschool	Albury Sayle Primary
Carlton Francis Primary	Andy Gar Preschool
Claridge Primary	C. W. Sawyer Primary
Cleveland Eneas Primary	Centre for the Deaf
Centerville Primary	Eva Hilton Primary
Coconut Grove Preschool	Gambier Primary
Columbus Primary	Garvin Tynes Primary
E. P. Roberts Primary	Gerald Cash Primary
Palmdale Primary	Majorie Davis Institute
Ridgeland Primary	Naomi Blatch Preschool
Sadie Curtis Primary	Stapledon Primary
Sandilands Primary	Stephen Dillet Primary
Thelma Gibson Primary	Sybil Strachan Primary
Uriah McPhee Primary	T. G. Glover Primary
Early Childhood Centre	Willard Pattern Preschool
Tiny Tot Preschool	Woodcock Primary
	Yellow Elder Primary

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**MINISTRY OF EDUCATION**  
UNIVERSITY BOULEVARD  
P. O. BOX N-3913/4 NASSAU, N. P.,  
THE BAHAMAS  
TELEPHONE: (242) 502-2700  
FASCIMILE: (242) 322-8491  
WEBSITE:  
[www.ministryofeducationbahamas.com](http://www.ministryofeducationbahamas.com)

**EXAMINATION AND ASSESSMENT DIVISION**

TONIQUE WILLIAMS-DARLING HIGHWAY  
P. O. BOX N-3913/4 NASSAU, N. P.,  
THE BAHAMAS  
TELEPHONE: (242) 326-3730/33  
FASCIMILIE: (242) 326-2897

**LEARNING RESOURCES SECTION**

MACKEY STREET  
P. O. BOX N-3913/4 NASSAU, N.P.,  
THE BAHAMAS  
TELEPHONE: (242) 393-5379  
FASCIMILIE: (242) 393-3081

