

IMPROVING TEACHER MORALE



SEPTEMBER 2, 2022

**MINISTRY OF EDUCATION AND TECHNICAL AND
VOCATIONAL TRAINING**



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Improving Teacher Morale

Introduction

The mission statement of the Ministry of Education and Technical and Vocational Training (MOETVT) promises to provide all persons in The Bahamas an opportunity to receive a quality education. A high-quality education starts with excellent teachers. Children benefit most from skilled and passionate instructors. Every effort, therefore, must be made to attract the best suited individuals and to implement measures to ensure that they continue to function at the highest levels. In recognition of this, the Minister of Education and Technical and Vocational Training engaged a committee to address a perceived decline in morale among Bahamian public-school teachers. The Committee commenced its work in January 2022 to garner the views of committee members and to develop a plan for the drafting of recommendations.

A series of meetings were held, and it was agreed that research would be necessary to support the work of the committee. The Government and Policy Institute of the University of The Bahamas supported the committee by preparing a literature review on teacher morale. Additionally, the Planning and Research Section of the MOETVT assisted the committee in the preparation and administration of a Teacher Morale (We Care. You Matter!) survey of public school teachers.

This report details a summary of information gleaned from the literature review and survey. Informed by these sources, this report provides short-, medium- and long-term initiatives that can be undertaken to strengthen teacher morale in public schools across the Commonwealth of The Bahamas.

Committee Members:

The Teacher Morale Committee is comprised of the following individuals:

- Chairperson: Mrs. Lorraine Armbrister, Permanent Secretary, MOETVT
- Ms. Sonia Culmer, Under Secretary, MOETVT
- Mr. Zhivargo Laing, Executive Director and Senior Policy Fellow, Government and Public Policy Institute, University of The Bahamas
- Rev. Angela Palacios, Anglican Priest
- Mrs. Karen Carey, Sr. Vice President, Human Resources, Atlantis
- Mrs. Esaura Cumberbatch, President, Bahamas Society of Human Resource Management
- Rev. Henry Knowles, Principal, Queen's College
- Mrs. Sonia Brown, Mechanical Engineer, Graphite Engineering, President, Board of Directors, PACE Foundation
- Mrs. Terrice Carey-Curry, Actg. Assistant Director of Education, Department of Education, MOETVT
- Ms. Christine Green, First Assistant Secretary, Human Resources Division, MOETVT
- Mrs. Demetria Rolle, Actg. Education Officer, Career Path for Teachers and Coordinator, Teacher's Cadet Programme, MOETVT

Summary of Committee Meetings:

The Committee met in a series of meetings beginning January 26, 2022.

A brief summary of the meeting discussions is outlined below:

January 26, 2022 – The committee began its work with a discussion of how draft recommendations should be made. Initial recommendations were given by various members before it was concluded that the committee must be careful to not make recommendations based on assumptions, but on research. It was decided that the committee would make final recommendations by reviewing the literature, looking at research and conducting surveys of stakeholders. Overall, the committee decided that its predominant message to teachers would be “We Care. You Matter!”

February 2, 2022 – The committee decided to draft questions for a survey to be conducted of teachers so that their feedback could be compiled and could inform the recommendations made by the committee. Fourteen survey questions were initially drafted.

February 9, 2022 – The committee discussed whether recommendations should be made to improve morale among school administrators as well as teaching personnel. The committee concluded that the focus of the work of the committee should remain on teachers, with the understanding that other stakeholder groups would be assured that they would be the focus of future initiatives. Survey questions drafted by an internal stakeholder group were approved.

February 16, 2022 – The committee discussed recommendations made by the Bahamas National Statistical Institute (BNSI) on draft survey questions. Also discussed was the viability of the survey being conducted by the BNSI. A Literature Review conducted by the Government and Policy Institute of the University of The Bahamas was presented to the committee and recommendations emanating from the literature were also discussed.

February 23, 2022 – Final adjustments were made to the survey questions. The cost of conducting the survey was also discussed. It was concluded that the Planning and Research Section of the Ministry of Education and Technical and Vocational Training (MOETVT) should conduct the survey using questions drafted by the committee.

March 2, 2022 – The Planning and Research Section presented amended survey questions to the committee. The Survey distribution and its advertisement were also discussed. The Communications Section of the MOETVT was invited to assist the committee in encouraging as many teachers in public schools as possible throughout The Bahamas to complete the

survey. The Planning and Research Section determined that four weeks should be assigned to conduct the survey.

April 6, 2022 – The Planning and Research Section presented to the committee the survey results and findings. Committee members discussed the implications of the survey results, with a view to determining recommendations for the improvement of teacher morale. The Planning and Research Section was asked to perform an analysis of the survey results and to present a report with the prioritized responses of teachers.

April 20, 2022 – The committee reviewed the report presented by the Planning and Research Section with the prioritized responses of teachers. The teachers’ responses were discussed by the committee, and the internal stakeholders on the committee were then requested to produce an initial draft Teachers Morale Committee Report, based on the Literature Review, and the “We Care. You Matter!” survey. The internal stakeholders were given four weeks to draft the report.

May 25, 2022 – The committee reviewed the first draft of the committee report. Committee members recommended that teachers be given feedback in the form of a letter of appreciation to teachers thanking them for participating in the survey and assuring them that their suggestions will be read and used to improve morale for all teachers. The committee also discussed the role of teachers’ unions in evaluating the committee report.

June 8, 2022 – The committee reviewed the second draft of the committee report and augmented the report with additional short-, medium- and long-term initiatives.

June 15, 2022 – The committee sent recommendations for final edits to be incorporated in the Teacher Morale Report.

Key Findings:

Literature Review

A diverse body of literature was examined to determine local, regional and international findings on how teacher morale is impacted and can be improved. The following outline provides key findings of the literature review.

The Literature:

a. Distinguishes between teacher motivation and teacher morale. Motivation is concerned with a set of factors which influence a person to do something or to behave in a certain way. Morale is concerned with the mental state of an individual which influences their attitude.

One is concerned with drive; the other, with attitude. Morale is a more complex issue than motivation.

b. Indicates that various external factors negatively impact teacher morale. These include: low salary, poor working conditions, demanding workload, the extent to which teachers take on the role of the social worker, and difficult relations with students. Societal issues (e.g. cultural attitudes toward education and economic issues) could also adversely affect morale.

c. Highlights extrinsic factors that influence motivation. These include: salary, personal health of the teacher, family support, gender, and education levels. The COVID-19 pandemic has exacerbated low motivation levels due to factors such as skill challenges, lack of human presence and decreased student engagement.

d. States that teacher motivation, though a complex issue, can be addressed using a multi-faceted approach. This includes improving the physical environment, decreasing work-load, improving salaries, providing supportive leadership, encouraging positive media attention, developing initiatives to recognize teachers, creating greater opportunities for professional development and creating official benchmark standard mentorship programmes and career advancement.

Teacher Morale Survey

One of the investigative tools utilized to determine what teachers felt MOETVT could do to boost teacher morale was a survey developed by the committee. Seven hundred fifty five (755) teachers and teachers' aides responded to the survey. Of this number, 91.4% were females and 61.9% were from the island of New Providence. Specific areas were identified which required teachers to rate their experiences, and they were also given the opportunity to share additional concerns. Listed below are key findings from the survey:

- a. More than fifty percent (51.4%) of respondents indicated that they did not feel appreciated on the job.
- b. Most teachers (76.3%) indicated that they were motivated to do their job. Additionally, 79.4% of respondents indicated that they were satisfied with their jobs, and 84.9% of respondents revealed that they enjoyed their jobs.
- c. "Respect" was a word used by many respondents, however there were varied definitions: listening to them, understanding challenges teachers face and including teachers in the decision-making process were all deemed critical.
- d. Teachers cited lack of adequate resources as a demotivating factor. They outlined several resources necessary to assist them in doing their jobs effectively including additional computers (hardware and software), subscriptions to educational journals, basic supplies, a repository of lesson content resources, and vouchers to assist in transforming classroom spaces.
- e. Respondents spoke of the need for policy reform in areas such as performance assessment documents, opportunities for advancement, domicile incentives for family island postings, class size reduction and teacher mentorship.
- f. Human resource challenges and poor school leadership were cited as factors which had strong negative effects on teacher motivation and morale.
- g. Survey respondents felt that there were also challenges in areas such as appropriate staffing, obsolete curricula, mental health support, communication from the Ministry to teachers, physical resources available,

parental involvement, timetabling, training and additional professional development opportunities.

- h. Overall, the survey revealed that teachers have a positive attitude toward their jobs, but morale can be improved with achievable initiatives.

Recommended Key Improvement Strategies

Having reviewed regional and international literature on teacher morale and after assessing the responses from teachers received through the survey, the committee recommends the following initiatives for consideration:

Short-Term (within 12 months) Initiatives:

- Letter of appreciation signed by the Honourable Minister should be sent to all teachers;
- Vouchers of a minimum of \$250.00 should be issued to all teachers at the end of July to assist with items to improve the physical environment of their classrooms;
- Invite teachers to submit proposals of specific courses/training for professional development;
- Provide teachers with a specific online portal to submit interests, suggestions or concerns to the Department/Ministry of Education and/or Minister of Education;
- Provide digital means of requesting certain documents from the Ministry of Education and Technical and Vocational Training (e.g. job letters, references);
- Provide a status report on these recommendations at the end of 12 months; and
- Aim to ensure that the teacher working and student learning environment is safe, comfortable, aesthetically pleasing and well maintained.

Medium-Term (2 – 3 years) Initiatives:

- Double increments for high performing teachers;
- Create and substantially populate a professional development line item for teachers, if not presently the case. Fund this line item on a per capita cost basis up to a minimum of \$2,000;
- Media highlights of teachers (criteria to be decided);
- Create a teachers' voice talk show to give teachers a forum to discuss their profession, the opportunities for student learning, parental involvement, challenges and career opportunities for young people in education;
- In the pursuit of specific projects for student and teacher development, Ministry should facilitate partnerships between the schools and corporate Bahamas.
- Create a programme for teacher empowerment within the classroom and education sector by giving them more control of curriculum and instruction while connecting performance to promotion;
- To enhance professional development, the MOETVT to partner with the business community to develop a workforce readiness programme that would enable teachers to be placed in specific industries relevant to their specialty/ discipline;
- Strengthen the human resource function related to teacher performance appraisals.
- Engage additional teachers' aides to assist teachers where needed;
- Create a programme to ensure a cap on teacher/ student ratio at agreed upon, evidence-based optimal levels over a designated period of time; and
- Provide a status report on these recommendations at the end of each year.

Long-Term (3 years or more) Initiatives:

- Aim to put, within a stated period of time, teacher salaries on par with professional classes within the public service (engineers, doctors, lawyers, etc.) in tandem with attainment of equivalent certification within the teaching profession and/ or aim to ensure that teacher salaries are never outpaced by inflation and never drop to below 80% of some private sector standard.
- Increase the budget allocation for In-Service Training Awards.

Conclusion:

Improving teacher morale in public schools across the Commonwealth of The Bahamas will require a multi-faceted approach. Research findings through the literature reveal that the causes of low morale are complex. The survey of teachers reveals that most teachers still have a desire to do their job and a passion to see students succeed, even though they often feel overlooked, unappreciated and undervalued. This gives the committee cause for optimism that teacher morale, while a growing concern, can be improved with intentional effort on the part of policy makers. The goal, therefore, should be to improve, where possible, policies, systems and benefits that are currently having a notable impact on teacher morale and to create new avenues to show appreciation for their efforts in tangible ways. The initiatives recommended in this report are not exhaustive. They represent the most urgent and beneficial steps that the committee feels can be taken to improve teacher morale and they give the Ministry of Education and Technical and Vocational Training the opportunity to sensitize the Bahamian society, at all levels, to the uniquely continual and fundamental importance of the teaching profession, to the sound progressive growth and development of The Commonwealth of The Bahamas.

**THE COMPLETE REPORT
INCLUDING THE APPENDICES
ARE AVAILABLE ONLINE AT
ministryofeducationbahamas.com**



Annex 1 – Literature Review

GOVERNMENT & PUBLIC POLICY INSTITUTE

Literature Review on Improving Teacher Motivation and Morale

Presented to

The Committee to Boost Teacher Morale

The Ministry of Education, Technical and Vocational Training

The Commonwealth of The Bahamas

February 15, 2022

Literature Review on Improving Teacher Motivation and Morale

Motivation comes from the concept of motive, which describes a person's drives and needs that are essential to attaining specific goals or desires (Hanaysha, 2018).

Motivation most commonly refers to the requirements (or motives), "complex forces, incentives, needs, tensions and other mechanisms" that energize, direct, and maintain or support a particular behaviour (Steyn, 2002, p.85). Motivation speaks more directly to the set of factors that encourage a person to make a specific decision or behave in a certain way. Morale, however, refers to the mental state of an individual concerning their enthusiasm, confidence, discipline, and passion (Oxford dictionary 2021; Macquarie Dictionary, third edition as cited in McKenzie 2007). The literature suggests that although maintaining teacher motivation and morale proves a taxing problem across countries, many ways exist to improve motivation and morale. Although the two factors are intimately intertwined, motivation is an extension of morale, with the latter being a more elusive concept (Steyn, 2002).

Employers must consider employees' motivation levels because of their connection to employee productivity, affecting organizational commitment (Hanaysha, 2018). Teacher productivity and effectiveness are often measured by a teacher's ability to improve educational outcomes, such as student performance on standardized achievement tests, and improving emotional and social skills such as self-regulation and collaboration with others (Doan, 2019). Steyn notes that enthusiastic educators are committed to teaching; this is crucial in improving school effectiveness (Yong, 1999 cited in Steyn, 2002). Employees are an organization's

most valuable and vital human resource. Proper management of human resources includes considering employee productivity, influenced by motivation, attitude, and behaviors (Kawara, 2014 cited in Hanaysha, 2018). The purpose of this literature review is to conceptualize and understand factors that contribute to low teacher morale and motivation and to identify general strategies and tactics effective in improving teacher motivation and morale.

Factors that Negatively Influence Teacher Morale

The literature tends to identify factors beyond the control of the teacher as those most likely to negatively influence their morale levels. Many of these external factors (e.g., low pay, poor working conditions, demanding workload, inadequate leadership support, etc.) are echoed in literature emphasizing teacher motivation (see below) and are interrelated. For example, studies in Australia and Europe identify poor quality work environments as a source of low teacher morale (McKenzie 2007; Gluhmon & Gluchmanova 2016). In addition, the poor state of the school environment is connected to class overcrowding (McKenzie 2007) and the level of priority placed on education by government leadership, which are both cited as independent sources of low teacher morale (Morgan et al. 2010).

In addition to the school environment, teachers also identify student attitudes and accompanying expanding 'teacher-social worker' role as contributing to their declining morale. Gluhmon & Gluchmanova (2016) identify the dissatisfaction and low morale of Slovakian teachers were attributed to poor student behaviour, wherein they face repeated challenges teaching socially disadvantaged students uninterested in studies. McKenzie (2007) made a similar finding in her research on Australian teachers. The reciprocal relationship between teachers and student

learning in Europe is a significant influencer on teacher morale (OECD 2000 as cited in McKenzie 2007). When teachers feel that students, parents, and administrators do not reciprocate their efforts to act as moral role models, their morale level suffers (Gluhmon & Gluchmanova (2016). When students' negative behavior goes public, or adverse events at the school are highlighted in the media – as opposed to the equal emphasis on school success – teacher morale may also suffer (Morgan et al., 2010). Even if no negative events are published, a deficiency of positive experiences identified or celebrated in the media negatively affects teacher morale (McKenzie 2007). It is worth noting that largely teachers do not view themselves as responsible for recognizing and celebrating their independent positive experiences. They see such recognition as the responsibility of the administration, government, or media.

Lastly, societal factors and cultural tendencies such as economic inequalities, curriculum effectiveness challenges, and bureaucracy of teachers' work also demotivate teachers, as a South African study reveals (Shalena and Hoadley, 2009). In the US and UK, ethnic discrimination also demonstrated a demoralising impact (Miller and Travers, 2015). Controversial policies and leadership changes that burden the teacher's workload and where the teacher can see no moral value were also noted (Govindarajan, K.,2012; Santoro, 2011). Santoro also recognized that teacher morale suffers when a teacher's

"personal resources cannot meet the challenge of the difficulty of the work" (Santoro, 2011, p. 3). If an individual's resource profile includes their level of training, Baylor and Ritchie (2002) note that professional development level also affects morale. He suggests that advanced, high-quality training may enhance teachers' resources and expand their capacity to manage their morale's external demands.

Factors that Negatively Influence Teacher Motivation

Crehan (2016) explores the existing literature on how teacher career models contribute to the widespread crisis in teacher motivation. The primary example of this is the single salary schedule, in which teacher compensation increases yearly, irrespective of performance or quality. In addition, however, external factors such as advanced degrees and promotions to administrative positions may be considered (Crehan, 2016). This strategy demotivates teachers who give more significant effort in the class or generate higher levels of employee productivity but receive no additional compensation. They feel a lack of upward mobility if they prefer to stay in the classroom and go ignored by the general lack of accountability for the quality of instruction.

Although increasing teacher compensation is an oft-cited means of increasing teacher motivation, it is ultimately a weak, long-term strategy (Benabou & Tirole, 2003). Instead, the literature underscores the importance of and prioritizes achievement, recognition, a sense of meaning toward the work itself, added responsibility and added responsibilities as more effective long-term motivators over cultivating interpersonal relationships, external working conditions and pay (Benabou & Tirole; 2003; Lavy & Bocker, 2018; Herzberg, 1966, cited in Chapman, 2003). These factors also decrease the likelihood of burnout, which has negative implications for teacher motivation (Garcia & Weiss, 2019). Burnout may be spurred by a lack of social recognition of teachers, limited promotional opportunities, lack of classroom control/student discipline, fear of violence, increased aggression toward teachers and lack of support (Lowenstein, 1991; Quan-Baffour & Arko-Achemfuor; 2014). Decreased job satisfaction can also occur for several reasons. A common source of teacher attrition includes the view of education as a temporary option by

individuals until they can achieve the career they truly want (Harris, 2020). These reasons solidify Benabou and Tirole's (2003) assertion that extrinsic motivation is a weak long-term motivator.

The social implications of teacher motivation should also be considered.

Wlodkowski and Ginsber state that "motivation is inseparable from culture" (Wlodkowski and Ginsber, 1995, p. 1). Wlodkowski and Ginsber noted that a sense of belonging and relationship with the community might help to decrease feelings of isolation in educators (Wlodkowski and Ginsber, 1995). Meaningful relationships with stakeholder groups operate as a factor in teachers' decisions to remain in the profession and extends to workplace culture (Szabo & Jagodics, 2019). The constant stress of trying to meet educational goals, increased workload, or a change in leadership or policies also contributed to declining teacher motivation (Govindarajan, 2012). Geography and location may also impact teacher motivation due to the frequency of disasters and other forms of crises interrupting instruction (Neptune- Rivera, 2019).

Other external factors that affect motivation levels include personal health (e.g., one's history of depression), family support, geography, gender, and level of education (Das & Choudhury 2014; Esnard & Mohammed, 2014; Triyanto; 2016). Studies differ in their findings regarding gender motivation within the teaching profession; however, they tend to agree that female teachers are more prone than male teachers to stress, which reduces motivation levels among them. Work-life balance challenges and disparities in income are often to blame (Ali et al., 2019). However, the literature also points toward higher self-efficacy and job satisfaction levels in female teachers than in male teachers (Wanakacha et al., 2018). Self-efficacy based on teachers' perceived level of student engagement, their

instructional strategies, and classroom management are all factors that affect motivation, along with teacher training quality and grade level taught by teachers (Olemz & Ozbas, 2017; Zimmerman et al., 2018). Studies have also found that motivation levels are impacted by one's education level (Triyanto & Handayani, 2016; Ahmed, 2015), however,

In the current global pandemic, e-learning has negatively impacted teachers' overall attitude, level of enthusiasm toward the work, and concern for their duties/obligations (Aliyyah et al., 2020). This online environment proves challenging for teachers because it is a profession that relies on social interaction. Teachers are limited in their ability to do their job effectively because of increased anonymity, lack of human presence, and decreased engagement through distance learning (Aras & Wulandari, 2021; Oldham & Hackman, 2020; D'Eon et al., 2000). In addition to these challenges, the brief period of training afforded to teachers before being required to switch to distance learning has made e-teaching demotivating (Aras & Wulandari, 2021).

Improving Teacher Morale and Motivation

Techniques and strategies used to improve teacher motivation and morale are similar; they are presented according to the four components of motivation acknowledged by Steyn (2002) in the introduction of this review: *complex forces*, *incentives*, *needs*, and *other mechanisms*. For this Article, *complex forces* refer to the internal factors that characterize a teachers' personhood and personality. *Needs* are those factors identified as essential to preserving the teachers' physiological and physical well-being. *Incentives* refer to factors that add value to the teacher's experience as a professional. Finally, *other mechanisms* chiefly refer to the role or

larger external forces such as government mandates on education that have been found to increase teacher motivation.

Addressing Complex (Internal) Forces

Cook (2019) found that Jamaican student-teachers with an external locus of control were inherently less motivated than those with an internal locus of control, where “locus of control” refers to “a psychological concept that refers to how strongly people believe they have control over the situations and experiences that affect their lives. In education, locus of control typically refers to how students perceive the causes of their academic success or failure in school” (Educationglossary.org, 2021). Cook (2019) recommended teaching these student-teachers how to change their locus of control naturally to generate higher motivation levels. His proposal to do this fits into the broader factors explained earlier which note that decline in a person's motivation level are often internal rather than external. It is noted, however, that determining the extent to which a person will be able or willing to change core personality traits requires more significant interrogation. Cook’s (2019) recommendation emphasizes that a persons’ level of knowledge, self-awareness, and insight can enhance personal growth and increase motivation (Maslow 1945).

Emphasizing the value of personal development to motivation, Ahmed (2015) recommends that teachers receive training in emotional intelligence. His research findings revealed that persons with higher levels of emotional intelligence experience greater job satisfaction and, therefore, higher motivation levels. Other scholars recommend that teachers adopt a certain mental attitude or philosophical mindset towards specific tasks, particularly around technology, such as using

technology with a constructionist mindset (Baylor & Richie, 2002). They suggest that teachers understand the role of technology in education as an 'additional learning tool' rather than the 'ultimate tool.' Such a shift they proffer may reduce teacher resistance to technology (Leacock & Warrican, 2020; Kulikowski & Sulkowski, 2021), fostering digital learning as integral rather than just as an add-on to the teaching process (Kalloo et al., 2020).

Incentivizing Teachers

In the same way that external and internal sources of motivation exist, incentives that seek to enhance and sustain motivation may also be intrinsic or extrinsic. Extrinsic incentives such as merit-based pay and other simple reward schemes such as competitive incentives and group performance-based awards encourage certain behaviours that are beneficial to the school and the teacher (Wiling 1962; ASCD, 2008; Unmaskey, 2005; Crehen, 2016; Çevik Kiliç, 2016). For example, they may boost teacher motivation by providing an alternative to a teacher's single income schedule and have been noted to produce a happier staff (Crehen, 2016).

However, such schemes are also criticised and noted for deterring teachers' intrinsic motivation in some spaces (Crehen 2016).

Strengthening the intrinsic motivation levels of teachers may consist of encouraging them to 'self-lead' through self-observation and focusing thoughts on natural rewards, which improves motivation more than self-reward and self-punishment strategies (Sesen et al., 2017). It has been found that achievement, recognition, a sense of meaning toward the work itself, and added responsibility were more effective long-term motivators than cultivating interpersonal

relationships, external working conditions, and pay (Benabou & Tirole; 2003; Lavy & Bocker, 2018; Herzberg, 1966, cited in Chapman, 2003).

Satisfying Needs

Addressing deficiencies related to teachers' physiological, physical, social, and recognition needs (such as the lack of food, clothing, shelter, love, or appreciation) may also improve teacher motivation levels. Once lack in these basic areas is somewhat satisfied, a person may now pursue additional sources of motivation that will enable them to grow (Maslow, 1954). Examples include maintaining a teacher's salary, ensuring a teacher's salary can compensate for basic needs, ensuring teachers have all the tools they need to effectively perform their job and ensuring safety in the classroom through government policy, law, and orders (Dogar et al., 2015; Wiling 1962; McKenzie, 2007; Pradeepkumar et al., 2021; Griffen, 2010, Edgecombe 2020; Zami & Suyanoto, 2021; Baker Henningham & Walker, 2018). Ali et al. (2019) also identify that ensuring smaller student-teacher ratios and enlarging teacher-class proportions can diminish classroom damage, improving teacher safety and morale.

Similarly, understanding that teaching as a profession is grounded in social interaction (Muñoz-Najar et al., 2021), improving collegiality between teachers and all education stakeholders meets a need connected to enhanced motivation. Studies indicate that teachers believe their motivation strengthens once they receive better support from the administration, especially principals, the government, parents, students, the community, and each other (Pauli et al., 2018; Baker-Gardner 2015; Griffen, 2010). Therefore, repeated calls are made to formalize industry quality mentorship programmes for teachers (Bandelier, 2020; Newton, 2018), especially ones that emphasize socialization with model peers (Jules & Maynard, 2015). These

programmes assist newer teachers in better adjusting to the profession and meet the esteem needs of teachers when they recognize 'mentor teacher' and 'master teacher' and who receive diversified and increased work responsibilities (Jules & Maynard, 2015). Alongside this designation would be the establishment of protocols and ways for satisfying teachers who express a need for greater prestige, status, and recognition as professionals within their fields (Griffen, 2010; Parker & Alfaro, 2021; Kulikowski & Sulkowski, 2021; Samuels, 2011; Garbutt, 2012; Wilking, 1962). Also, the development of career pathways for teachers, as early career progress, affects overall attitude and motivation levels (Quan Baffour & Arko-Achemfuor, 2014; Chapman et al., 2012). When a sense of community and support is fostered, it may prove a higher motivator for teachers than alignment with organisational values and the feeling that one's work is meaningful (Rahmati et al., 2018; Pepe et al., 2017; Siegle et al. 2014).

Creating official benchmark standard mentorship programmes for teachers is likely to increase motivation for several reasons. First, official mentoring programmes foster collegiality and meet a learning need; it provides an opportunity for professional development, which is another source of motivation (Baylor & Ritchie, 2022). Second, professional development opportunities can occur from the preservice teacher level and can simultaneously include developing ongoing training programmes for promotions (Delamarter, 2019; Hunter-Johnson et al., 2021). Third, encouraging teachers to pursue memberships in local, regional, or international professional organisations that may support them in obtaining camaraderie, resources, and professional and personal growth opportunities may also prove motivating (Cancino et al., 2018; Almutairi 2017). Fourth, ongoing professional support helps improve their instructional quality, classroom interactions, and overall

job attitude (Jeon & Wells, 2018), requiring teachers to obtain licenses with annual license renewal with additional development credits. Finally, the ongoing pandemic has demonstrated that teacher training (for example, through teacher education credits and licensing renewal) may be done in a flexible and lowcost manner (Zami, 2020). In this way, teachers will be able to prepare better to navigate crises and uncertain circumstances, as they train themselves in the latest technologies, classroom management practices, and the structural and didactic preparation and design required in a virtual teaching environment. (Toto & Limone 2021).

More recent research shows that many teachers continue to work in the education sector during the pandemic because of a need to meet their daily provision, the desire to support their students' well-being, and their understanding of the important contribution their profession makes to society. However, the COVID-19 pandemic has escalated teacher concerns about the failure of employers to meet their lower-level safety and security needs. The result is a disruption in the progress of teachers who may have been operating at higher levels. To motivate teachers, ministries of education must establish and enforce policies to strengthen employee safety even as it continues to pursue improved management and relevance of the country's education system (Edgecombe, 2020). Findings from this research emphasise that the education system must be part of a holistic national development plan where educators learn to live with and effectively respond to crises (Wong & Moorehouse, 2020). Findings also advocate embracing a multifaceted approach to maintaining teacher motivation, including an emphasis on meeting teachers' basic physiological and safety needs and providing a means by which teachers can pursue personal and professional growth.

Mitigating Tensions

Reducing tensions that emanate from personal, school-level, and national contexts have also been identified in the literature to strengthen the motivation and morale of teachers. For example, elevated levels of stress that lead to low motivation levels can be reduced by granting those teachers with personal childcare responsibilities flexible working hours to reduce work-family conflict. (Almutairi, 2017). It can also be done by encouraging teachers to adopt coping strategies to manage stress, including leisure activities like dance, spending time in nature, listening to music, etc. (Cancio et al., 2018). Also, teachers might receive a consistent, objective evaluation of stress levels through consultation, diagnostics, and workshops (Ali et al., 2019).

Similarly, because widespread awareness exists that public schools are ill-prepared for crises like hurricanes and pandemics (Leacock & Warrican, 2020), training teachers in mental health care and how to effectively respond to crises by fostering resilience (Jorm et al., 2010; Munoz-Najar et al., 2021) were determined to be critical. Crises also tend to elevate teachers' concerns about their student's well-being (Wong & Moorehouse, 2020).

Lastly, by promoting positive school experiences on media and officially adopting strategies focused on organizational justice in schools by assuring fairness in promotion, decision-making involvement, equality, transparency, etc., teacher motivation levels and morale may improve (Karakose 2014).

Other Mechanisms

The overarching powers governing the school environment also play a key role in increasing and maintaining teacher motivation and morale. For example, some researchers emphasise that teacher morale and motivation will improve when the education system becomes part of a holistic national development plan where educators learn to live with and effectively respond to crises, and where reformation of the educational system can occur through a re-imagining of educational goals, structure, and relationship (Wong & Moorehouse, 2020). In addition, research findings

in the Caribbean have also identified that professionals in the Caribbean have higher levels of motivation when their leadership embodies servant leadership traits that emphasize altruism and interpersonal support (Bennett, 2021). Therefore, increased teacher motivation and morale levels can also result from ensuring that schools develop an external service climate (where the school's attitude of teachers corresponds to teachers' role as service providers to its clients, that is, students and their parents), and an internal service climate (which emphasizes the school's attitude of providing service to its teaching staff) (Eldor & Shoshani, 2017).

Conclusion

Teacher motivation and morale are complex and multifaceted issues. Some developing countries struggle with maintaining high teacher motivation levels because of poor working conditions, increased workload and burnout, a lack of discipline among students, an increase in aggression against teachers, the seeming erosion of the teacher's authority, and a lack of equal opportunity for career development (Quan- Baffour & Arko-Achemfuor, 2014). Ashton (1984) noted the

direct correlation between teacher confidence and teachers' perception of their impact and student achievement. In The Bahamas, low levels of teacher motivation also stem from deficiencies related to a lack of specialized training, inadequate administrative support, insufficient funding, limited higher education qualifications, a scarcity of workshop training, and a lack of knowledge concerning the latest best practices (Newton, 2018; Cambridge-Johnson et al., 2014). Low teacher morale and declining motivation levels negatively affect student outcomes, reduce the quality of instruction and delivery of lessons, reduce the rate of student learning experiences, and contribute to an overall deterioration of the progress and well-being of students and society (Iliya & Ifeoma, 2015).

Overall, teacher motivation and morale can increase, in the broad, by providing teachers with resources and support to enhance their inner management toward a greater sense of control, impact and fulfilment while reducing the external factors that diminish their ability to produce the results that they must produce. Among the things that can be done to improve motivation and morale are improving work conditions through the building of proper well-constructed and furnished buildings, by decreasing workload, maintaining, or increasing salaries, giving teachers greater freedom and flexibility, training teachers to influence their locus of control, fostering inner self- leadership and motivation, providing training in stress management, having supportive servant-leadership, positive media attention, robust professional development opportunities, licensing and annual renewal with credit upgrades, recognition of achievement and increased opportunity for collegiality. This research and its recommendations indicate that challenging events strengthen teacher motivation as teachers have and continue to demonstrate a great commitment to teaching, a strong desire to journey with students through hardship,

and a motivation to equip students with tools to navigate uncertain circumstances in the future.

Limitations and Future Research

The findings in this Article are generated from a review of selected literature sources that offered recommendations on improving and sustaining teacher morale and motivation. Recommendations do not discriminate against geography, teacher demographics, or school level. This research is in response to a request for the authors to provide a list of recommendations to The Bahamas Ministry of Education and Technical and Vocational Training on strategies to motivate teachers. Further research requires a more expansive method using direct interviews with educational professionals or the utilization of quantitative methods to strengthen the data collection.

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Annex 2 – Teacher Morale Survey



We Care. You Matter.

The Ministry of Education and Technical and Vocational Training has engaged a Special Committee to promote teacher morale. We ask that you take a few minutes to complete this brief survey

* Required

1. Are you *

- Male
- Female

2. On what island are you posted? *

- Abaco and the Cays
- Acklins
- Andros
- Berry Islands
- Bimini
- Cat Island
- Crooked Island
- Eleuthera and the Cays
- Exumas
- Grand Bahama
- Inagua
- Long Island
- Mayaguana
- New Providence
- Ragged Island
- San Salvador

3. At what level do you teach ? *

- Preschool
- Primary
- High School
- Special/Alternative
- All Age

4. On a scale of 1-10 rate how satisfied are you with your job? *

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

5. On a scale of 1-10 rate how much do you enjoy your job? *

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

6. On a scale of 1-10 rate how motivated are you to do your job? *

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

7. On a scale of 1-10 rate how appreciated do you feel on the job? *

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

8. On a scale of 1-10 rate how respected do you feel on the job? *

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

9. Rate how likely the following actions are to boost your job satisfaction and enjoyment: *

	Unlikely	Very unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Very likely
Opportunities to enhance academic qualifications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support groups for educators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Support in the form of greater training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technical Support in the form of devices to provide virtual instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

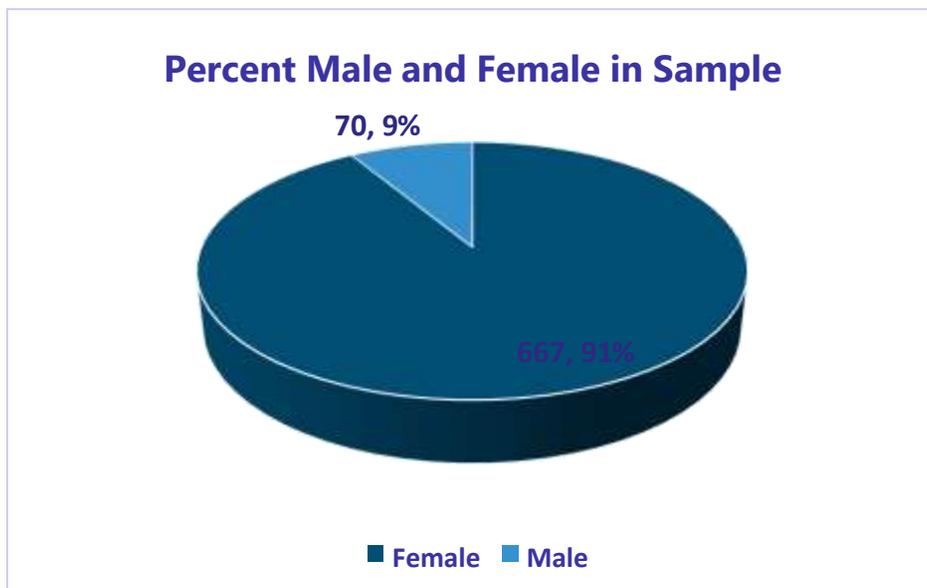
10. Rate how likely the following actions would be helpful in making you feel more respected and appreciated on the job: *

	Unlikely	Very unlikely	Somewhat unlikely	Neither likely nor unlikely	Somewhat likely	Very likely
Letter of appreciation signed by Minister and Minister of State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vouchers to purchase materials for classroom decorations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Media spotlight highlighting my accomplishments with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Double increment added to my base salary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ongoing opportunities to share my thoughts and opinions with the Executive of the Ministry of Education, and Technical and Vocational Training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. How can the Ministry of Education and Technical and Vocational Training provide support to you?

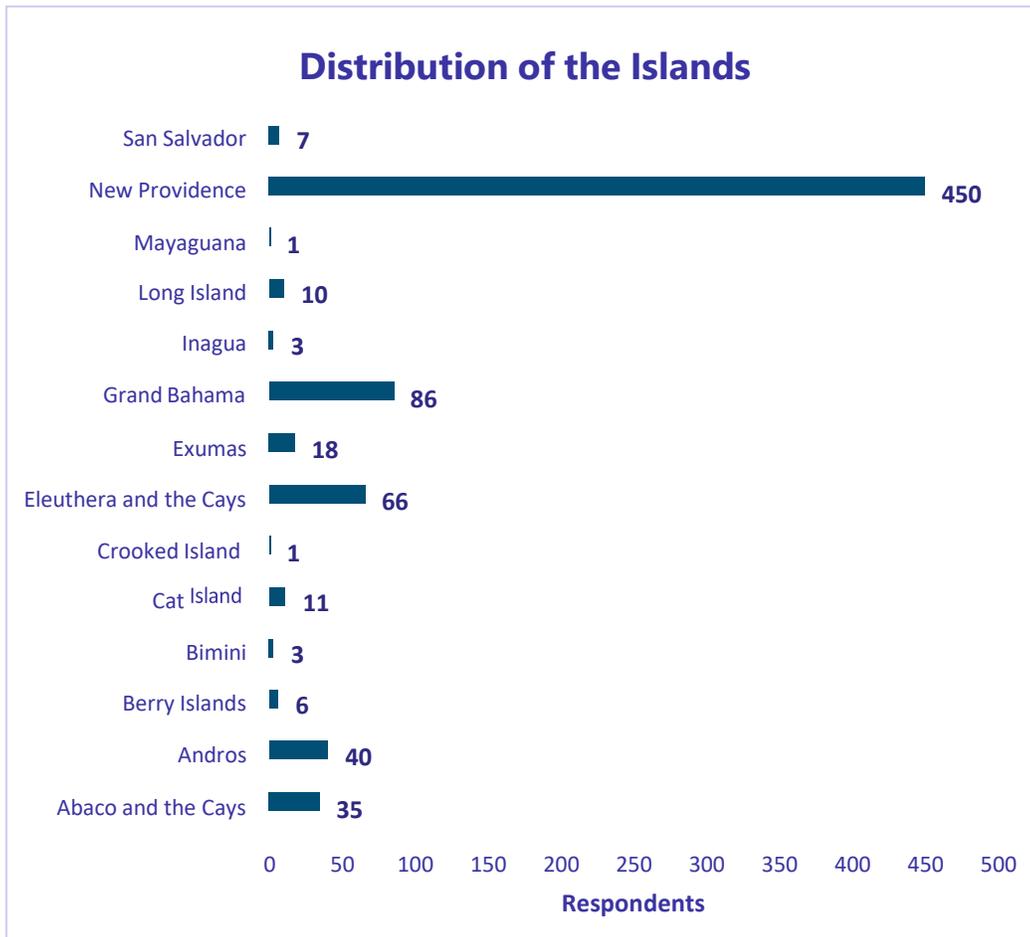
Enter your answer

Annex 3 – Results of Teacher Morale “We Care. You Matter!” Survey



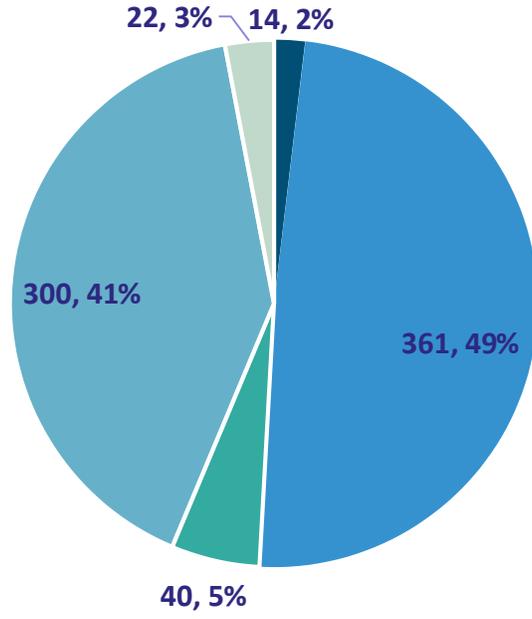
Islands	Frequency	Percent
Abaco and the Cays	35	4.9
Andros	40	5.8
Berry Islands	6	0.9
Bimini	3	0.5
Cat Island	11	1.7
Crooked Island	1	0.1
Eleuthera and the Cays	66	8.5
Exumas	18	2.1
Grand Bahama	86	10.8
Inagua	3	0.5
Long Island	10	1.4

Mayaguana	1	0.2
New Providence	450	61.9
San Salvador	7	1.1
Total	737	100.0

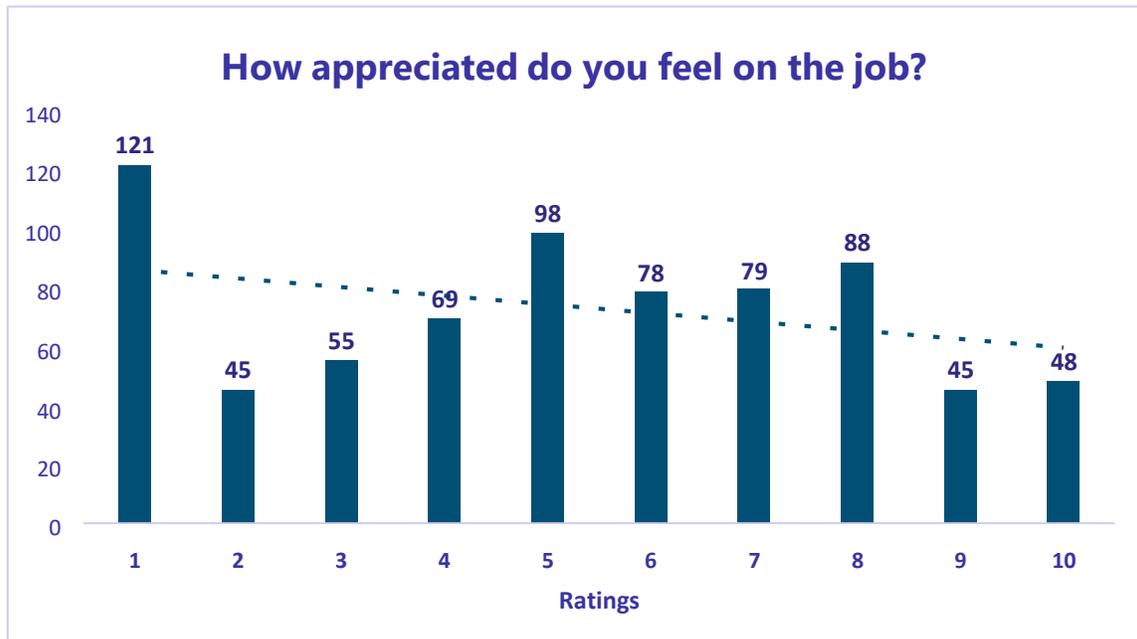


Education Levels	Frequency	Percent
All Age	14	1.7
High School	361	49.6
Preschool	40	4.9
Primary	300	40.7
Special/Alternative	22	3.2
Total	737	100.0

Percent Education Levels



- All Age
- High School
- Preschool
- Primary
- Special/Alternative



Mean	5.17
Median	5.00
Mode	1

25% rated between "8-10" for this question average rating 5.17

31% of people rated Low rating (1-4) for this question, and the majority answered "Female" for Question 1.

31% of people rated Low rating (1-4) for this question, and the majority answered "New Providence" for Question 2.

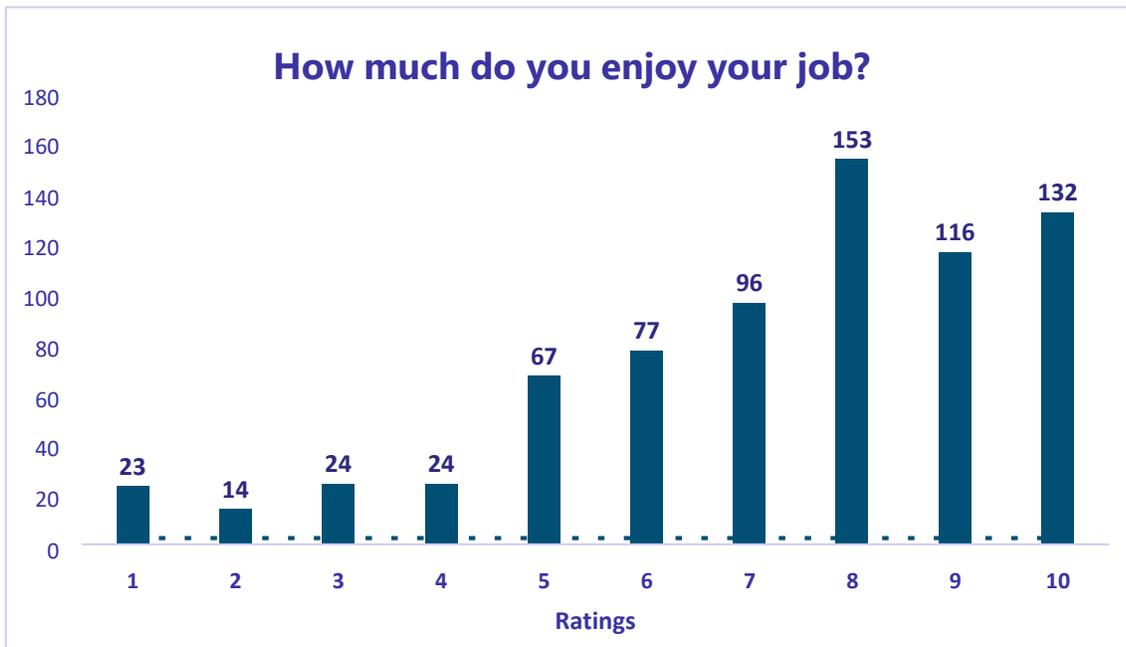


Mean	6.52
Median	7.00
Mode	8

42% rated between "8-10" for this question average rating 6.52

43% of people rated High rating (7-10) for this question, and the majority answered "Female" for Question 1.

14% of people rated Low rating (1-4) for this question, and the majority answered "New Providence" for Question 2.



Mean	7.26
Median	8.00
Mode	8

55% rated between "8-10" for this question average rating 7.26 56% of people rated High rating (7-10) for this question, and the majority answered "Female" for Question 1.

9% of people rated Low rating (1-4) for this question, and the majority answered "New Providence" for Question 2.

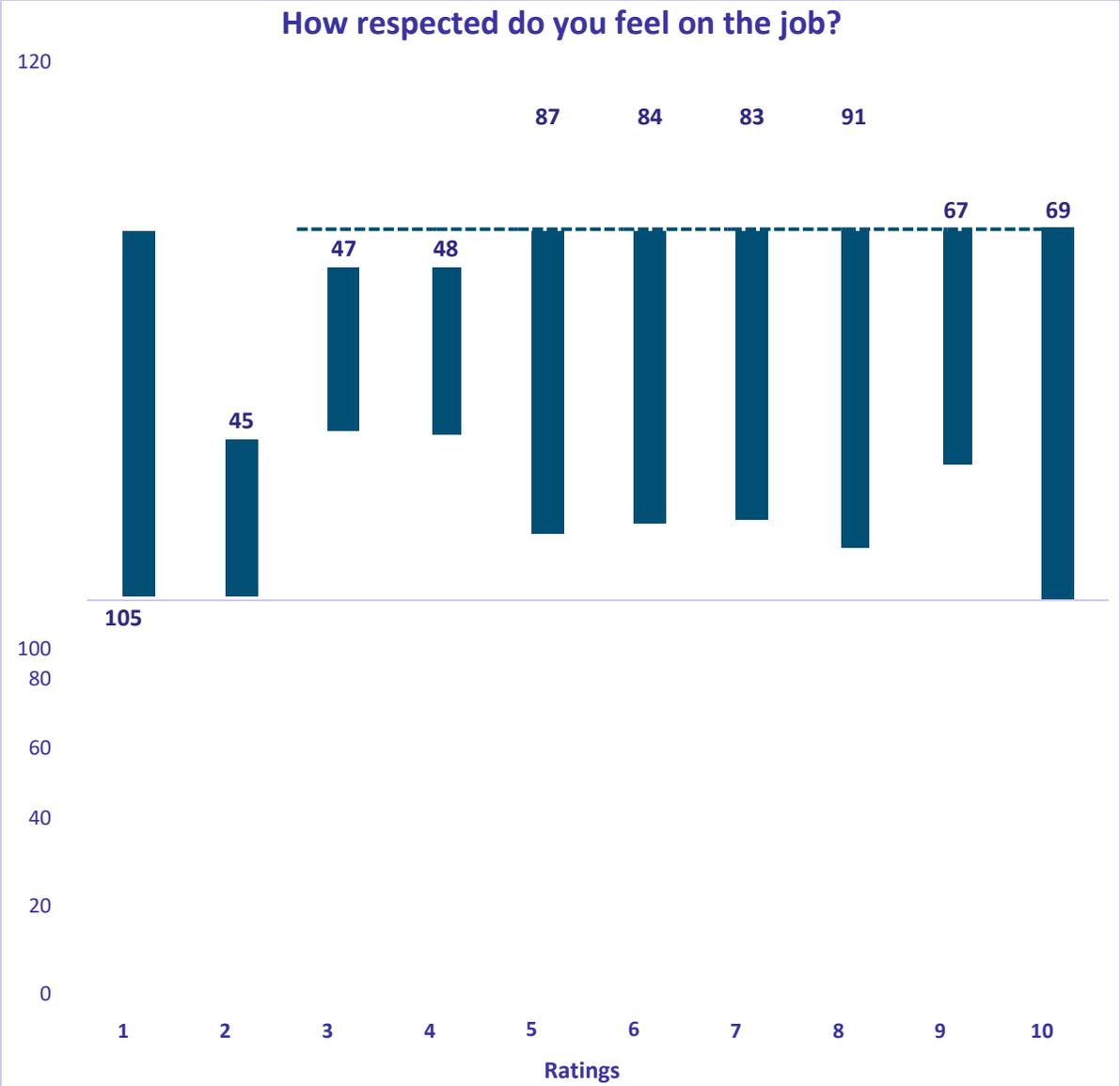


Mean	6.39
Median	7.00
Mode	8

35% rated between "8-10" for this question average rating was 6.39

35% of people rated High rating (7-10) for this question, and the majority answered "Female" for Question 1.

11% of people rated Low rating (1-4) for this question, and the majority answered "New Providence" for Question 2.

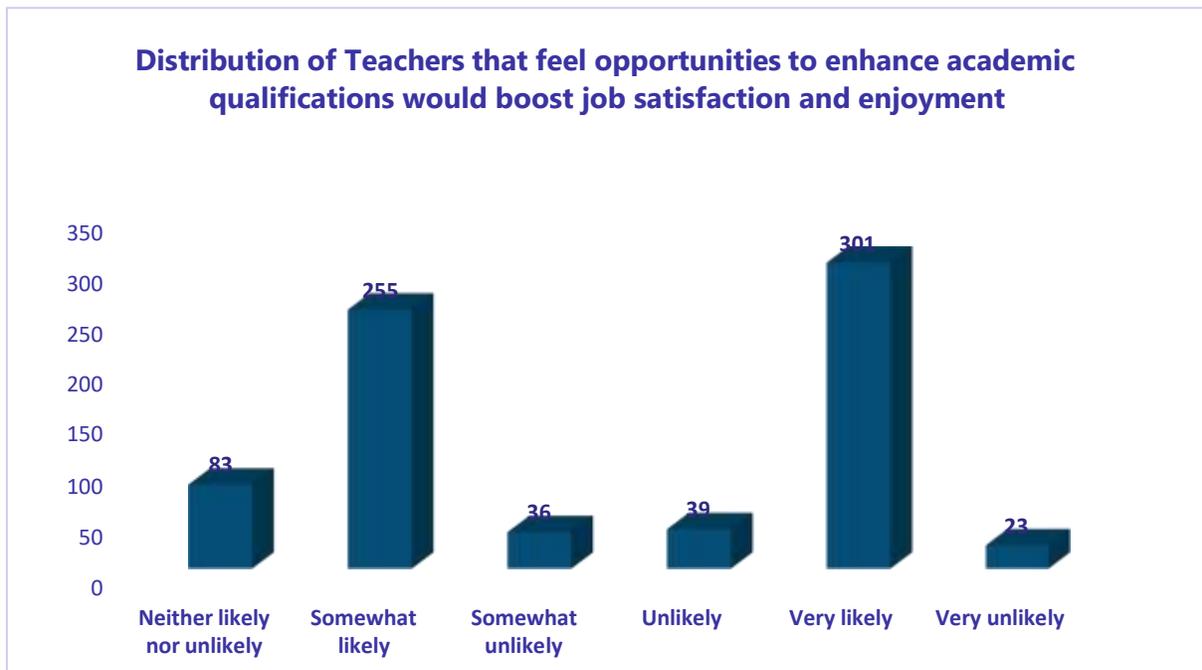


Mean	5.61
Median	6.00
Mode	1

31% rated between "8-10" for this question average rating 5.61

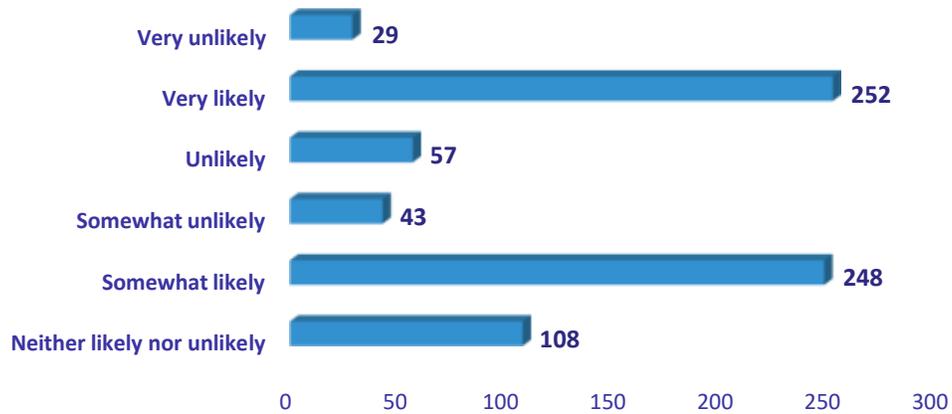
28% of people rated Low rating (1-4) for this question, and the majority answered "Female" for Question 1.

28% of people rated Low rating (1-4) for this question, and the majority answered "New Providence" for Question 2



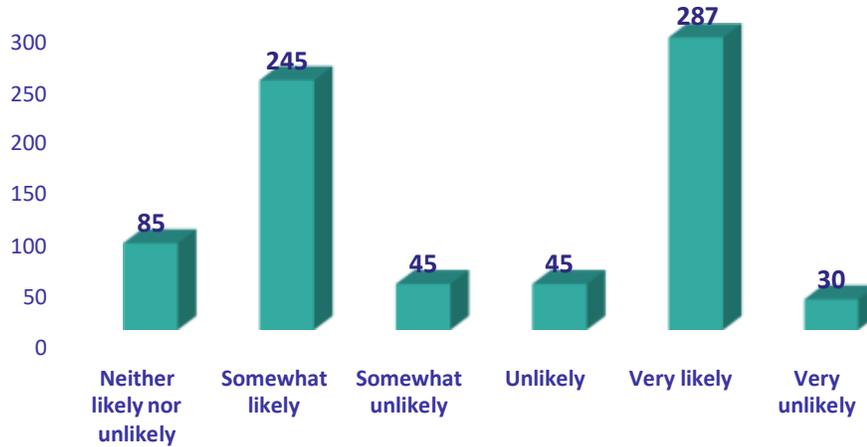
Responses	Frequency	Percent
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Distribution of Teachers who feel support groups for educators would boost job satisfaction and enjoyment



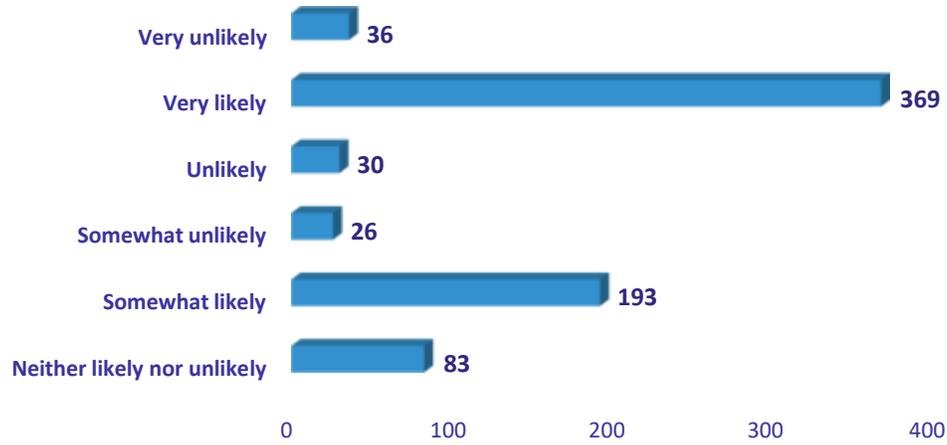
Neither likely nor unlikely	83	11.3
Somewhat likely	255	34.6
Somewhat unlikely	36	4.9
Unlikely	39	5.3
Very likely	301	40.8
Very unlikely	23	3.1
Total	737	100.0

Distribution of Teachers that feel Technical Support in the form of greater training would boost job satisfaction and enjoyment



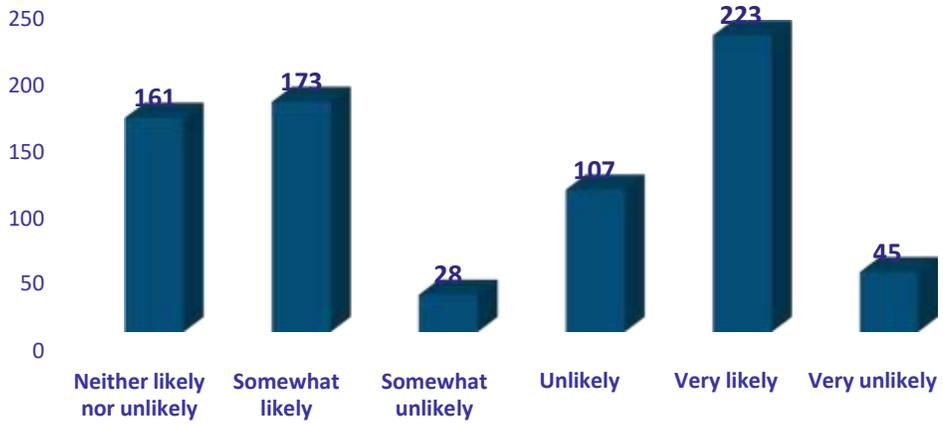
Responses	Frequency	Percent
Neither likely nor unlikely	108	14.7
Somewhat likely	248	33.6
Somewhat unlikely	43	5.8
Unlikely	57	7.7
Very likely	252	34.2
Very unlikely	29	3.9
Total	737	100.0

Distribution of Teachers that feel Technical Support in the form of devices to provide virtual instruction would boost job satisfaction and enjoyment



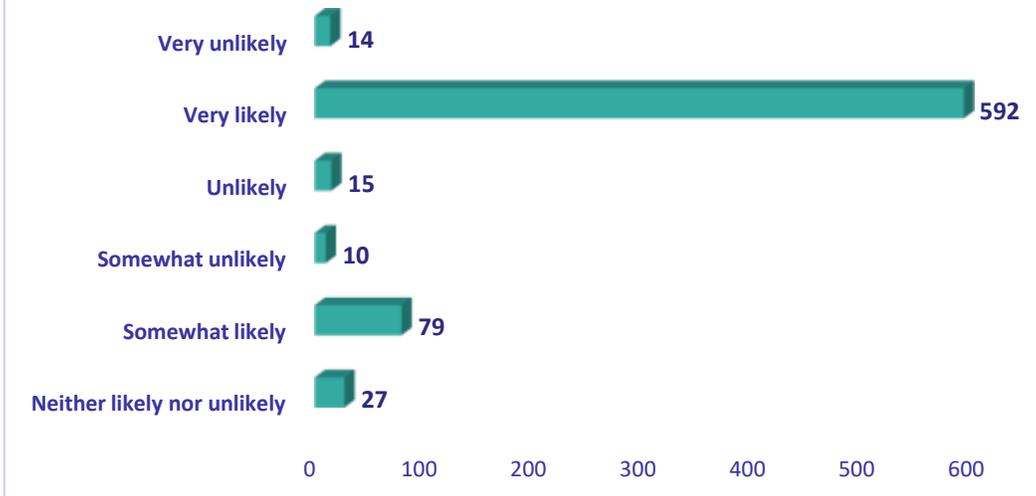
Responses	Frequency	Percent
Neither likely nor unlikely	85	11.5
Somewhat likely	245	33.2
Somewhat unlikely	45	6.1
Unlikely	45	6.1
Very likely	287	38.9
Very unlikely	30	4.1
Total	737	100.0

Distribution of Teachers who would feel respected and appreciated by signed letter of appreciation



Responses	Frequency	Percent
Neither likely nor unlikely	83	11.3
Somewhat likely	193	26.2
Somewhat unlikely	26	3.5
Unlikely	30	4.1
Very likely	369	50.1
Very unlikely	36	4.9
Total	737	100.0

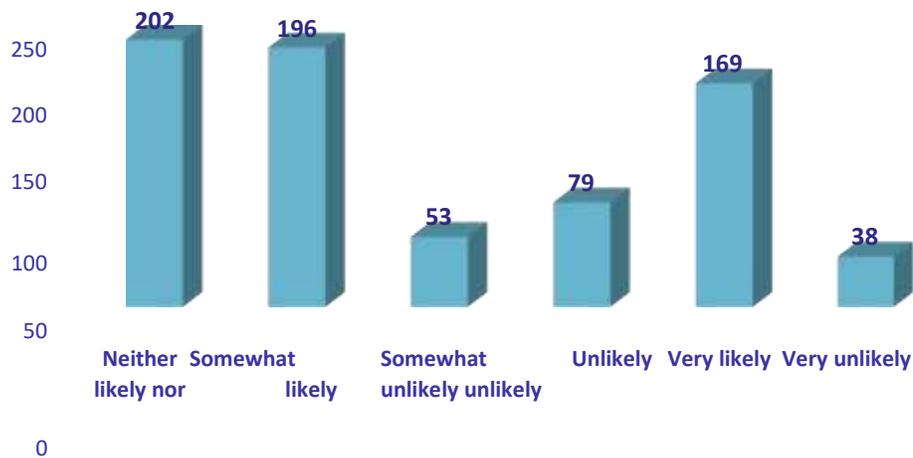
Distribution of Teachers who would feel respected and appreciated by receiving vouchers



Responses	Frequency	Percent
Neither likely nor unlikely	161	21.8
Somewhat likely	173	23.5
Somewhat unlikely	28	3.8
Unlikely	107	14.5
Very likely	223	30.3
Very unlikely	45	6.1
Total	737	100.0

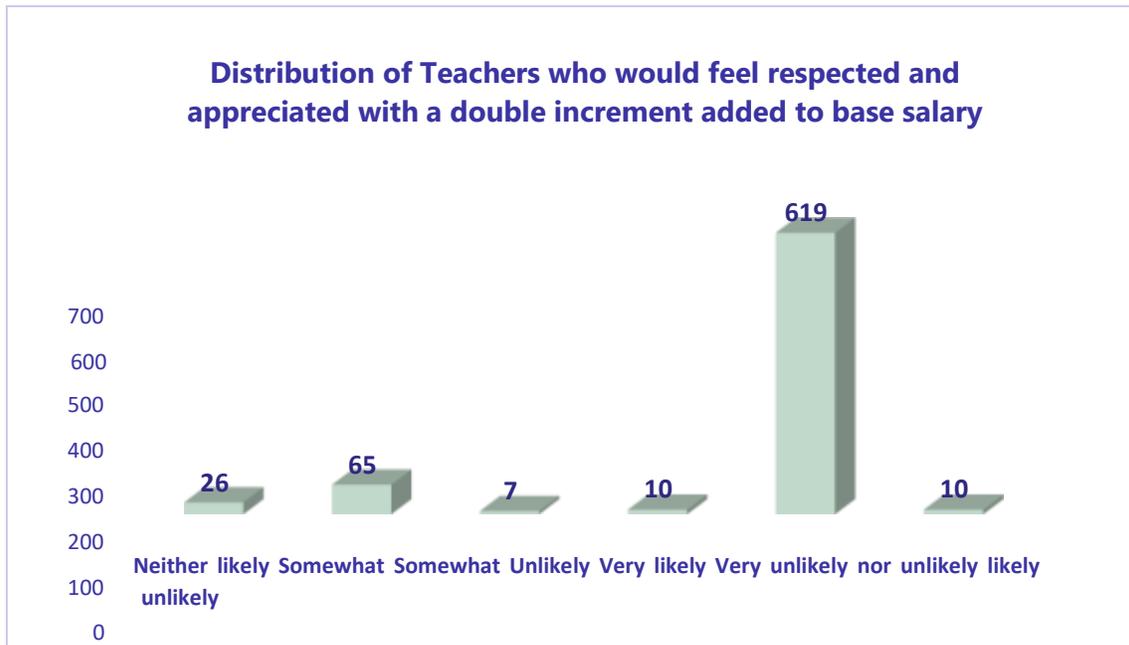
Responses	Frequency	Percent
Neither likely nor unlikely	27	3.7
Somewhat likely	79	10.7
Somewhat unlikely	10	1.4
Unlikely	15	2.0
Very likely	592	80.3
Very unlikely	14	1.9
Total	737	100.0

Distribution of Teachers who would feel respected and appreciated from media spotlight highlighting accomplishments



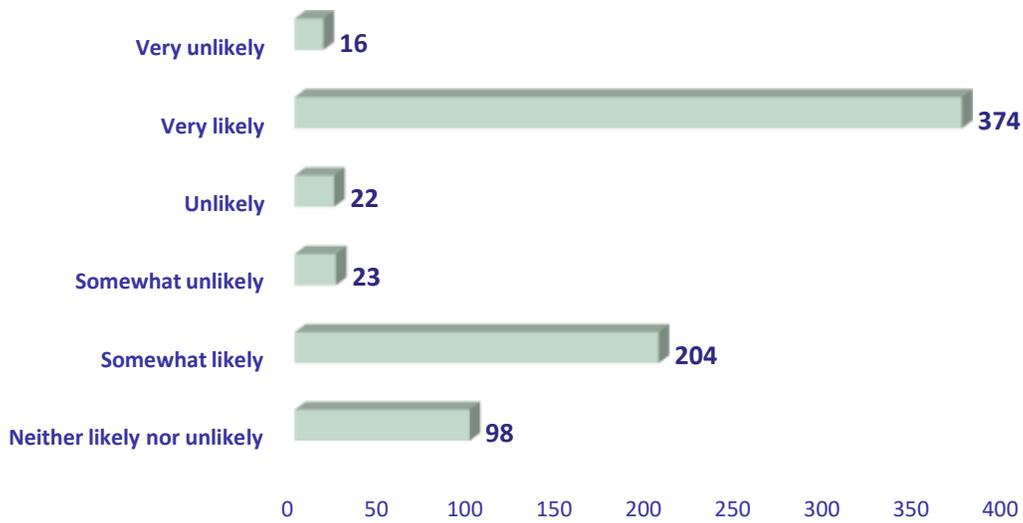
Responses	Frequency	Percent
Neither likely nor unlikely	202	27.4
Somewhat likely	196	26.6
Somewhat unlikely	53	7.2

Unlikely	79	10.7
Very likely	169	22.9
Very unlikely	38	5.2
Total	737	100.0



Responses	Frequency	Percent
Neither likely nor unlikely	26	3.5
Somewhat likely	65	8.8
Somewhat unlikely	7	0.9
Unlikely	10	1.4
Very likely	619	84.0
Very unlikely	10	1.4
Total	737	100.0

Distribution of Teachers who would feel respected and appreciated by ongoing opportunities to share thoughts and opinions



Responses	Frequency	Percent
Neither likely nor unlikely	98	13.3
Somewhat likely	204	27.7
Somewhat unlikely	23	3.1
Unlikely	22	3.0
Very likely	374	50.7
Very unlikely	16	2.2
Total	737	100.0

<p>RESPONSES FROM TEACHERS TO SURVEY QUESTIONS:</p> <p>*Provide opportunities and avenues of effective communication and dialogue so we can partake in the decision making process which will affect us eventually. Get our input in matters concerning or affecting us. * Reclassify salaries so that persons who at the bar for years can move into a new salary scale. * Provide classroom decoration allowance. * Provide laptop computers and other devices which are used by teachers in the virtual or remote platform. * Subsidize educational programmes which teachers can use to enhance students' learning. Most of the programmes are free for about 6 uses or for the very basic use, after that you have to pay for the subscription.</p> <p>1 Mental Health Counselors for teachers 2. Physical Health Support Programs</p>	<p>1) Launch an aggressive media campaign on the importance of education - the nation needs an urgent paradigm shift - our greatest hindrance to educational progress remains the lack of responsibility by many parents. 2) The Ministry of Education must become more mindful of the people promoted to lead schools. The devastation of Dorian coupled with Covid-19 has indeed been a trying time for all. However, it is made considerably worse by administrators who display little regard, respect or sensitivity for the well-being of their staff. The stunning level of emotional cruelty had left me personally, feeling discouraged and almost broken. Yet I am afraid to speak up out of fear of the victimization I have seen levelled against so many others who have dared. The teachers suffer in silence as we feel that there is no support from the ministry of education. In fact, this type of leadership seems to be supported and endorsed in Grand Bahama.</p> <p>1) Every Teacher is basically treated the same on the job regardless of their years of service. I disagree with this treatment. Teachers whether they hold a position in administration or not should have special consideration as they complete years of service.(eg: a teacher who is in the system at 25 years should be at a different tier/ level of service from a teacher on their 5th year of teaching). The system values youth and popularity. After every 10 years of service those teachers should qualify for at least some type of ongoing consideration (eg: no homeroom or an assistant, reserved parking, tuck shop allowances, etc) 2) More teachers would remain in the Education system if the option of teaching (from home) online after 30 years of service is available. 3) Continue providing opportunities to complete evaluations on all in the Education System.</p>
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<p>1) More respect 2) More showing of appreciation 3) Opportunities to make the work load lighter. There is often more work added but as they are added, not much is taken away. This makes it even more stressful as a teacher when we already teach and wear so many hats to prepare students for tests and the real world.</p>	<p>1. Ensure that gratuity is paid on time for contract teachers. 2. Issue contracts that last a minimum of five years with gratuity or temporary month to month. 3. Improve customer service in HR Department. 4. Grant the spouse of expatriate teacher the ability to work/ gain employment. 5. Allow children of expatriate teachers to gain scholarship once him / her as being in public school system from primary throughout high school. 6. Provide Technical and Vocational teachers with protective clothing allowance on an annual basis.</p>
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<p>1. By making sure that principals and administrators have respect and acknowledge you on the job. Don't talk down at but to you. 2. Don't make changes to your timetable every day especially when you already plan for the week without even letting you know 3. When promotion takes place make sure the person is not at the same school they have been at for numerous of years because they become comfortable and take whatever feelings they had for you out on you. 4. Rotate teachers and administrators after being at a school for more than 10years 5. New teachers should have mentors on the job to guide them</p>	<p>1. Implementing of a school board for the program and providing funding to better assist the students. 2. Certification and training in various areas.</p>
<p>1. Control class sizes. 2. Provide materials needed for general activities in the classroom (glue, scissors, chart paper) 3. Provid basic equipment and chemicals needed in the lab. 4. Provide area where teachers can photo copy materials for class (sometimes the office give problems)</p>	<p>1. Increase communication via MOE email. Eliminate the circular; it's delayed and ineffective in this day and age. 2. Create Standardization across ALL government schools. Too many Admins are doing their own thing all due to age and rank instead of wisdom, logistics & compassion. 3. Stop talking about support, mental health, self-care and appreciation for teachers. JUST PROVIDE IT AND SHOW IT. 4. Digitize teacher records/file at MOE. Resubmitting the same documents to your employer is ridiculous and the staff is not held accountable in doing so. It's mind boggling and frustrating to hear "we lost your file". This is a poor and abused excuse by the employer and it is not okay. 5. Increase teacher's salary. Furthermore, increase teachers whom furthered their education to a Master's. Let's stop pretending to value education and actually show it. Why should I pursue a Master's especially in education or take additional courses if I'm not being compensated fairly for it? 6. The 5-10 years of teaching requirement in order to apply for promotion in education is ancient and proves nothing; please limit this and allow teachers to grow in their chosen career path fairly and effectively. 7. Receiving a job letter, pay slip and any other personal employee documents from the employer should never be a roller coaster ride or a week long delay for pickup. These are simple tasks that take a matter of minutes to complete (change the name, school, employee # and date) print and go.</p>

1. Discontinue making things mandatory for teachers when without the consultation of the teachers. 2. Provide greater, affordable and convenient opportunities for teachers to further their studies abroad or online within their subject area. 2. Work on fixing reclassifications and confirmation for teachers, like myself, that are still waiting over 10 years for them.

1. Ensure that gratuity is paid on time for contract teachers. 2. Issue contracts that last a minimum of five years with gratuity or temporary month to month. 3. Improve customer service in HR Department. 4. Grant the spouse of expatriate teacher the ability to work/ gain employment. 5. Allow children of expatriate teachers to gain scholarship once him / her as being in public school system from primary throughout high school. 6. Provide Technical and Vocational teachers with protective clothing allowance on an annual basis.

1. Ensure that administrators at schools are better trained to deal with the specific data collection duties with which they are tasked. A lot of our admins are taking a lot of time with and passing data collection down to teachers because they haven't been properly trained in technologies and processes that are designed to streamline data entry / manipulation. 2. Encourage shared roles in administration, so that if one administrator is not available, there is a second person who can address issues in that area. 3. Seek and give due consideration to ideas and concerns expressed by teachers, by administrators, and by administrators on behalf of their teaching staff, especially when those ideas and concerns are predicated on their direct interaction with students and/or parents.

1. Honestly, pay me what I'm worth. 2. Speak with teachers from all over the commonwealth on how the educational system can be improved and actually implement those ideas. 3. See teachers as what they are - Professionals and treat them accordingly. Teachers do not need to be constantly micromanaged. Of course, observations and other measures should be in place to ensure that teacher-performance is up to standard. However, the micromanagement of teachers does not foster a thriving and productive work environment. 4. Pay teachers what they are worth! 5. I came in this profession to make a difference. 9 years later, I feel as though I have but with each passing year, I'm completely disgusted by the lack of change applied to a system that has desperately needed revamping for who knows how long now. Please, if this survey is genuine and truly wants to listen and adhere to the voice of the populace, make the necessary changes to this education system that is systematically damaging the education of countless students in our schools across The Bahamas. Full research into more successful education systems across the world should be taken into consideration in order for improvement to be made. 6. Get teacher's feedback and vote in advance before a new procedure/regulation is enforced. 7. Provide supplies, meals for students, and functional equipment for teachers to use.

How can the Ministry of Education and Technical and Vocational Training provide support to you?

Respondent Answers:

<p>1. Involve CLASSROOM teachers (NOT TOY or those in the 'inner circle' but a few selected from EVERY SCHOOL) when innovations are planned for implementation/execution.</p>	<p>1. Stop asking teachers for feedback and not utilizing the feedback given 2. Get information from ALL districts & ALL teachers NOT JUST THE TEACHERS THAT APPEASE MOE/DOE, THE TRUTH HURTS BUT IT IS NECESSARY</p>
<p>1. Make records transparent between teachers and admin/HR. (virtual platform that I can access to see my scores, student exam performance, attendance & punctuality, feedback from supervisors, teacher profile, record of extracurricular activities) 2. Be clear about expectations concerning LMS 3. Communicate in advance to teachers via email and not Facebook/media 4. Take better care of physical structure of the school (Doors that lock, windows that close) 5. Hire substitutes/supply teachers so teachers can take personal days at least twice per term.</p>	<p>1. Tailor the educational system to The Bahamas and not 'what works' for other countries. 2. Give teachers a substantial raise 3. Smaller class sizes 4. Take a break from National exams especially (G.L.A.T) that isn't needed as any form of prerequisite qualifications, to bridge learning gaps. 5. Respect teachers enough to disseminate information to teachers before posting on social media. (i.e. the email blast to fill out this survey could also be used to send out press releases, etc.) 6. Have a system where delinquent teachers can receive the help that they need to become better educators. 7. Move away from formal observations and have a regular walk through to really see what teachers are doing. 8. Not just listen but hear and act on the challenges that teachers are facing. 9. Find a way to curb the teacher-burntout. 10. Implement a system where parents are held accountable for students not coming to school, etc.</p>

1. Manage deadlines and expectations with current realities. 2. Pay raise commensurate with qualifications, seniority and rating. An ACTUAL tangible incentive for achieving a master's or doctorate degree. Other professions with similar entry level qualifications (Bachelor's degree) offer decent financial compensation for furthering your education. 3. Consequences for parents who fail to send their (school age) children to school. 4. International training opportunities - an exchange or immersion into education's best practices can definitely enrich the quality of teaching provided locally. 5. Allow for teachers to participate in AND have access to local research opportunities that furthers/explores best practices for BAHAMIAN students. 6. Access to equipment for everyday teaching/learning - projectors, laptops, copies, speakers etc. It makes no sense to push a technological field which is more advanced and the face to face is neglected. 7. Training for students on how to use the computer properly. The lack of BASIC technology skills decreased the effectiveness of

1. World Teacher's Day should be observed as a holiday or day of rest for teachers. In these times especially time to reset is most needed! 2. Resources must be provided and each school should have the tools needed to enhance the educational process without teachers having to go through red tape to request what should be supplied! 3. Not only do teachers need time to vent but we want someone to truly listen to us and do what we are asking! 4. Increase of salary as cost of living increases!

online teaching/learning

1. Notify teachers first of any changes to be made, updates, and information directly to their MOE email before the public and others are informed. 2. Supply electronic devices for classroom use. LCD Projectors,

1. More time allotted to completing paperwork while at school. 2. Less oversight on day to day tasks the longer you have served 3. A mentor at my school to assist with

<p>laptop computers, and speakers. 3. Carry out repairs on the work environment on windows, ceilings, fans, and other things that were broken for years despite them being written down yearly on the form for repairs.</p>	<p>understanding policies, rights, and responsibilities 4. Increase the pay scale bar</p>
<p>1. Provide an Assistant Teacher. 2. Allow more inschool teacher preparation time on the timetable. 3. Make to classrooms comfortable by providing airconditioned classrooms. 4. Pay teachers a respectable salary. The present salary for a trained teacher is an insult to the "profession of all professions."</p>	<p>1. Outreach programs for teachers. 2. Online sessions for mental health issues 3. More training for use of LMS (mark book & register) 4. Reenergize the Career Path Program 5. Outline the criteria and time line for the tenure of team leader and year heads. 6. Tangible tokens of appreciation for the excellent, work of educators. 7. Implementation of the teacher of the month, teacher of the district, teacher of the island, or teacher of the year again. 8. Implementation of the national school garden and clean campus competition again.</p>
<p>1. Provision of devices and one-on-one in-person training sessions 2. Resources and materials for practical subjects 3. Furniture for teachers</p>	<p>21 Century Resources. i.e. Laptop, LCD projector, reliable internet connection, copy machine, printer, copy paper, etc.</p>
<p>1. Reduce the amount of teaching hours or provide teacher's aide to core subject teachers. These classes are often too big and teachers usually work 20 teaching period which the maximum is. 2. Provide quality equipment (laptop, projectors, speakers, etc) for teachers to work with. In cases where the school provide devices for the teachers, these equipment are often of low quality. 3. Increase teacher's salary. Most educators work from paycheck to paycheck. 4. Provide teachers with supplies to decorate the classroom each year.</p>	
<p>1. Involve CLASSROOM teachers (NOT TOY or those in the 'inner circle' but a few selected from EVERY SCHOOL) when innovations are planned for implementation/execution.</p>	<p>A complete Resource Thematic Unit for The Friday Class which can be adapted for all learners.</p>
<p>A signed letter would more than likely be generic and NOT specific to individuals. More training, in particular, certification courses FREE of charge would be appreciated.</p>	<p>Academic scholarship for a Master's Degree in Education</p>
<p>A voucher to assist with class preparations/decorations and supplies used in my area would be awesome.</p>	<p>Actively listen to the concerns of educators and actually work towards fixing the current issues at hand than just sweeping them under the rug.</p>

Actively listen to the problems that I am faced with. Make decisions in conjunction with teachers. Ensure that teachers are aware of what is happening before the public does.

ACTUALLY LISTEN TO OUR VOICES!!!! Stop collecting information and completely disregarding it. Stop giving meaningless paperwork that is of no use to us!!!!

<p>Add a stipend for classroom materials; teaching aids, classroom decor, dry erase markers. Provide testing for special children and make provisions to accommodate them in special schools.</p>	<p>Added funds for enhancing learning in the classroom (It's very taxing when teachers have to dig deep into their pockets to make learning fun and exciting. It's also not fair when the powers that be have available funds to make sure they carry out their jobs efficiently and effectively but teachers are given four blank walls and a speech). Access to resources that I don't have to pay for.</p>
<p>Additional help in the classroom and an increase in my base salary. The minimum wage in our country is ridiculous especially for teachers and aides working in the education system teaching the nation's youth but getting paid peanuts for it. How does practically everyone else make more than us when we are the one training them for the career and life they later live.</p>	<p>All of the above suggestions are good if implemented</p>
<p>Address issues of confirmation and back pay.</p>	<p>All of the questions asked in this survey to be taken into accountability and have a real response to them. Real action is what I want to see if I am to continue on this career path.</p>
<p>Adequate resources would be a great start.</p>	<p>Allow me to transfer out of education to another area.</p>
<p>Adopt proven literacy and numeracy academic programs for students. I am stretched absolutely thin because students have major literacy and numeracy deficiencies before the pandemic. Now, I feel as if I'm fight a losing battle.</p>	<p>Allow teachers an honest opportunity to teach and not impose so many nonteaching requirements preventing teachers from being more successful</p>
<p>Allow the ground workers (teachers) to have a say in all matters containing to education.</p>	<p>As expected, the pandemic has placed extra demands on the classroom teacher. I feel my personal life is becoming nonexistent because of work overload. There is no room for planning time, it's like you're working 24/7. Administration seems clueless as to what is going on in the classroom and are unsympathetic to what it is the teachers go through. I'm totally discouraged and I can honestly say I'm thinking about leaving the profession. I'm underpaid, overworked and feeling unappreciated.</p>
<p>Allowing more opportunities to communicate and express the challenges faced and working intentionally to improve on these challenges keeping in mind that the most important element in it all is the students that are being educated and an understanding that the people responsible for this aspect deserves the respect and the voice in this regard.</p>	<p>As one spoke-person said, "Listen to the voices of the students". I say to you, "Please listen to my voice as a teacher with understanding, and with the goal to render assistance practically without reservation. Let's remember the moral of the story of the little boy who cried, "Wolf". Kindly supply what is needed (materially) for me to teach students to fish for a lifetime. Thank you!</p>

<p>Ample planning time. MOE says we have to change with the times. How is it that teachers still have to use their personal time to plan and create? Schools that do not have specialist teachers should be dismissed at half day on Fridays to allow for planning.</p>	<p>As the economic downturn continues, we are in need of a raise to perform our duties better. Money is the biggest motivation in every entity.</p>
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<p>As a teacher I would like to see all of those things asked within question ten however the motivation must also come from the school level. The administration of the school needs to respect teachers, stop micromanaging the teachers and allow students to do as they desire and communicate effectively with the teachers before the students. Too often students receive information before teachers. There must be a level of trust coming from</p>	<p>Ask me direct questions about issues in my classroom. I want to be included in decisions related to curriculum and pacing guide topics. Administrators Appreciation Day would be great. I think they should be shown appreciation more.</p>
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<p>within the school administration for the teachers. When teachers are not doing what is to be done those individuals should be dealt with on a one on one basis and not categorize all staff.</p>	
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As educators we work very hard. I find it to be rather annoying and frustrating that the ministry constantly finds more and more things to add to the already busy schedule. Here are only a few things that I think the ministry can do as a show of support: 1. Stop micromanaging fully capable adults. *Yes I agree that it is important to ensure that educators are performing at a more than acceptable level, however, there are better ways of assessing us. 2. Make observations of teachers null and void (i.e. announced and unannounced observations) *Conducting It is a very outdated way of thinking. If principals are doing their regular walk about to ensure that their school is running properly this would not be necessary. Principals would be more than capable of completing the ACR based on their constant evaluation of teachers. When Principals are conducting an announced observation teachers are basically putting on a "horse and pony show", whereas a continual walk about ensures that teachers are always on task as well as shows you what they are truly made of in the classroom. 3. Provide more materials * Why is it the teachers are graded on classroom decorations, materials used during lessons (i.e. students manipulative, technology etc.) when these things for the most part are not provided. 4. Consider finding a way to make school supplies vat/tax free * From I began teaching a little over 10 years ago I have been purchasing various things needed to ensure that the functionality of my classroom is at its best and that the materials needed for my children are readily available. As I am already spending my personal money and investing it back into my classroom, it annoys and upsets me that I am charged again when bringing in/shipping supplies that are much needed and that the government either doesn't want to or is incapable of supplying. 5. Allow for the necessary and mandated planning time. * For the first time since I began teaching, preschool teachers actually have planning time. Though I acknowledge this is a move in the right direction, it is my understanding that we are supposed to have 5 hours of allocated planning time. As it stands, school is dismissed at 12pm on Fridays however that only allows for 2 hours of planning. Where are the other 3 hours? Please be mindful that preschool teachers do not have specialist teachers and therefore teach all day. Please be reminded Preschool teacher DO NOT USE printed worksheets! As a solution I posit the following: a) allow preschools to be dismissed at 2

pm daily (Monday thru Friday). This would allow for 1 hour of planning per day totaling 5hrs b) hire a

Asking for advice from senior and master teachers rather than those who have been administrators for years and often decades and are so removed from the advances/ changes in teaching and students.

P.E teacher for each preschool (to be utilized during their physical development time) and an art teacher both of which are taught once a week (P.E would now need to be taught twice a week) and still allow for the early dismissal on Fridays (totaling 5 hours)

6. The UNBLOCKING of Netflix and Facebook * WHY are sites that are helpful to

<p>educators blocked? Schools were made to create School based Facebook pages and were told that they were to be functional and utilized for the promoting of school and necessary ministry information as well as encouraging a good relationship between the schools and their communities. By the blocking of the page you are saying that the person responsible for the page has to use their own resources (internet) and work during their time off. I have never know the government to pay teachers overtime. Netflix and other sites are useful for the showing of various educational series shows. Trust us to do what is best. 7. Allow for a meeting of teachers so we can express concerns of teachers to be expressed. Please normalize teachers having normal lives. Mental Health is important! Family time is important! Your mental health affects your physical health. A teacher who is overwhelmed, frustrated and or unhappy helps no one.</p>	
<p>Assistance in procuring teaching materials.</p>	<p>At this time I am unable to answer this question.</p>
<p>At my school, there is a shortage of foreign language teachers. The student population is much greater than what the school was designed to accommodate. I feel overwhelmed most days and sometimes do not know where to start. The classroom is too small to occupy the intended target. Depending on the class, I may have to stand up the entire class so that students can be seated. Outside of that, the ACR tool that teachers are being graded with must be revised so that it take into consideration the various circumstances. There is a big gap with these students and it may require prolonging many of the topics that are on the pacing guide.</p>	<p>At this time, I will greatly appreciate if the curriculum can be advised to cater more to the needs of our students. The pace in which the curriculum has to be thought is too rigid. Everything is almost like a hit and go. Certain curriculums skills need to line up so that the topics to be thought can connect with each other. Example: Reading and Writing. If you are teaching sequence in Reading then it makes sense to teach sequence in Writing.</p>
<p>At the beginning of each school year make sure that I had all the tools and supplies needed</p>	<p>Be available to support teachers or offer mentor programs with veteran and teachers 10 years in education and younger. Also, have more options available for schools on the family islands.</p>
<p>Be available when we need to hear from them.</p>	<p>Be more mindful when making decisions of the unique and realistic differences and needs of small schools in remote communities outside of New Providence.</p>
<p>Be more active and present in the professional development of the educators. Provide more opportunities for growth</p>	<p>Be willing open to changing the learning environment. The national average will never improve if we continue to work from an outdated teaching platform.</p>

<p>Been at the bar for 14 years but the cost of living is going up. I can no longer give my students pens and pencils</p>	<p>Being a better support system for teachers.</p>
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<p>Before making changes, get teachers' opinions and points of view.</p>	<p>Being transparent with their intentions for teachers. Lessen paper work can help in motivating teachers as well.</p>
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<p>Better communication to teachers. A MOE email is provided to teachers and we never receive communication through that channel, always via social media (and most social media apps are blocked on MOE's Wi-Fi). Training for Administrators, MOE will lose ALOT of teachers because of administrators who are not equip to lead. Revamp the ACR, a yearly review base heavily on two lessons.</p>	<p>Better people management by supervisors and administrators may help to boost morale and the urge to perform.</p>
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How can the Ministry of Education and Technical and Vocational Training provide support to you?

<p>Build more schools, have smaller classes, Higher more teachers, make parents responsible for their children, less paperwork. Stop passing on office work to teachers. We need more planning time. Stop giving and asking for information at the last minute. Make repairs on time will be good as well. Repeat children who need to repeat. Quicker testing of students recommended for testing. Too much information to teach in a short time is given.</p>	<p>Better income</p>
<p>Better people management by supervisors and administrators may help to boost morale and the urge to perform.</p>	<p>By conducting more surveys similar to this one that address the needs of teachers and apply them in schools and to teachers where applicable</p>
<p>Build more schools, have smaller classes, Higher more teachers, make parents responsible for their children, less paperwork. Stop passing on office work to teachers. We need more planning time. Stop giving and asking for information at the last minute. Make repairs on time will be good as well. Repeat children who need to repeat. Quicker testing of students recommended for testing. Too much information to teach in a short time is given.</p>	<p>By CONFIRMING ME!!! 14 YEARS AND NOTHING!!!</p>
<p>By having meeting once a month and having reclassification and salaries to be played on time. I shouldn't have to wait 9yrs for my reclassification letter or my money after completing my degree.</p>	<p>By continuing to be hands on and offering workshops to upgrade</p>
<p>By making sure all payments for coaching is paid on time and to ensure that we get pay for coaching.</p>	<p>By double increment to my base salary</p>
<p>By assisting with financial grants to help teachers who've been in the classroom along time to upgrade.</p>	<p>By doubling my increment and adding additional funds to purchase supplies for the classroom.</p>

By being a listening ear to educators and our concerns/worries in regards to education and its practices. They must realize that we are the ones in the classes and our input should matter before decisions are made, at this point it doesn't seem like we are a consideration in decision making.	By equipping my classroom with the tools needed to teach my subject area. Also by providing full scholarship to attend college for untrained teachers
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By being fair in the promotion exercise. Stop promoting novice teachers and the qualified senior teachers still have to guide the novice teachers. Stop promoting for friends and promote who has the children's best interest	By executing the suggestions that are listed already. Baby steps into progress are better than no steps at all.
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By being there for me and letting me feel appreciated and assisting me as much as possible to tackle the issues faced as an educator in this generation and time.	By giving our department product to work with once every three years...
By checking on us when it is possible.	By giving some more assistance!

By having training sessions where teachers learn how to utilize cutting edge technology like Near pod By creating an I.T. department at each school and assigning at least (but not limited to) one trained personnel for the sole purpose of training and dealing with Technology.	By making certain that I have all of the materials that I need to perform my duties effectively. For instance an chairs, desk, a good working device etc.
By improving my monthly earnings as an educator, everything else is going up except my salary.	By making sure that teachers concerns are dealt with in a timely manner
By increasing the base salary and reducing the paper work i.e. lesson plans and forecast.	By making the process faster for new teachers to be made permanent, so that they can be eligible to do more things in their private lives.
By informing supervisors to take it easy on high performing teachers and not to make them feel they are now learning the job.	By minimizing the set skills to teach in a year so that we can focus on mastery learning and not just completing the curriculum.
By involving my input in strategies for students' learning on my island	By not simply paying lip service to how valuable teachers are but by showing this in tangible ways which can be monetary or through other gifts and certificates. Reward loyalty and years of service. Show appreciation to teachers who genuinely go above and beyond for their students. Show respect for teachers by involving them in matters related to students and the classroom as we are the ones who are directly involved with them. Don't simply sit in ivory towers and pass down policies that may make them look good on paper or in the eyes of the public. Start with these. Thank you.
By keeping the communication lines open, for example, this survey shows interest in our well-being. I personally thank you for that.	By offering a crash course to my principal teaching her how to be respectful to parents staff and students. When I wake up I don't want to go to work because of the atmosphere. Following a leader that has only sheep qualities is a disaster waiting to happen. Also, offer at least \$300 extra for teachers to prepare their classrooms. Offer teacher aids not only for preschool school but also for grade 1 and 2. There a kids in 5th grade that can't comprehend that needs special help. Make parents put them in schools that can really assist them.
	By providing a teacher's aide To have more consideration on the workload for teachers

By listening and activating teacher's ideas.	
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<p>By listening and co-operating with the teachers who are on the ground daily. By stop sending last minute changes and expecting teachers to work magic over- night. By allowing teachers to express their frustration about their Administration Team to a trustworthy person/channel without being chastised or ridiculed and have the issues corrected in a professional manner. (Provide a discrete comment drop-box option.) By making special provisions for teachers who have</p>	<p>By providing materials, vouchers for materials or compensation for some of the money teachers spend. By respecting teachers enough that when information comes from the ministry the teachers know before the general public and not the same time as the general public. Listening and actually hearing the cries of teachers, and following along after listening and hearing the cries.</p>
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<p>special needs children of their own. By providing incentives for going the extra mile or providing services outside their job description.</p>	
<p>By listening to teachers outside of Nassau. Offer more opportunities to teachers in Gb. Send specialists to Freeport regularly. Get more resources for special schools. Allow training fir sped teachers</p>	<p>By providing my department with the necessary tools and equipment to properly run my program</p>
<p>By listening to the voice of educators, since being posted, I have received supplies twice. It's discouraging when you have students with exceptional abilities but resources are outdated or simply irrelevant. This causes me to feel as if I am simply performing duties but not equipping my students properly. I am passionate about education and I feel as if MOE needs to have a representative come and physically sit in classrooms. He/She who feels it knows. It's exhausting because many can speak and quote the benefits of the profession, however, it feels like lip service to professionals who are in the classroom each day. Bringing items from home so the students aren't disservice.</p>	<p>By providing new updated computers and projectors for every teacher</p>
<p>By providing the necessary resources and support to effectively carry out my duties.</p>	<p>By realizing that it is not business as usual, we are in a pandemic and teachers are overworked. weekend work - create two benchmarks test reading and math with all three components, 3 checkpoint test, shared forecast planning (thanks for the shared page it is a great help) mark register and last week assignments. Let me not forget having to purchase ink and paper and everything else to accommodate teaching.</p>
<p>By providing the teachers that the schools need and directly address understaffing. Also, by constantly meeting with districts to address concerns. Provide opportunities for training and development outside of The Bahamas.</p>	<p>By reinstating virtual specialist subjects like Music, Spanish, Computer, back on the Primary timetable. Or provide a teacher to assist with these subjects</p>
<p>By providing tools and materials needed for the students to use during practical lessons.</p>	<p>By remembering teachers on the cays need equal opportunities just like those in the city. Hardship allowances to teachers on family islands.</p>
<p>By raising our salaries.</p>	<p>By respecting teachers as professionals through competitive salaries and fair promotions. You can also reduce the amount of years of experience for promotions based on levels of academic qualifications. Proactively work on reclassification in this ministry. Provide teachers' aides to do paperwork for departments to allow additional time for teaching and learning.</p>

By supplying materials needed to teach	Can the principals be changed every five years, this is too much working with these no manners, rude can't control the children principals. Some more training is needed for the principals. Some principals spend all of their time managing the teachers instead of disciplining the children and they wonder why the knives are on the campus. Is it possible for more males to run the schools instead of the women they're clueless.
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By supplying teachers with the relevant materials need in the classroom	Can we get at least one day a month to do all the paperwork that has to be? We keep getting more and more work piled on us but no time to mark, do the register, write up forecast etc. It's like the government doesn't realize that we have
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	families and it's not fair to them that we have to do work on the weekends and holidays
By supporting my school and suggesting about what our school work not judging all school with the same yard stick.	Change in status
Change in the curriculum that embraces academic & vocational students. E.g. consumer math for tech students.	Check the cries of the teachers and do not let them go through one ear and through the next. Those with the power who passed through the school system. Do not forget what you faced while in the classroom. Teachers are also given too much paper work Teachers are not respected as professionals which is very sad.
Change the old system of how persons can be promoted and show more respect to teachers who have been in the system for over 20 years A nice award ceremony	Classroom allowance and materials needed for the class and students whom can't afford the materials needed for themselves.

How can the Ministry of Education and Technical and Vocational Training provide support to you?

Clear, timely consistent communication	Continue to offer ongoing webinars that will alleviate the unnecessary paper and pencil pushing. Additionally, lots more technology driven pedagogy that will enhance my lessons. Elimination of forecasts and lesson plans especially for those who have been doing a superb job in the areas mentioned.
Collaborate with Teachers and invite them into the decision-making process insofar as is possible.	Continued support and clarity

Collaborate with teachers from various schools, backgrounds and with different traits who are on the front line for ideas and strategies. Put in place standard operation procedures on all matters for all schools. A must for all schools, and not according to need of school or discretion of the District nor Principal Revamp the ministry's and public service rules on promotions. Many teachers are qualified for promotion, but are not considered because the decision is made by individuals who are friends or organization affiliates of the of the individuals they place in positions. Nepotism must stop. Too often, qualified teachers have to toe the line and are not promoted after years of achieving top ACR performance scores and going above and beyond The 3 years as HOD or Year head requirement is not a good measuring tool for promotion. This rule is often not followed as many have stayed in these positions beyond the allotted time and others have not been given the opportunity to perform in these capacities. Also, a HOD should not be in the role of year head Obtain input from students and coworkers regarding candidates for promotion Senior/Master Teacher or Administration pathways should not be either / or. Since administrative posts are few, allow teachers to qualify for Senior/Master Teacher as well as administrator posts Train administration at schools on professionalism and human resources matters: how to respect and communicate with teachers Hold principal and team accountable, not just teachers Reflect on ACR of the leadership team a section where they are evaluated by teachers (principal, VP, SM, HOD, Year heads) Training is a must for All Administration team before assuming leadership roles especially in areas of school management, scheduling, HS Diploma, Credit Recovery and IT tasks. Assessments must be given to show competency. A weak team, a weak school. More unjustified burden on teachers Impromptu visits to schools by MOE executives is a must to see how the schools really function Allow teachers to communicate with Minister and MOE executives

Create a better LMS!

<p>on concerns and needed changes in their particular school without fear</p>	
<p>Collaborate with teachers who are on the front line for ideas and strategies. Put in place standard operatives procedures on all matters in all schools. A must not according to need of school or discretion of the District</p>	<p>Create a system that Promote teachers within the classroom that will improve base salary. Provide all equipment and materials needed for teaching in the classroom.</p>

<p>nor Principal Revamp the ministry's and public service rules on promotions. Many teachers qualified promotion, but are not considered because the decision is made by individuals who are friends or organization affiliates of the of the individuals they place in positions. Nepotism must stop. Too often, qualified teachers have to tow the line are not promoted after years of achieving top ACR performance scores The 3 years as HOD or Yeadhead requirement is not a good measuring tool for promotion. This rule is often not followed as many have stayed in these positions beyond the allotted time and others have not been given the opportunity to perform in these capacity Obtain feedback from students and coworkers regarding candidates for promotion Senior/Master Teacher or school leadership pathways should not be either or.</p> <p>Since administrative posts are few, allow teachers to qualify for Senior/Master Teacher Train administration at schools on professionalism and human resources matters how to respect and communicate with teachers Hold principal and team accountable, not just teachers Reflect on ACR of the leadership team a section where teachers evaluate the leadership team (principal, VP, SM, HOD, Year heads) Impromptu visits to schools a must to see Allow teachers to communicate with Minister and MOE executives on concerns and needed changes in the school without fear</p>	
<p>Communicate actions that are being taken or to be taken that will affect teachers and students in a timely manner Provided sufficient supplies needed to fulfil expected duties Monetary Compensation on par with other professionals with degrees and job experience for the job that I do everyday</p>	<p>Creating more balance in the timetable to allow work to be done during the hours I am being paid for.</p>

<p>Communication- inform teachers about anticipated or likely changes being made before members of the public are aware of them. As it stands, the public usually knows what is going on in education before we do. A pay increase- the cost of living continues to rise, however the pay remains the same. We are expected to possess materials, decorate classrooms and stay updated with technology in this profession using our own funds, while other professions are typically provided essential resources from their employer. A pay increase would make purchasing materials less of a burden as it seems it will not be provided for us. Respect- involve teachers in decision making meetings- that is, currently "in the classroom" educators, not those who have retired decades ago and are not at the forefront to what is actually going on in schools today. Too often we are told what to do instead of being asked "what can be done?" Feeling dictated to and not listened to can</p>	<p>Cut down on Paperwork Allow teachers more freedom to teach the way they desire allow teachers to have more control less evaluations and bureaucracy</p>
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<p>make one feel irrelevant and disrespected.</p>	
<p>Compensation for going above and beyond. Invest in my academic development.</p>	<p>Decrease the amount of time spent completing activities that are not teaching e.g. paperwork, supervising break time, lunch time, after-school, before school begins, cleaning classrooms. Provide tools needed for effective</p>

	<p>teaching e.g. technology for teachers and students, charts, Lysol/ Clorox wipes etc. Enable more time to prepare adequately for teaching (non-teaching periods) Recognize the need for teachers to spend weekends, after school and holidays to relax and have time for themselves and families.</p>
<p>Concerns were already mentioned above</p>	<p>Devices and higher education scholarships</p>
<p>Consider the IRONY: If all the people one worked with supports him/her, encourages him/her, and if they had the power, would unhesitatingly advance one knowing his/her day-to-day value to the organization..... so Give candidates specific feedback from PSC after successive denial of promotions. SUPPORT BY GIVING HONEST FEEDBACK. SUPPORT BY OUTLINING INELIGIBILITIES. SUPPORT BY BEING MORE TRANSPARENT. SUPPORT BY CONSIDERING THE WORK PERSONS HAVE ALREADY SOWED INTO SOMETHING ONCE "ACTING" IN A POSITION. SUPPORT BY SEPARATING PERSONAL VIEWS AND OPINIONS. SUPPORT BY JUST BEING REAL. GIVE PEOPLE A CHANCE. SUPPORT BY ACTUALLY..... SUPPORTING.....</p>	<p>Devices, Training, Specific units to handle administrative functions that increase the teacher's already heavy workload.</p>
<p>Consideration should be given when workshops are planned during regular school hours, when teaching is required. Family island schools should be able to given sufficient supplies to work with, due to the fact that there are limited resources on the islands. There should be ongoing and technical support ready and available at all times when needed.</p>	<p>Double increment added to my base salary along with vouchers to help with purchasing classroom decoration materials as well as vouchers to help buy materials for students and more appreciation shown for effort and hard work dedicated to students.</p>
<p>Email pay slips and job letters. Respond to my letters. Address issues. Inform me of my downfalls that hinders my advancement.</p>	<p>Ensure that I get my planning time. Teacher burnout is no joke.</p>
	<p>Ensure that maintenance at my school is carried out in a timely manner. Ensure that I have the needed supplies for the classroom in order to carry out my job effectively. In additional, provide ongoing training and</p>

<p>Engage and value the thoughts and opinions of teachers when making major decision.</p>	<p>opportunities for me to attend conferences to perfect my craft.</p>
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<p>Ensure a better distribution of competent, committed and positive staff members who demonstrate a desire to see and help students succeed, thereby lessening the amount of toxicity in any one environment. Teachers and administrators, who strive to be agents of change, are often distracted, discouraged and demotivated amidst frequent opposition and negativity.</p>	<p>Ensure that referrals such as the services offered through Special service for assessment, are processed in a much timelier manner.</p>
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<p>Ensuring that teachers has access to mobile devices to be used in the classroom. Create a yearly survey like this one that teachers can provide feedback to those concerned. Let teachers see that their responses are considered; let them see some of what their response was being addressed. Highlight each school for 5-10 minutes each news evening over a period of the year. Give each school the same opportunities as the schools in Nassau and Grand Bahama.</p> <p>Equality and Equity in the family island needs to be more than just a slogan. 1. Put in place sufficient teachers. 2. Create an environment that is conducive to learning (required classroom space, play area, bathroom facility, textbook.) 3. Leaders(not just a body in the chair, an individual that can address and enforcement discipline amongst staff and student, motivate staff and student, foster and maintain relationships with parents and other community stakeholders. 4. The staff in headquarters just answer the phone and render assistance. 5. Primary school teachers need to become specialists in their strongest area, asking an individual to be a generalist in 9+ subjects is too much demand. 6. Consult and involve teachers in decision making- talk to us bot at us.</p>	<p>Equip the school with relevant text books and technological devices</p>
	<p>Firstly the Ministry needs to put qualified and train leaders in administration. Too many unqualified and they are clueless leadership. They lack empathy, logistical thinking, and people skills. They need professional training at least a year before being granted a position. They should also be vetted</p> <p>Even though not everything is perfect, I feel supported.</p>
	<p>Firstly, a significant increase in salary would be appreciated. This new minister seems to care about teachers and that is so refreshing. However this is not the case at the school level. Many teachers are persecuted and oppressed on their jobs and they have no recourse because the superintendents and directors always take the side of the principals. As a teacher I would like the opportunity to voice my concerns with senior officials at the Ministry of Education. In fact, all teachers should have an email address where they can send concerns and make ministry officials aware of the challenges they are facing. Teachers need their voices to be heard objectively and fairly without bias. Finally having strict rules for behaviour in schools for students sent down from the Ministry of Education to each school will make teachers feel that the ministry cares about the discipline problems in the schools. There can be no education without order.</p>

Every teacher needs to be assigned to a person who can give support. Changing and simplifying the EMIS LMS systems. Materials, materials, materials!

Firstly, provide resources, materials and books needed per level. Most of the time, I have to find, print and copy my own resources. I had to print out readers so my kids can read. Secondly, stop acting as if we do not have the rights to our breaks, including weekends. Teachers need mental breaks. Stop giving us work and deadlines that cannot be done or met within contracted hours. Thirdly, why we are not paid for Master degrees. The salary is an insult to the hard work teachers do. Most of the time, we spend the little that we make on class materials, class decor, and school supplies. Fourthly, change the scope of the school system. Each school needs a Kindergarten class. There is a serious gap between the preschool primary curriculum and the grade 1 curriculum. I would

	<p>know, because I teach first grade. Honestly, most of the kids that enter school in grade 1, have no fine motor skills and are expected to write from the whiteboard. Children going into grade 1 should be 6 going on 7, not 5. First grade teachers work the hardest and are mostly not respected in the profession. I end up teaching pre-school, kindergarten and grade 1 skills in the first term. Fifthly, use teachers to help with pacing guides. Those pacing guides are not realistic. Skills need more than one week to master. Lastly, it would be good to give teachers mental days. With COVID still among us, teachers really need to refuel and catch themselves. I have a family too! I honestly once love what I did, but the system is burning me out.</p>
<p>Fair treatment of teachers and timely sorting out of contracts and remunerations for teachers</p>	<p>Firstly, the MOE needs to improve communications with teachers. It is in poor taste for us to receive important announcements at the same time as the general public. In this day and age, circulars and other directives can be sent to our email inboxes. Secondly, lowering standards for passes is not serving anyone. It is akin to asking teachers to babysit and give all of the babies at least a 'C' or else. I would feel supported with my integrity in tact knowing that students earn the grades they work for. Thirdly, decisiveness is critical. There are so many factors to consider and a one-size fits all approach is not ideal, however decisions need to be made sooner rather than later. For instance, this current term is about to end without any direction as to what will/will not count from the previous term.</p>
<p>Financial assistance for necessary classroom tools</p>	<p>Fix my salary that is 8 years back pay.. stipend for class decorating,</p>
<p>Find better incentives for Teachers Aide because their job plays just as big of a role as a trained teacher. Some Aides have more experience than some teachers although they don't have the certification.</p>	<p>Follow through with advise and suggestions from teachers</p>
<p>Find leaders to actually lead not dictate</p>	<p>For many years I have been in need of resources for my classroom to help my students. I cannot afford to do this. I purchase enough with the little I have. I feel that with the proper resources learning will be enhanced. We just need help. It gets very discouraging when it seems you are fighting to get students up to where they should be with no help from the MOE.</p>

Find new and innovative ways to lessen doing double work for example writing forecasts and then putting the same thing of the LMS.m/teachers need a life too!

Forming a task group to look out for the benefits of teachers specially with their HUMAN RIGHTS

First am going to start off and let you know that I love my job and love doing it to the highest level you can think about. To me the Ministry of Education can do more listening, not just telling us your listening but really listen. We as teachers came in this field to make a change with our kids and with the small pay, no support from the head and now even more work place on us, which I feel is not needed. My feelings to this is that it don't have anything to do with me getting our kids up to the graded level that is ask of us to do. You as the head can also do a walk in and sit down with us and give us

From a Principal's view point, staffing of school, employ Supply Teachers and have a list available each August, provide proper and ongoing training for Support Staff, provide ongoing training to keep administrators current in new pedagogical theory and research. Provide small schools with adequate and timely cleaning supplies. As well as facilitating timely minor interim repairs- (get plumbing issues fixed quickly without all the hassle about whether it is local government or MOE responsibility. Have regular public service tips on expectation from

<p>free will to say how we feel and what we need to get the job done with no punishment or consequence. We as teachers no what needs and what we have to do to make our grade level move from a D average to an A average just listen. Have a bless day!</p>	<p>parents and the general public at large on the issue of education.</p>
<p>Even though not everything is perfect, I feel supported.</p>	<p>From my point of view, the school that I am at needs more electives, Spanish, computer, art, music etc. The teachers are teaching double grades, doing double the work, and only Physical Education is a break and that is some days. The teachers are being burnt out, no break for themselves, and extra at home work, 2 forecast, 2 lesson plans, and plus be a parent purchasing and making a way for students to have the necessary materials needed. And to add all this extra work for double grades still at one grade pay. It's a lot and we don't teach in the settlement we live in so then there is gas bill, sorry for my feedback being personal, but it is.</p>
<p>Get input from teachers on the ground before making decisions that impact them. Teaching during a pandemic is much different than anyone would have experienced at this point, and sadly, it is draining. We are doing our best, while still trying to meet the constant demands from those in power.</p>	<p>Grand Bahama needs more qualified specialists such as: Occupational Therapists, Behavioral Therapists, and Speech Therapists. Our special needs kids are at a disadvantage without such services. For them, education begins with meeting their unique needs in the appropriate ways. Having these services provided to the students at my school would be all the support I need.</p>
<p>Getting a digital pay stub would be lovely. The paper ones take too long to come and there is no way of knowing what has been updated when it comes to deductions because of the lateness in the slips.</p>	<p>Hands on training and an intervention specialist to help with students who cannot read and comprehend what is being said.</p>
<p>Give incentives for teachers' hard work</p>	<p>Hands-on training with no students to attend to, not on my lunch time, or after school, but during the school hours.</p>
<p>Give teachers stipends to prepare classrooms Equip classrooms with technological devices Answer listen and try to assist teachers with concerns</p>	<p>Have monthly meetings with teachers so that we could feel like we have a voice and it's being heard!</p>
<p>Give us the necessary personnel needed (teachers), ongoing support & training. Increased pay& compensation. More incentives</p>	<p>Have more meetings with teachers where teachers can air their grievances and then the MOETVT can work to rectify the issues. Very pressing issues that concern teachers are the fact that we are underpaid, our voices are not heard, some parents don't help with reinforcement,, lack of resources in the schools such as no copiers or printers, damaged furniture, etc.</p>
<p>Giving us tools (in this case a computer) to do our job more efficiently and effective</p>	<p>Have resources readily available so that I can concentrate on teaching</p>
<p>Hear the voices and needs of the teachers first hand</p>	<p>HIGHER PAY</p>

<p>Hear us out. Listen to what teachers have to say regarding decisions that affect mostly teachers and students. And pay us what we are owed. Tell these administrators to stop stressing teachers out over insignificant issues</p>	<p>Hola With respect to this survey, I think it is a great step in the right direction. However, in my case many of the questions are not feasible. I teach for my students not for The Ministry of Education. It is for them that I do the job that I have been hired to do. Their needs within my Spanish language classroom is of the utmost importance to me which is why I create content for them based on their needs. As an educator I feel as though when it comes to my needs and being able to provide for my students, mandatory Professional Development sessions put on by Ministry Officials that do nothing to improve or enhance my abilities need work. We are often as educators asked to prepare lessons to for all level learners but when our presence is requested at MOE events we</p>
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receive a "one size fits all" session that honestly I be really bored in (in many cases - not all the comments are funny)... What I mean to say is that in many sessions, beginners shouldn't be grouped with intermediate or advanced learners. As for MOTIVATION, I feel as though Teacher's Appreciation week should be before Easter Break and held as a big time highlight educators across government schools to show MOE's appreciation for its educators who have been working exceptionally hard, I believe each day should have a special focus, and it should be broadcasted on every radio station, newspaper, social media platform etc, to ensure that teachers feel appreciated, not during BJC/BGCSE. Also, on the point of MOTIVATION, I feel as though the TOY initiative should highlight TOY'S of each discipline nationally because each discipline has varying best practices and we all teach differently; for example: TOY English Language, TOY Modern Languages: Spanish TOY Mathematics... I feel as though the budget should be higher for education providing opportunities for teachers to receive compensation for the work that they have done, especially work that has been visible and can be vouched for by supervisors. Teachers shouldn't have to pay for PD out of pocket with no compensation. I feel as though foreign language education needs a bigger platform to be highlighted and emphasized especially with the amount of cruise ships and tourists returning after Covid. I believe that if MOE is willing to provide resources to Educators, they should seek professional help to determine WHICH resources are needed for educators to be the most effective instead of taking the cheaper route and obtaining faulty, basic, low level mediocre resources. I know I've said a lot, but thank you for taking to time to read. I hope it doesn't come off as abrupt or abrasive. (You'd have to hear it said in my voice) #giggles.

Help us as educators to have access to material, tools, and resources necessary to teach our class. Also increase our base pay. These suggestions will help to motivate us as teachers to continue to be the best version of yourself and out of the classroom.

Honestly times are very difficult. Students are extremely behind in the information they need in school to successfully excel in the national exams. This is causing teachers to have to double work and make magic happen. Then to try and keep up ensuring learning all the repeated going back to re-enter information is very taxing. Maybe having teacher's aide in the classroom can help teacher with the workload. Along with that it would be greatly appreciated to actually be heard. Meaning we can have had a meeting before to discuss certain things but honestly it doesn't feel like the majority of teacher's plea was heard. It is extremely difficult trying to balance everything and it is really encouraging teacher burn out straight across the board. Maybe we can have monthly meetings to come together to harsh out plans and ideas to actually get the students to succeed. Although it may not be acknowledged but teachers at this time is dealing with hazardous work. Every day we go to work to deals with students not certain if we could possibly catch COVID but we do it anyway for the love of our students. Many teachers constantly have to dig into their pockets to supply themselves with the tools they need to have a

proper classroom. An increase in salary is extremely needed; especially, with the cost of living rapidly increasing.

How can the Ministry of Education and Technical and Vocational Training provide support to you?

<p>Honestly, you have some administrators who believe that teachers are the children and not adults and they need to be micromanaged. That is why they lose sight of the main goal when it comes to managing a school on hold. Another matter provide teachers with computers, we have used our personal ones and they are either moving slow, have crashed, screen not working and desperately in need of service because of the virtual classes in the past two years.</p>	<p>I can be supported by the provision of proper supplies, facilities, fair recognition and compensation for the years of earnest service (based on technical and experiential learning), and fair....</p>
<p>Honor requisitions, revamp planning and forecasting system and revamp the medical offered</p>	<p>I feel as if the Ministry of Education can evaluate administrators on a regular basis. Ongoing and continuous training should be done for administrators.</p>
<p>Human resource relations needs to be improved. Better communication between ministry officials and teachers.</p>	<p>I feel that sometimes the children and parents have the support of the ministry while teachers do not. Parents are not held accountable, instead teachers are asked to do more and more to compensate for any short comings of parents and children. The ministry needs to start laying the blame where it truly lies. Parents and children should be held accountable.</p>

I am a contracted Teacher's Aide, and have been employed with the ministry for over 7 years. My salary is meager, and I have no benefits. Recently, my training has been limited to certain areas due to the possibility that "Aides will take the training and leave". My work load extends beyond my work day at times. I readily accommodate this because I believe your work ethic will make room for you, however I am losing hope in that.

MoE can assist by recognizing and rewarding good contractual employees with a permanent and pensionable position before three years. They can also allow us to obtain job letters so that it would be easier to establish our lives. Training should be extended to Aides in all areas, and should not be limited to education, or the impeccable training of the Preschool Unit. Aides assist Teachers in many areas, and would benefit from computer skills, soft skills, financial training, and office training and so on. Additionally, if Aides were to leave the system because they are unable to be promoted, it would make room to hire and develop unemployed persons. This may reduce the unemployment rate, and increase the country's skill bank.

I have applied years ago to upgrade my qualifications for teaching but was denied because others had already applied for in-service training. I had a family and was unable to strategize how to do what I needed to do Really wanted to do more but have not as yet.

<p>I am a family island teacher (Bimini) I would appreciate coming to the school, to get a hands on approach of the difficulties and challenges. I would be most grateful if supplies were sent to make teaching easier (projectors , dry eraser markers, bullet-in paper, folder sheet, computer paper) etc.</p>	<p>I have been teaching for 24 years. Have always been rated above average. I have been rated a 5 for the past 10 years yet I am at the bar for the past 6 years or more. This in itself is extremely discouraging especially when I use so much of my own finances to accomplish my above- average rating.</p>
<p>I am an individual who upgrades each year as to best practices and training to improve my knowledge of methodologies/strategies to assist students, as well as improve my career performance. As to motivation, supplies or classroom materials would facilitate motivation. Also professional annual assessments of students to identify the real issues (if they can be corrected through intervention or not). In addition to assessing students, there are many resources to be utilized as learning aids for At Risk students but when it comes to constructing them on your own, or purchasing sufficient for students to use, it depletes ones finances.</p>	<p>I have been teaching over 15yrs and still being evaluated by different principals with different views. It is highly stressful, and by now I should be trusted. After these amount of years, evaluation should not be the focus instead uplifting workshops.</p>
<p>I am from Grand Bahama. I am married with 3 children that I had to leave so that I would be hired to teach in Eleuthera. I would appreciate if I can be sent back home to Grand Bahama to teach.</p>	<p>I have been working as a Teacher's from January 2010 from the 52 weeks program started up to today's date and I have yet to receive my letter of confirmation or an increase in salary for the last twelve years. The price of living has gone up many times over the years and salary has yet to increase. So an increase in salary, along with confirmation letter along with funds owed would be greatly appreciated Thank thank 😊😊</p>
<p>I am not only an Educator but I the manager of the basketball team here and the court needs to be fix so that I can have comfortable and less disturbances. I would like a scholarship to begin my Master's in Counseling. I believe in preparing the whole child for the world and mental health is often place on the back burner for the family Island and cays.</p>	<p>I need a full-time teacher's aide.</p>
<p>I am the professional in my field and i wish that i am allowed to do my job. Anyone can trace my achievements with my students when i had total control of my class by one of my former Principals. As it stands i feel that i am fulfilling my school's objectives and not the students' needs.</p>	<p>I taught my love for teaching will never change. However over the past few years this statement has changed. The biggest challenge was administration. Many of them are contentious and cause division among staff. Very unprofessional. Teachers are often threaten with the ACR all year long and never shown appreciation. Many of them dwell of all the negatives and never compliment the Positive and sacrifices teachers make. Teachers should be able evaluate the administration also.</p>

<p>I am weary of having to provide my own device, printer and ink along with decorations for my classroom. On other jobs, workers are provide these necessities. I feel further discouraged that we are marked down on evaluations for not having these things. As a teacher, I feel like I am being used and stripped of respect and dignity. It's not a good feeling.</p>	<p>I will appreciate an increase in salary to show appreciation for the hard work and studying that I and other teachers did, to reach this far to provide the best education to the nation's children. It is hurtful that other fields that does not require 4 to 5 years of schooling, are making an equal amount or double that of what teachers are making. It would be beneficial to encourage teachers to stay in this field and will welcome more. You considering this will be greatly appreciated, thank you.</p>
<p>I wish that measures can be taken to ensure that that there are no multi grade classes. Students from different schools can be taught virtually. They can report to school as usual and use their devices with earphones. Additionally, ensuring that family island students have</p>	<p>I would like a fan in my room the weather is changing. Vouchers to decorate my class. More money when I achieve goals with my student's promotion. Respect seminars to get along better with colleagues.</p>

<p>all subjects including art, Spanish and music, even if it is virtually. Ensuring that teachers have sufficient resource materials. Giving small schools a stipend to purchase ink for copiers and other supplies.</p>	
<p>I would appreciate getting a response to my letters in regards to my permanent and pensionable status. It has been over six years since I've applied and no one can inform or assist me in this matter. It is very frustrating.</p>	<p>I would like for the Ministry of Education 1. To hold parents and students accountable for their successes and failures. 2. To revise the curriculum and ensure it is Bahamian based every five years to keep up with the trends and happenings in the world. 3. Increase or establish more afternoon classes or program daily. 4. Review teacher's salary and provide opportunities for educational growth through training and courses to enhance skills or develop new ones.</p>

How can the Ministry of Education and Technical and Vocational Training provide support to you?

<p>I would like for the Ministry of Education to provide a teacher friendly environment. Put leaders (principals) who treat teachers and staff with humility. I'm am a teacher who love my job and the students who are entrusted in my care but when I have a principal who sees it a joy to break the morale of the staff, I am absolutely discouraged. Further certain tools are used to threaten teachers' jobs. I would be happy if the MOE can consider that a teacher's Mental Health is of utmost importance. While this may not be the case at all the schools in Abaco, it is present at my school. I pray that 'We Care, You Matter' initiative be of great help to the teaching staff.</p>	<p>Increase in salary Decrease student to teacher ratio especially during covid Provide resources or materials</p>
<p>I would like the opportunity to take classes at UB during the day or an In-service Award to complete</p>	<p>Increase in salary. When an additional requirement is added re-evaluate the present and take away a requirement. Listen. Give teachers a voice. The Principal nor administrators are not in the classroom so give teachers a voice when making policy changing decisions.</p>
<p>I would like to be supported by being giving the opportunity to advance my technology skills in education.</p>	<p>Increase my salary and employ sufficient teachers</p>

<p>I would like to get funds to help with classroom decorations, an increase in salary would also be a huge help. I just want to feel as though what I am doing in my classroom is appreciated and respected. This job is not easy especially since we do not always have the support from the ministry, administration, parents, or the society as a whole.</p>	<p>Increase my salary instead of always saying that teachers are in it for the children and the outcome. I would also appreciate having an annual stipend for classroom supplies. A visit from the minister or minister of state would be appreciated, so they can see my working condition and the amount of my money that I have invented in my classroom. A letter wouldn't make sense because it will be mass printed and it is not personal. Most importantly increase my salary. Thank you</p>
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<p>I would love LOVE a database of lesson plans, forecast notes, and activities to pull from. I would love LOVE LOOOOVE for all the busy work to end. I just want to teach, please hire clerks to input attendance, grades, and any other statistical data MOE or the district needs (SIDEBAR - This, I may add, may NOT be the same</p>	<p>Increase my salary.</p>
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<p>thing. It seems the districts often want more than MOE actually requires.) As students are so very far behind and the learning gap seems not to be closing, please hire more Teacher's Aides so that I can spend more time with small groups of students. Often, with LARGE class sizes, it is difficult to give the differentiated instruction needed to help students make the necessary leap toward success. Also, in all public schools, can we standardize textbooks, I am so tired of students transferring from one island or one school to the next and students being lost in the curriculum because each school wants to do their own thing. It is frustrating to ALL parties involved - students, parents and teachers. I would love to see instructional specialists in the schools. Yes we see Education officers once every blue moon, but actually teacherpractioners who know the struggles of teaching and have real solutions to classroom issues - to this end, admins are not actually helpful. In my 20+ years of teaching, I have only ever had ONE administrator be of help to me as a classroom teacher. Put it in administrators' contracts to have at least 20 contact hours of classroom teaching per term, this will give them the opportunity to hone skills and stay current with methodology and pedagogy.</p>	
<p>I am still awaiting my back pay and increment after receiving my confirmation letter in December 2021, after 7 years. Would appreciate it if I can have that solved. Thank you</p>	<p>Increase Salary</p>
<p>Implement new policies to make parents accountable for their children.</p>	<p>Increase teachers' pay, provide an allowance for resources, and reduce teacher workload, respect teachers' contract hours.</p>
<p>Improve communication between teachers and MOE. Sometimes the public knows what is going on before teachers.</p>	<p>Increase the base salary for teachers. It is difficult for a man to support a family on today's salary scales. Give incentives to teachers who preform above average on the ACR. Provide greater opportunities for advancement for teachers who wish to stay in the classroom and not in administration. Reward Teachers for passes in the National Examination. Pay teachers who have extra classes in preparation for the National Examination. Enforce the three (3) year cycle for Subject Coordinators.</p>

<p>Include me in plans being made to the education system that I am expected to execute. Inform me of any changes or announcements prior to the public knowing. Provide me with comprehensive curriculums in every subject area. Increase my wages or give incentives at some point in the year. Do not add anything else to the curriculum. More focus is needed in core areas (i.e. Language Arts and Math)</p>	<p>Increase the incremental amount and raise the bar for teachers pay</p>
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<p>Include teachers in the decision making, as we are the key players in education. It's often a difficult task to implement directives given by an individual sitting behind a desk, who may have forgotten what the school culture is like. In addition, centralized governance of schools is quite outdated and perhaps principals should truly be given the opportunity to make the decisions in the best interest of the school.</p>	<p>Increase the salary</p>
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<p>Invest in the latest technology, apps and devices with a considerable discount for teachers</p>	<p>It may be a task but if the officers can visit schools more, speak with the teachers, hear our gripes and try to be more accommodating, then I am sure teachers will be more enthused and the drive to stay in education will remain. It is often forgotten sometimes that we are degreed, highly educated individuals, sometimes there is a lack of respect and a lack of communication. That disconnect needs to change.</p>
<p>Investing in musical instruments</p>	<p>It would be great if at least once a quarter, the director of education and other executive members, administrative team, subject coordinators come into the classroom and spend a whole day working with the students from 9 to 3, Teachers are now expected to create WhatsApp groups and other ways to communicate to parents. The MOE can partner with Alive and BTC to give teachers a lower rate of packages for classroom purpose.</p>
<p>It appears as though a top-down level of management is the way that schools are governed that has very little vision and innovation. There is little respect or acknowledgment for the knowledge, expertise, or niche among the teachers. This knowledge, expertise, and varied niches can be used to better schools. We should not have to wait on a long list to consult with the minister or persons in the ministry based on who we know. There should be some sort of process in which teachers with interests to improve or add to school environments don't feel invisible or discouraged.</p>	<p>It would be helpful if The Ministry Of Education is more organized.</p>
<p>It can provide support by more training on your own time that connects to certificates and degrees, Open forum for teaches at the Ministry to state ideas and concerns without being push away or punished, Salary increase, a voucher or an Ministry Employment card or ID that can guarantee 50% to 75% off educational supplies at home or abroad.</p>	<p>It would be nice to have access to resources such as appropriate grade level reading books. There should be more emphasis placed on parents partnering with schools and teachers.</p>
<p>It would help me to have a full time teacher's aide as I teach a double grade and it's very taxing.</p>	<p>Job assistance and training.</p>

It would take much more than a survey dangling training; opportunities to share thoughts and opinions; doubling of increment; media spotlight; vouchers to purchase material; letter of appreciation signed by the Minister; devices; training; support groups; opportunities to enhance academic qualifications to make teachers feel appreciated, when there is a gross lack of respect for teachers at every Administrative and Executive level of the MOE. All of these things should be a given, not a pacifier to keep teachers quiet. Although all of the above have been provided for in the Collective Bargaining Agreement, they have not been provided yet teachers have for years operated without them, using their own funds to make up for the shortcomings of the MOE. Until teachers are respected, all of the aforementioned are just the proverbial dangling carrot that will forever remain out of reach.

How can the Ministry of Education and Technical and Vocational Training provide support to me? PUT SOME RESPECT ON MY NAME! On the scale of 1-10: as you did not specify, 1 for me is the lowest.

Just do better in general. The current situation simply isn't working and is going to drive many teachers, more so young teachers, out of the profession in scores.

<p>It's not just me but to all educators. Give us a voice on what is best for our environment to be suitable for 21st Century teaching as well as learning. Firstly by revamping the somewhat outdated education act.</p>	<p>Just more training on the LMS.</p>
<p>It's interesting that MOE thinks that the respect of teachers would improve by providing teachers with vouchers to purchase materials for classroom decorations; do MOE knows how much classroom decorations cost? A fifty dollar voucher would not be nearly enough. To feel respected, teachers need the support of administration, which is non-existence on the school campuses. Administrators rarely leave their air conditioned office to investigate what's happening on the school campus. But, yet teachers are expected to help manage the school campus on non-teaching periods, break and lunch times. However, in all the years I've been teaching, I have yet to see anyone from administration substitute for an absent teacher. Rather, they would add to a teacher's already exhaustive schedule because they can't seem to be bothered. What MOE needs to do, is ask teachers why they are leaving the schools they are posted at? Additionally, MOE officials need to give surprise visits to some of these school campuses, and see just how many administrators are on the campus at any given time. The root cause of teachers being unmotivated and not respected won't be save with one survey, but I must admit, it seems as if MOE is trying.</p>	<p>Keep my subject open for the students</p>
<p>Kindly respond to any correspondences sent.</p>	<p>Limiting the work load...too much paper work and not enough time between 8:45am to 3:15pm to complete job related work. I need more time for my family, instead of constantly working every night and on weekends to keep up with the demands of this job!</p>
<p>less paperwork</p>	<p>Listen and value what is present from the teachers in the classrooms. Appreciate concerns voiced about conditions and situations that occur with and to them on a regular basis.</p>
<p>Lessen the workload. Encourage parents to be respectful. Make parents more accountable.</p>	<p>Listen to my concerns and implement where probable. We educators are in the field and our thoughts and ideas should be solicited more often. This will give a sense of worth and show that our superiors truly care and that we are not considered to be robots and machines.</p>

lessened work load (assembly planning extra events that take away from instructional time and planning), more planning time (when kids are not at school), more attention paid to class size limit (teachers and furniture like desks are not taken

Listen to my concerns and utilize them. Provide better workbooks. Highlight my commendations on social media. Highlight my students as well. Provide better virtual tools and manipulative.

How can the Ministry of Education and Technical and Vocational Training provide support to you?

into account)	
Lesser the demands of teachers and hold the students more accountable for their actions and interest in their education.	Listen to our grievances, and suggestions to various solutions in fixing problems especially with the LMS.
Let teachers know that they are appreciated and allow them to give input in everything that will affect them on the job.	Listen to teachers and our advice because we're the ones in the classroom and every day we're the one's recognizing the changes in our students and their needs

	and quit all these tests every month. Teach the kids and stop testing because we're burning them out.
Letting teachers know that you care! Ensuring that administrators show respect and compassion to the teachers at their school. Using an LMS that is user friendly and that eases the load of teachers as the current one does not.	Listen to the concerns of teachers and then actually implement the suggestions that teachers make.
Lighten the work load	Listen to the cries of teachers all over The Bahamas.
Lighten workload of teachers beginning with the reduction of class sizes to 30 students maximum in extreme cases. Evaluate timetable allocations. It is IMPOSSIBLE for a teacher to only have 5 noncontact periods to adequately prepare for 20 contact periods.	Listen to the needs of my classroom Provide materials and resources or give suggestions to obtain materials and resources
Limit the amount of flip-flopping throughout the academic year. Too many instances of last minute changes that require teachers to spend time readjusting their daily schedule to complete some form of paperwork at the last minute. The timeline of the dissemination of information from the ministry down to teachers also needs to improve. Improve the quality of service teachers receive when dealing with employees at the ministry. Personally, I am also STILL waiting to be confirmed and have my salary increased!	Listen to the people who work in the classrooms and then make sound policy decisions
Listen to the teachers. We are in the classrooms with the students and we experience what's really going and should know what is needed to help both the teachers and students.	Monetary assistance with classroom supplies
Listening to all our concerns and in constant exchange with teachers and administrators.	More advocates for the increase of teacher salaries.
Listening to our concerns and suggestions as front line workers. Provide timely responses to them.	More community/parental outreach initiatives. If parents are more involved/interested, the more students become interested in their learning.
Make sure that me as a teacher receive the materials needed to perform my job effectively, and not feel as if I have to beg for them, especially if they are on the school grounds.	more effective training and communications
Making sure schools are well equipped with the necessary staff, so I don't have to do the work of others I.e teaching Family life when I'm trained in Business Studies. That will provide me with the support I need to do MY work more effectively.	More money
Making sure that personnel are in place at the MOE Office after 3pm, because teachers are not served before that time. Also the scale from 1-10 did not indicate which number is Excellent and which is awful. I chose one to indicate Awful/bad.	

	More open forums, exciting Incentives, increased salaries.
Meet with teachers regularly to hear concerns	More opportunities for leadership training for teachers.
Mental Health	More PAY, less paper work.

Mental health should be of importance to this ministry and it is not. Providing mental health support actually showing teachers that they are more than employee numbers would be of great help	More physical presence of top officials from Ministry of Education on a timely basis to relate directly with teachers with a view of having some common ground in solving current issues.
MOE can provide support to me by reducing the amount of work required in the form of stats, unnecessary testing and evaluations and providing more free time which would allow me to complete more of what is requested/required. The reduction of unnecessary	More resources

<p>paperwork, like weekly forecast, would also give me more time to do what I want to do (TEACH). Resources is a must so that I can properly plan my lessons instead of spending hours online looking for the right anchor chart, passage, notes or worksheet. All of the above mentioned is too much and preventing me from doing what I love, which is to just TEACH.</p>	
<p>More school supplies Technologies devices for some students</p>	<p>More support groups where teachers can express their feelings and learn how to cope with certain issues job related.</p>
<p>More seminars, stipends for classroom materials, teacher resources</p>	<p>More support, consideration, compensation, teacher resources, tools, increased pay scale</p>
<p>More training on the LMS</p>	<p>Move the bar for teachers who already at the present bar for over 4 years.</p>
<p>Morning training sessions and teacher support for new teachers</p>	<p>My greatest concerns over the years have been: 1. Opportunities for higher education 2. Availability of career advancement 3. Salary. 4. Opportunities to help create policy to guide education from ground experience. I have a son whose job creates many opportunities for education and advancement. He has been in the workforce 5 years and is making more money than I am with less qualifications and experience. They are constantly recognized with tokens that allow them to have a better quality life regardless of how small. Sometimes adults too need motivation to keep their heads up.</p>

How can the Ministry of Education and Technical and Vocational Training provide support to you?

<p>My main issue is not having sufficient time for planning (weekly forecast and lesson plan), marking assignments for all subjects (generalist) and creating worksheets, manipulatives for activities and assignments for students. I am tired of using my weekends to do the Ministry of Education work...It is just too frustrating and overwhelming and I am ready to change to ministry. The demand on completing the curriculum should not be priority but rather ensuring that the students grasp and understand the concepts and skills...Even if that means to stay on a skill or topic for 2 other weeks...This system is failing our students all because everyone has to take the same examinations at the end of the year...which is not fair.</p>	<p>Ongoing training for teachers in information technology, human resource matters must be addressed with urgency, forum for teachers to give feedback on urgent matters, the work permit given to foreign teachers must at least for three years intervals and not one year and the removal of the annual medical form for reemployment for foreign teachers.</p>
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<p>My main need is for materials and resources for my classroom and students. The cost of living is very high so help in obtaining classroom decorations and resources would be very much appreciated.</p>	<p>Opportunities to network with my colleagues at my level, for sharing and exchanging ideas. Opportunities for 2-Days Organized Retreat. The last point of #10, and to receive relevant feedback and follow-up. Real, Relevant and Meaningful Shared Vision</p>
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<p>My morale is low at the moment because of the constant changes at my posting. The timetable has been adjusted at least 4 times since returning to the campus in January. My class lists are constantly being revised or renewed. I just got a brand new class last week added to my timetable and because of this, I can't seem to get settled. The students just today told me that I am the 5th teacher they had for the school year. I</p>	<p>Promotions should be a yearly process; MOE takes too long to confirm people in their position, at the end of each year employees should receive a letter confirming their appraisal performance; salary rating/amount; increment amount and a few words thanking them for their services... Teachers need to be motivated & encouraged not given more paperwork to do!</p>
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<p>feel like I am on a hamster wheel and am not making any real progress. I love to be productive and not just busy. I just want consistency!!!</p>	
<p>My ratings are bases on THE MINISTRY OF EDUCATION AND NOT SCHOOL I AM ATTACHED ...I AM VERY DISAPPOINTED IN THE MINISTRY AS CLASSROOM MATERIALS AND FURNITURE CANT BE PROVIDED AND TEACHERS HAVE TO PAY OUT OF POCKET ...LAST MINUTE ANNOUNCEMENTS AS WELL AS THE THOUSANDS OF DUTIES NOW REQUIRED IT LEAVES LITTLE TIME FOR A LIFE OUTSIDE OF THE JOB.... ESPECIALLY FOR THOSE WITH FAMILIES THE PAY DOES MATCH WHAT IS REQUIRED OF TEACHERS</p>	<p>Pat regular visits in order to improve the surroundings.</p>
<p>Need more opportunities and avenues for promotion A master teaching scale will be helpful to provide motivation for mastering my trade Increase in salary Introduction of a GED program Career technical vocation combined with a suitable curriculum for technically oriented students Build school to cater to student interest instead of forcing conformity Separate programs to focus on student fundamentals before introducing under achieving students into general population Pay teachers for extra classes offered Grant teachers more power in decision making on the school compounds</p>	<p>Pay for higher education. For example Masters and doctoral.</p>
<p>Normalize these timetables so the load is equally distributed throughout the profession. Teachers with lighter timetables also have fewer students in classes. Math teachers have TWENTY PERIODS & FULL CLASSES, this is abuse of these teachers. Year after year after year the same nonsense. Working twice and three times as hard for the same salary. Provide more teachers in these areas and give such hard working teachers a break, PLEASE!! And try getting better value for money and stop sugar coating the teacher shortage problem with the Cuban recruits. They are here, have less than 10 students in a class and can't speak the language properly until almost the end of their contract. A downright FLEECING the Bahamas! Yes, I'm upset and have been for most of my 31 years and my students get great passes. I'm tired of the inequity and feeling like I'm being taken advantage of - that's how I feel.</p>	<p>Pay increase and housing assistance for BAHAMIANS. A Bahamian married to someone from an island...has to request to move to the island where their husband lives - there is no choice -a wife needs to be with her husband...a married couple must be together!!! Being told just because you REQUESTED (when you had no other choice because a husband and wife need to be together) you cannot receive housing allowance that is so discouraging to a newly married couple and young teacher trying to make it. Foreigners are PRIVILEGED to receive the allowance but the Ministry tries to find every way NOT to give it to Bahamians.</p>
<p>Ongoing and respectful dialogue focused on improving learner outcomes especially as it pertains to low academic students.</p>	<p>Pay me a respectable salary</p>

ongoing mentoring program for each grade level	Pay teachers who have pursued additional qualification at the Graduate level, whether online or brick-andmortar.
Ongoing seminars locally and internationally	Pay visit to school. Provide materials for classroom decorations, appreciate their teachers for their hard

	work.
<p>One way can be to provide appreciation when teachers reach milestones in education and are rewarded. This can be given to teachers who have met some or all of the following criteria. - Maintained positive ACR Results, - contributed positively to the school or schools - Served and have achieved 5, 10, 15, 20, 25 years of service to the country. Having worked in education for most of my career often times there is the</p>	<p>Present quality technical equipment to teachers. Provide extra support for students who need academic assistance. Raise the base salary for teachers. Pay increments on time. Show more respect for teachers.</p>

impression that more is given without recognizing and appreciating those that serve to build up our country.	
Provide A room that is outfitted with the technical equipment for teachers to be able to complete MYRAID tasks during non-teaching periods. Computer work cubicle printer copier laminator scanner border maker markers eraser fluid black pens red pens VISION tests & glasses rider included Insurance	Provide a stipend for classroom decorations. Listen to the heart and concerns of teachers
Provide a salary increase that is a just compensation for the increase in time and effort that dedicated, hardworking teachers are giving, in response to the needs of our students and the Ministry of Education as a result of this global pandemic.	Provide a Technical Officer with knowledge of Tech Voc activities and what teachers need to get the job done. Provide teachers access to materials and equipment relevant to their subject area. Recognize the need for practical exposure (Job Training) for Technical students and provide timetable specific to this, particularly for Grade 12 students.
Provide a 'voice' for technical & vocational teachers to be heard & understood.	Provide adequate teaching resources
Provide additional resources to special educators posted at special schools as well as those posted in units attached to general education schools.	Provide an opportunity to go for higher studies and have the opportunity to take me experience to the tertiary level of education.
Provide avenues to address our grievances. Sign the bargaining agreement. Visit schools so that teachers can address issues	Provide basic classroom materials I.e. student desks & chairs, teaching manuals and resources

How can the Ministry of Education and Technical and Vocational Training

Provide basic materials for teaching and learning. Recognition for doing great work.	Provide leaders who truly understand what competent, servant-leadership looks like and improve my salary and conditions of my employment. Additionally, the Ministry needs to speak with one, decisive voice and stop always reacting to situations; be proactive at least sometimes!
Provide better direction in terms of what they expect from us as teachers. Involve us in the decision making process when affects how, when and what I teach.	Provide manipulatives and necessary supplies for the students to use in the classroom and ensure that teachers receive those supplies and manipulatives. Also ensure that the special education programs receive the supplies and manipulatives needed to assist with meeting the needs of the students. The special education teachers also need laptops.
Provide chances for further development and training abroad.	Provide materials
Provide communication in a timely manner.	Provide materials to facilitate my job

provide support to you?

<p>Provide devices, technology necessary and training needed to ensure teacher success</p>	<p>Provide me with training to utilize curriculum resources such as Near pod. Also, assist me in becoming tech-savvy, especially with the LMS. I would also like to become more proficient in creating PowerPoint presentations; that is, basic PowerPoint Presentations as well as PowerPoint Presentations with hyperlinks, and more advanced inserts.</p>
<p>Provide each teacher with a classroom because are not too well to be walking from one class to the next</p>	<p>Provide more opportunities for educational training not limited to age.</p>

<p>Provide funding for classroom/office beautification and for furthering one's education at the doctoral level for those 50 and over as well. Also hire more people so responsibilities can be shared among more individuals to prevent educator burn-out.</p>	<p>Provide more opportunities for in person training.</p>
<p>Provide Inagua with a school</p>	<p>Provide more opportunities to get properly trained on how to use several platforms to engage students. Provide more center activities. Upgrade curriculum for Reading, Writing and Language Arts. Decrease class size so that more students can be reached. Provide additional teaching assistance for lower performing students. Lessen the amount of subject's being taught so that Science and Social Studies can be taught several times a week. Scaffold Reading and Math so that we have more repetition and practice to ensure that students can truly learn and apply information to different scenarios.</p>
<p>Provide information in a timely fashion; allowing appropriate timelines for completion of paperwork.</p>	<p>Provide more resources</p>
<p>Provide intervention specialists especially in the area of reading. Provide resources expected to be in the classroom ex. National government leaders. * A programme to hold negligent/ lazy parents accountable for their children.</p>	<p>Provide more teaching materials. Planning time on these islands that have no specialist teachers. Dismiss students half day once per week so there teachers can plan. Too much work to be done on personal time. Very unfair ...</p>
<p>Provide my school with a guidance counselor who can assist with children who may have issues beyond the classroom. Provide my school with a full-time secretary who can assist the principal with proper organization and with getting things done in the office.</p>	<p>Provide optical care as virtual teaching has impacted my eyesight</p>
<p>Provide resources that are needed. Teaching is the only profession that constantly uses personal funds to do the job. Not all teachers can afford and maintain laptops. Not all teachers can afford to purchase a printer. Nurses do not take the supplies needed to the hospitals, so why are teachers required to bring or use their own supplies.</p>	<p>Provide the schools with competent, problem solving, motivating leaders trained to communicate effectively and create a positive working environment. Ensure that the school campus is clean and inviting. Provide all materials and possibly a teacher's aide for teachers to be most effective. Provide a way to hold parents accountable for their part in their child's development.</p>
<p>Provide seminars for students as well that deal with respect, discipline, etc. Allow Guidance Counselors the opportunity to be present in the out island schools</p>	<p>Provide the tools to teach more effectively.</p>
<p>Provide supplies such as ink, paper, and supplies to decorate the class. Teachers need a pay increase.</p>	<p>Provide working devices</p>

Provide teachers with more time to complete our requirements during school hours

Providing additional teachers and a special need teacher. Provide incentives such as hardship allowance, vouchers for the purchasing of school supplies, regular supplies of school supplies and upkeep of technical devices and an improved internet system.

<p>Provide teachers with teaching tools such a computers and projectors that they can use in their lessons. Give teachers sufficient time for training and to get certain tasks completed.</p>	<p>Providing better remuneration and consideration for its teachers.</p>
<p>Provide teachers!</p>	<p>Providing better support for students with learning disabilities.</p>
<p>Provide the equipment that we need to get the job done.</p>	<p>Providing material</p>
<p>Provide the materials needed to help me effectively perform my job. Liaise with the public service and ministry of finance to ensure that confirmation and</p>	<p>Providing me and other educators with the back-pay that is owed to them, in a timely fashion is a first step to be carried out. I recently applied for my 7A increment (2017) (degree received in 2016) and I haven't received a</p>

remuneration such as increment are paid in a timely manner.	response as yet. While I understand the occurrence of major events over the past 2-3 years that have impacted our country, in many ways, causing a plethora of setbacks, I STILL find that this is NO EXCUSE for the lack of communication on this pertinent issue. In this light, I feel that there is MUCH ROOM for improvement in this ministerial area and I remain hopeful in receiving this reassessment and long-overdue funds in short order,
Provide the necessary tools to assist with lessons.	Providing more academic opportunities for teachers to improve their skills.
Provide the required number of teacher and administrator for the school to be more effective. Provide guidance counselor for the school. Increase the rental assistance to match the cost on rental on the island. Keep promises made for a change...	Providing more training and workshops for PRESCHOOL TEACHERS. I LOVE TO LEARN! Therefore, any workshops that can help me reach my students, I would greatly appreciate it! Also, can certificates be awarded for participation in workshops please? Thank you so much! Also THANK YOU TO the phenomenal Tech Team for always doing a wonderful job! I appreciate you!!!!
Providing necessary resources so teaching can be more efficient	Providing resources (hands- on) for each student for the various subjects to make lessons more interactive.
Providing needed resources in the classroom.	Providing supplies, equipment and another teacher to assist
Providing teachers with a lap top. A stipend to get classroom ready.	Providing technical support with preparation of lessons on a continuous basis.
Providing teaching aids.	Providing up to date textbooks and resources
Providing updated resources , training	Quarterly vouchers for classroom supplies/materials for teachers and students raise in salary

How can the Ministry of Education and Technical and Vocational Training provide support to you?

Recognize, Support, Encourage, Promote, etc; teachers who produce, go beyond the call of duty, have devoted valuable years to this profession and have produce excellent National exam results. Not only those who are 'Teacher of the Year' or of a male gender... Also, do exit interviews with young teachers who are leaving the profession ... to find out why they are leaving. Stop removing 'the best' of teachers from the classroom for promotions, what will you have left... the old, tired and ????. Keep excellent teachers in the classroom, those who want to stay there, and those ones who are only going into administration to receive a higher salary. Pay higher salaries to excellent teachers who are remaining in the classroom too. Additionally, too many of the recent or not so recent promotions are not 'Technology' Savvy and they are either effective or efficient. This area requires great improvement. During the great webinars put on by the Ministry during the pandemic I learned so much... I have a 'YouTube Channel, I Navigate the LMS effectively and I have utilized various online learning games and Apps. If I can do it after 25 years of teaching, they can too. Lastly, make the Senior and Master teacher promotional track easy... not a turn off. To

RESPECT THIS CLASSROOM EDUCATOR'S: POSITION AS A PROFESSIONAL ADULT, POINTS OF VIEW, PERSONAL TIME, AND MENTAL HEALTH. ANY ACTION/SUPPORT BY MANAGERS MUST BE GENUINE AND NOT SEEMING TO BE A NON-STICK BAND-AID ON THE OPENED WOUND.

<p>become a Senior Master or Mistress requires one simple application and interview...do the same for the Senior/Master Teacher Track as well... plus excellent ACRs should be the same criteria for Senior and Master teachers. This system is 'not' fair and teachers are very discouraged. Kind Regards!</p>	
<p>Rectify teacher shortage</p>	<p>Response to correspondence regarding study leave in a timely manner so that I can understand the position of the Ministry about investing in my academic future.</p>
<p>Reduce the amount of paper work that I am being asked to do. Last week I was assessing the mastery of my class for the January assessment, then I had to complete an overall mastery for the entire grade level. The amount of work being required cannot be completed within the hours of 8:45 - 3: 15. I am taking work home and it's infringing on my personal time. Luckily, my husband is understanding. It's exhausting and my school at times seems to get information at the last minute. This increases my anxiety level and causes me to rush to meet deadlines. This needs to STOP.</p>	<p>Rethinking repetitive, mundane tasks</p>
<p>Reducing the repeated amount of paper work or digital request for items that can be easily retrieved.</p>	<p>Salary increase Lighter timetables. The work required is too much.</p>
<p>Reform the system completely. Make administration more accountable for the way they implement systems, handle adults respectfully and inspire and appreciate their staff. Close the wide gap of accessibility for teachers to the Minister of Education. Regard teacher feedback in large decisions. We are major stakeholders and have the least voice. The entire job is depressing. Teachers ipgra</p>	<p>Salary increase and increase in the number of classrooms for teachers to occupy</p>
<p>Refrain from dictating how teachers should teach their class. Give administrations an opportunity to run their school, so as to allow teachers to do what's best for their class.</p>	<p>Salary increase for teachers' aides, easier way to upgrade or advance in career</p>
<p>Remind me that I am appreciated and give some form of incentives as encouragement.</p>	<p>Salary increases, Vouchers to purchase classroom decorations and school supplies.</p>
<p>Remove the stipulation that only proctored examinations are eligible for receiving allowances. I pursued two master's degree with the University of the West Indies Open Campus and was denied the allowance because these were read for online. And yet, here we are, teaching and examining students in a virtual setting. Fix it!!!!!!</p>	<p>Sanitization of the classroom.</p>

<p>Rental Assistance</p>	<p>See that major instructional materials are available for me to do my job more effectively rather than having to spend my personal funds.</p>
<p>Respect teachers by letting them know information in a timely matter. Teachers often find information out from parents relating to the ministry of Education before its released</p>	<p>Send Abaco a full complement of teachers so they can perform at the maximum. Abaco have suffered enough. Give us the tools , training and staff that we need to perform our duties effectively</p>
<p>Send reading materials, a laptop or computer a teachers desk whose draws can actually open</p>	<p>Show appreciation.</p>
<p>Send resources....</p>	<p>Show some appreciation for what all teachers are doing not just the teachers with the top students. I truly feel the</p>

	<p>teachers with the low stream are better teachers. It takes more to reach the lower stream kids.</p>
<p>Send teachers in the school on the family islands such as Music, Computer, PE, Spanish and Art so teachers can have time to mark, plan and take a break within the day or week.</p>	<p>Show teachers that they are valued and appreciated; eliminate tedious and repetitive tasks</p>
<p>Sending the materials and the adequate equipment for the science department in particular for the lab of Physics that is almost empty.</p>	<p>Show teachers that they care by supporting them. Helping with supplies. Increase in pay</p>
<p>Simply by listening to our suggestions/grievances and help to fix them.</p>	<p>Standardized schemes so as to do away with forecasts Technical training</p>
<p>Smaller class sizes, modern and updated classrooms, updated furniture for teachers and students. The system is terribly broken and administration along with the Ministry are comfortable with the chaos. It is frustrating.</p>	<p>Start to complete suggestion from #10 of this survey. An actual official letter, certification and where possible bonus on salary. It's always that personal touch that makes one feel important. The pat on the back don't work anymore or just words.</p>
<p>Start with giving & continuing incentives such as Rental & Disturbance Allowance, mileage allowance, back pay. Encourage persons to go to family islands and provide more incentives to encouragement the transfer/relocation.</p>	<p>Stop expecting teachers to purchase their own equipment. When the school destroys a teacher's personal equipment it should be the school's responsibility to have it fixed. Hire more option teachers and stop throwing students in options that they do not want to be in. This is of little benefit to the student. It's a no win situation.</p>
<p>Stop choosing persons for administrative posts just because they have a degree. Many of these persons are responsible for teachers wanting to get out of the profession. They don't know how to treat teachers. We are seen as inferior to them and as such are not given the respect we deserve.</p>	<p>Stop Promoting Seniority and look for new and young talent. Young children in our educational system don't learn how I was taught 15 years ago. 21st century learners could care less about curriculum reform, what they do care about is the interactions and connections between learning and themselves. They learn skill very quickly and get bored super easily. What took my Math teacher 3 lessons to teach in 2005 takes my niece 5 mins to learn? What she needs now is that connection between that information and other application. Connections need to be made about how she can use skills and content to pass the exam, in the grocery store, when watching TV and to compete with friends etc. Invest in software that promote learning of the 21st century learner.</p>



Annex 4 – Prioritized Responses Report – Teacher Morale Survey

An Evaluation of the Teacher Morale Survey

2022

Overview

The Minister engaged a committee to investigate the concern of a declining teacher morale. One of the investigative tools devised was a survey developed by the committee. 755 teachers and teachers aides responded to the survey. Specific areas were identified that required teachers to rate their experiences and they were also given the opportunity to share additional concerns.

The following slides address the major themes from the feedback

Frequency of listed survey concerns

- Double increment 93%
- Vouchers 91%
- Professional sharing 78%
- Devices provided 76%
- Scholarships 75%
- Technical training 72%
- Support groups 67%
- Letters of Appreciation 53%
- Media spotlight 49%

Respect

Respondents had the opportunity to give an open response on the survey. Respect was a word used by many respondents, however the way each individual defined respect differed. Respondents identified specific actions that denoted respect to them:

- Listen to me
- Understand my professional challenges and needs
- Come and see me in action
- Make me a part of the decision making process
- Provide tangible tokens of achievement
- Recognize my higher education and training

Open Responses

Provision of teaching resources

121

In order to perform effectively, teachers expected:

- A laptop with sufficient technical capacity
- Basic supplies e.g. paper, writing utensils,
- Subscriptions to educational programs/websites
- Speakers, monitors, projectors, etc
- Center supplies to execute recommended activities
- Charts, manipulatives, models, etc
- Create a repository of lesson plans, projects, activities, etc
- Specialty teaching resources e.g. musical instruments, chemicals

Listen to us

97

Many respondents wanted to be heard and felt unseen.

Teachers wanted to:

- Be seen “Come see me”
- Have the opportunity to air grievances
- Be apart of the decision making processes
- Mediation sessions to resolve interpersonal and professional disputes
- Better active listening by school leaders

Compensation

93

Based on the specific responses, we were able to discern different intentions behind the request for compensation.

Teachers wanted:

- To keep up with the cost of living increases
- Have enough funds to pay for necessary professional resources
- Merit payment for higher education and certification
- To demonstrate professional value

Policy Matters

63

Respondents spoke of reform and additional policies being necessary to bring the system to the 21st century. Areas included:

- Modify the ACR to be more reflective of current teaching practices
- Administrator evaluations by those whom they supervise
- Revamp promotion eligibility
- Contract details for
- COVID protocols
- Domicile incentives for family island placements
- Reduction in class sizes
- Revamp Teacher Mentor program

Vouchers/Financial Support

53

Respondents felt that MOE should provide vouchers to:

- Defray the costs of professional resources
- Reward achievement
- Show appreciation to teachers
- Assist vulnerable students with school supplies
- Provide protective gear for TVET and Science teachers
- Payment of back-pay

Human Resources Matters

49

Respondents with human resource concerns were very frustrated and bitter. They were bewildered by the following:

- A personnel file could be lost
- It could take years to receive a letter of confirmation
- It would be so difficult to be reclassified
- Rental subsidies and gratuities could take months and years
- Poor customer service
- Restricted access hours
- That job letters and salary slips are not shared digitally
- Conduct Exit Surveys with leaving teachers
- Revised Teacher Career Path

School Leadership

48

This theme resounded with respondents. Teachers felt that:

- Administrators have poor interpersonal skills
- There was a pervasive insensitivity
- Interactions were punitive and not helpful
- There was blatant victimization and borderline cruelty
- Administrators are not sufficiently competent in current teaching and best practices
- There is division of expectations between administrators, district superintendents and MOE
- Administrators have low competence in data management, processing data and digital skills
- Have a tendency to micromanage the professionals at their schools
- Administrators should do more walkabouts and informal observations to give better teacher evaluations

Appreciation

39

Respondents felt unappreciated by MOE and their school leaders. They felt that appreciation should be demonstrated in a tangible way by:

- Gifts and vouchers
- Awards and certificates
- Official visits from the Minister and other MOE officials
- Public recognition through social media
- World Teachers Day Off
- Teacher award ceremonies

Professional Development and Exchange 37

Notwithstanding the professional development already available, teachers felt that smaller, hands-on sessions may be more productive and participants should be grouped by proficiency level in the area. Additionally, respondents wanted:

- The opportunity to do workshops, not seminars, locally and abroad
- Official MOE certifications in professional development areas
- The opportunity to share best practices with colleagues
- A 'Respect Seminar Series' for administrators
- Access to professional mentors for guidance

Appropriate Staffing

36

MOE is aware of the vacancies that need to be filled.

Respondents also suggested that:

- A designated substitute teacher
- Teachers aides for all grade levels
- Provide specialty teachers in primary school
- Formalization of a Teachers Aide certification
- There is equitable distribution of teaching periods assigned

Curriculum

36

Respondents that complained about curriculum took issue with the expectation of curriculum completion when they found that:

- Pacing guides do not match real student learning
- Pacing guides were not aligned and too rigid
- Access to Education Officers for curriculum

- Adopt proven literacy and numeracy programs
- Provide current textbooks

Health & Wellness

35

Respondents seem to be more open in requesting mental health support; teachers are naming their feelings of frustration, helplessness, fatigue and being 'out of balance'.

Respondents asked for:

- An opportunity to vent and share feelings and frustration
- Advice on better work-life balance
- An avenue for individual mental health support
- Access to an eye doctor
- A Teachers support group
- Online mental health support

Communication

30

Teachers generally expected MOE to be more clear, timely, and consistent in communications.

- Teachers should be advised BEFORE the public
- Utilize the MOE emails for HR notifications and documents
- Speak with ONE VOICE. Information is not trickling down accurately
- Offer MOE updates to the public and teachers

Infrastructural Improvements

18

Physical needs of the environment were also noted:

- Some respondents expect for each teacher to have their own classroom
- Better furniture and equipment
- Reimbursement for personal items used for teaching that are damaged at school
- Create a Teachers Resource room outfitted with internet, necessary devices, equipment and supplies
- Regular maintenance should be completed
- Fibre or better internet

Parent Involvement

12

- Respondents expected the MOE to MAKE parents accountable for attendance and performance
- Offer short informational videos and info-graphics on how to better assist students
- More parent partnership opportunities

Timetable

14

MOE has developed official timetables, however teachers noted:

- Too many changes in timetables; four different timetables since January
- Formal incorporation of time for planning
- Fewer subjects for students
- Primary teachers to be more specialist than generalist
- More Science and Social Studies contact time

Better Work Flow

19

Some respondent concerns for the need for better work flow some of which were spurred from other concerns that included:

- School leaders ask for the same thing in different formats
- Administrators are delegating data demands and Excel work to clerical/others
- Too many non-teaching tasks
- Not enough time for appropriate planning
- Teachers using weekends and holidays
- Continued assessment of what teachers are being asked to do
- Have shared administrators roles so that all would be knowledgeable of tasks
- Manage deadlines and expectations with current realities

Other Concerns:

The following were areas fairly straight forward:

- Reduce work load 38
- More scholarships 20
- Better special education resources 19
- EMIS and LMS training 12