

Appendix 4

Working Conditions

The following reflects typical examples of the type of feedback received in relation to working conditions.

1. Staff Facilities:
 - The staff rooms at a number of primary and secondary schools cannot comfortably accommodate all members of staff.
 - In primary schools, due to lack of assistance in the classroom, when a teacher needs to use the restroom they either have to take the class to wait while they go or leave the class unsupervised.
 - Staff restrooms at John Gray High School are located in the Administration Building, which can be as much as a 5 -8 minute walk (each way) from some parts of the campus, making it very difficult for staff at times.
 - While most walkways are covered, they do not protect from heavy rain. Some areas are not covered at all.
2. Security of Property
 - Staff cars and other personal property have been damaged by students in the past and despite requests for compensation, none was actually offered.
 - Some schools are too open to the public. There have been incidents when the police have had to be called to remove people from the school grounds due to disruptive behavior. Truant students from other schools at times cause disturbances.
3. Safety and Security of Educators
 - Over the years, staff have suffered physical injury as a result of both direct attacks and/or intervening between fighting students.
 - A lack of telephones in every classroom means that sometimes getting security or senior staff to intervene in a physical situation requires leaving the situation to get to a telephone.
 - Threats towards staff are also relatively common. The fleet of security guards that is present from 7 am – 4 pm daily is a testament to this.
4. Maintenance Issues
 - Classrooms are often not properly cleaned.
 - Some classrooms have a high level of humidity, which has resulted in the development and/or aggravation of respiratory problems for some staff members and students.
 - Since the cleaning of the schools has been given out to tender, there is a lack of cleaning and maintenance personnel on the grounds throughout the day. If a child has an upset stomach and gets sick in the classroom, the teacher has to clean up after the student while also managing the rest of the class.
5. Resources, Teaching Assistants, Aides, Non-contact Time, Breaks

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- Due to the lack of an adequate substitution system, educators are usually asked to cover for absent colleagues, which takes away from their preparation time and non-contact time.
 - There are insufficient teaching assistants, particularly teaching assistants trained to assist students with special needs.
 - Lack of teaching assistants creates a problem when educators are sick or have to be late.
 - Educators who have SEN students in a regular class do need full time assistance and most currently do not have it.
 - There is inadequate coverage for teachers on maternity leave.
 - Insufficient non-contact time (3 times per week for 30 minutes).
 - Too many duties in addition to teaching.
 - Lunch breaks are insufficient. Although there is an hour break, the lack of support personnel to supervise students on breaks necessitates teachers having to attend to students on their breaks.
 - Teachers sometimes are required to supervise children after school, as parents often leave students at school until the end of the workday.
6. Cayman Brac
- Power plant to the east of Cayman Brac High School which emits smoke that at times present on the campus.
 - 40 year old facility that lacks capacity for present growth