



# 2025 Teacher Survey Results

*Edited: 17 May 2025*

Every school has its own unique philosophy, culture, and work environment. At School of the Nations (SON), we are naturally looking for teachers who are attracted to and wish to contribute to our vision and aims as a school. While our website and application process were both designed to provide a detailed picture of the school environment, our current teachers can offer further insight into what staff will likely experience when they arrive.

In February 2025, an anonymous survey was conducted among all teachers as a follow-up to the prior January 2021 survey. This report presents comments from the 68 teachers who responded, along with detailed statistical analysis. The school hopes that this assessment will prove useful for teachers contemplating joining our aspiring efforts.

## SUMMARY

- Overall, teachers responded with consistently **positive feedback**, which was either similar or improved from 2021.
- Four out of five teachers agreed or strongly agreed that **the school**: “*prioritizes student learning and development above all else*,” “*cares about its teachers*,” and “*is improving*.”
- 100% of teachers (68 out of 68) would **recommend SON** as a place to work. However, two in five respondents did not feel that “most teachers” would flourish, mentioning the school’s high expectations, distinct characteristics, religious inspiration, and not fully transparent decision-making.
- The most common qualities given for the attributes of a teacher who would **thrive at SON** were being “*open-minded*,” “*collaborative*,” “*adaptable*,” and “*hard working*.” Others mentioned being caring, student-focused, and aligned with the school’s approach.
- The **working and teaching environment** was roundly praised by teachers, who broadly found colleagues highly collaborative and always eager to help one another and share ideas and resources. Teachers expressed that they “*love the vibes*” and are “*quite close with one another*” at SON, most often feeling like “*part of a big family*.”
- Teachers had **very high satisfaction with their role** at the school: 97% reported that “*colleagues help each other when needed*.” Nearly 80% felt that their work was “*valued by the school*,” and over 90% felt SON “*provided a sense of meaning and purpose*.”

- The vast majority of teachers, at least 85%, reported **positive feelings toward their administrator**: “*feeling comfortable discussing issues*”, “*receiving useful feedback*” and assistance to grow, and given the “*resources to do their job well.*”
- All teachers expressed appreciation of the school’s **holistic Baha’i-inspired approach**, even as it challenged them to “*self-reflect*” and “*adjust their teaching styles.*” This vision was described as “*inspiring*,” “*well intended*,” “*not overbearing*,” “*enjoyable*,” and “*refreshing.*”
- Teachers highlighted the positive characteristics of **our students**, who they describe as “*respectful*,” “*friendly*,” “*engaged*,” “*collaborative*,” and “*curious*,” interacting “*very positively with their teachers.*”
- A few respondents described the **challenges** they encountered in ordering and obtaining resources. Individual teachers also expressed challenges with their *workload* (new routines, creating units, curriculum alignment, external expectations), their *Administrator* (micromanaging/under-managing, unclear communication, not enough team building/guided collaboration), their *colleagues* (unequal contributions and inconsistent adherence to guidelines), and *other issues* (limited support from the IT team and small workspace size).
- In describing the **highlights** of working at SON, interacting warmly and informally with students and colleagues were mentioned most frequently, followed by the opportunity “*to teach with a lofty purpose in mind.*”
- The school can trace the positive sentiments from the survey back to **the efforts of teachers** themselves. Over 97% reported “*making the most of their opportunities to be an outstanding teacher*,” while almost nine in ten “*constantly make efforts to enrich their understanding and application of the school’s...educational approach.*”

# TABLE OF CONTENTS

<b>SUMMARY .....</b>	<b>1</b>
<b>RESPONDENTS .....</b>	<b>3</b>
<b>NUMERICAL RESPONSES.....</b>	<b>5</b>
Top School Priority .....	5
Recommending the School to Others .....	6
My Experience as a Teacher .....	7
My Administrator (or Supervisor) .....	8
The School .....	9
<b>QUALITATIVE DESCRIPTIONS .....</b>	<b>10</b>
Working Environment .....	10
Attributes of teachers who thrive at SON .....	15
Vision and Approach.....	17
Student body .....	19
Challenges .....	20
Highlights and Impact .....	21
Other feedback .....	23
<b>CONCLUSION.....</b>	<b>23</b>
APPENDIX A: Survey participation e-mail .....	24
APPENDIX B: Data Analysis Decisions .....	25
NOTES.....	26

## RESPONDENTS

On 17 February 2025, an anonymous online survey was given to the school's 99 full-time teachers. Of these, 68 teachers completed the survey (68%), a notch higher than the 59% response rate of our January 2021 survey. While this is above the typical response rate of such surveys (53%)<sup>i</sup>, it may still contain selection bias, where teachers who are more positive and engaged are more likely to complete the survey, skewing the results.

There were roughly an equal number of local teachers completing the survey from Macau, Mainland China, and Hong Kong compared to international teachers, 49% to 51% respectively. It was observed that responses were similar between these two groups, so these figures were reported together.

The response rate from across the four departments in the school uniformly high.<sup>ii</sup> Responses by department were roughly balanced between international and non-international teachers, ranging from 20% international teachers in Kindergarten, to roughly split in Primary and Middle school, to 65% in Secondary. Chinese language courses are exclusively taught by teachers from Greater China, while the majority of teachers for other subjects, 35/55 (64%) are hired internationally.

Specialized Subject Area 學科領域	Passport 護照	
	International 國際	Macau / Mainland China / Hong Kong 澳門 / 中國內地 / 香港
Kindergarten or Primary Homeroom 幼稚園或小學班 主任 & Other 其他	8	5
Social Studies, Science, English, Physical Education, ICT, Math, Psychology, Business, etc. 社會科、科學、 英語、體育、電腦科、數學、心理學、商科等。	20	10
Arts (Drama, Visual Arts, Music, Voice) 藝術(戲劇、視覺藝術、音樂)	4	2
Student Support (Incl. Special Ed, Inclusive, ELL) 學生支援 (特教、融合、語言治療、第二語言)	3	3
Chinese Language 中文	-	13
Total	35	33
	51%	49%

At SON, the plurality of international teachers reported having worked at the school for more than 6 years. For comparison, 2 years is most typical at international schools, according to Odland (2009).<sup>iii</sup> This suggests relatively high teacher stability at SON.

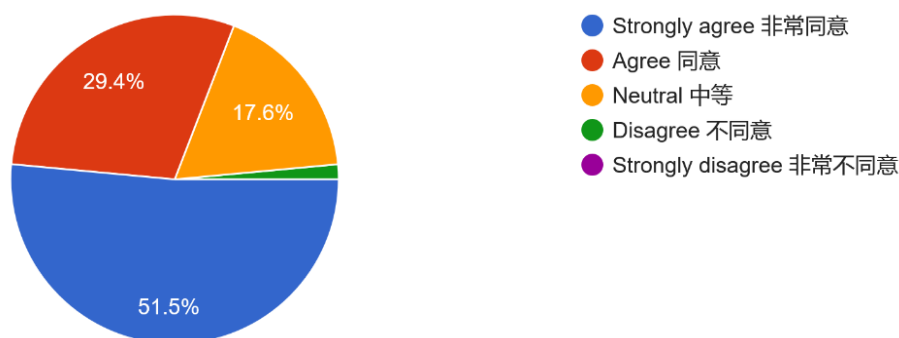
The data also suggests two distinct populations among international teachers: those within their first three-year commitment (13) and those who have been at the school for more than six full years (13). Only two teachers were in between, working 4 to 6 years, which is lower than expected.

How long have you worked at SON? 您在聯合國學校工作了多久?	Passport 護照	
	International 國際	Macau / Mainland China / Hong Kong 澳門 / 中國內地 / 香港
First year, 第一年	4	4
1 to 3 full years, 1-3 年	9	5
4 to 6 full years, 4-6 年	2	7
More than 6 full years, 6 年以上	13	17

## NUMERICAL RESPONSES

### Top School Priority

Four out of five teachers agreed or strongly agreed that the school prioritizes “student learning and development” over all other objectives.



Explain your response to the question above 請簡要說明您上面答案的理由:

- All school activities put students first. “學校的一切活動都是把學生放在第一位的。”
- “This is a very student-centered school...”
- “It is evident with our program and vision.”
- “I think the school values the students’ capacity to grow to their strengths not only academic and be able to contribute to their community as well as their own future.
- “Students are supported at all stages in their life. Great importance is given to the development of the student's character. When required, parents are involved and supported and even trained.”
- The school prioritizes student learning of concepts and moral development, given its emphasis on character development and revising the student learning experience... At this time, I'd say the school is on a journey towards discovering exactly what we mean by ‘learning and development’. It seems like sometimes we get stuck on learning towards success on tests. While this is important, it is important that we contextualize academics within meaningful contexts.
- In some cases, image and reputation become a priority—but this is mostly understandable.
- Students come first. If they are absent and miss summative assessments...the teacher needs to prepare a makeup exam. All planning and development essentially revolves around students.
- The school puts students' learning and development first because the core goal of education is to promote students' all-round growth, help them become knowledgeable, capable and responsible individuals, and prepare them for their future life and career. This is also because this is the core mission of education and the school’s responsibility to society and the family. By providing high-quality

educational resources and personalized support, the school helps students realize their potential and prepare for future life and career planning, while also contributing to the development and progress of society. “学校把学生的学习和发展放在首位，是因为教育的核心目标是促进学生的全面成长，帮助他们成为有知识、有能力、有责任感的个体，为未来的生活和职业做好准备。也因为这是教育的核心使命，是学校对社会和家庭的责任。通过提供优质的教育资源和个性化的支持，学校帮助学生实现自己的潜能，为未来的生活和职业规划做好准备，同时也为社会的发展和进步做出贡献。”

## Recommending the School to Others

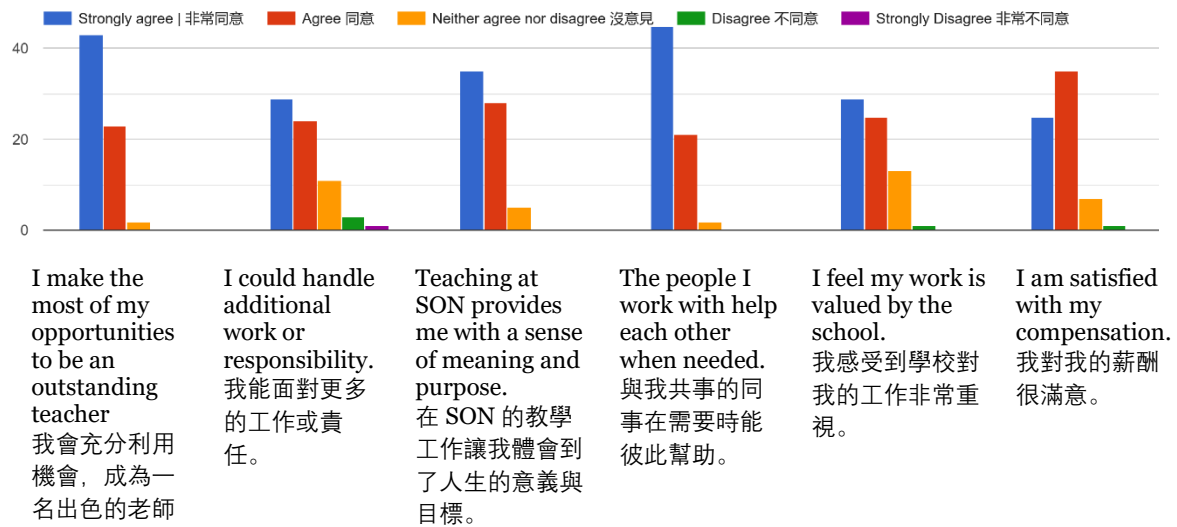
100% of teachers (68 out of 68) would recommend SON as a place to work. However, two in five respondents did not feel that “most teachers” would flourish, mentioning the school’s high expectations, distinct characteristics, religious inspiration, and not fully transparent decision-making.

Recommendation 推薦	No.	%
I would recommend SON to most teachers 我會向大多數老師推薦 SON	39	57%
I would recommend SON to some teachers 我會把 SON 推薦給某些老師	29	43%
I would NOT recommend SON to any teachers 我不會向任何老師推薦 SON	0	0%

Explain your response to the question above 請解釋您對上述問題的回答:

- Because SON is a school with its own characteristics, it may not suit every teacher. “因為 SON 是有自己特色的學校，不一定適合每個老師”
- “...Those who would be the ones who are organised and hard workers. People looking for a step up the corporate ladder are at the wrong place.”
- “Teachers who are used to having lessons and materials provided for them, as in some western countries, may struggle—as excellent and individually tailored lesson design is an expectation at SON.”
- “As this is a religious school it may not be for everyone.”
- “...Transparency in decision-making could also be improved, so it may not be the best fit for those who highly prioritise that in a workplace. That being said, SON provides a supportive and welcoming environment for teachers who enjoy working closely with students and focusing on their development.”
- Not all teachers are open-minded and willing to try new challenges. Not many are able to fulfill the expectations of the school. “並不是所有的老師都能夠擁有開放的心態去願意嘗試新的挑戰，也不一定有很多老師能夠做到 SON 學校的期待。”
- “This is a great school to work in! However, just as in any work place, there are challenges! If one possesses a positive attitude, is a problem solver and has the willingness to learn and grow, through consultation and collaboration, then this is the place to be!”

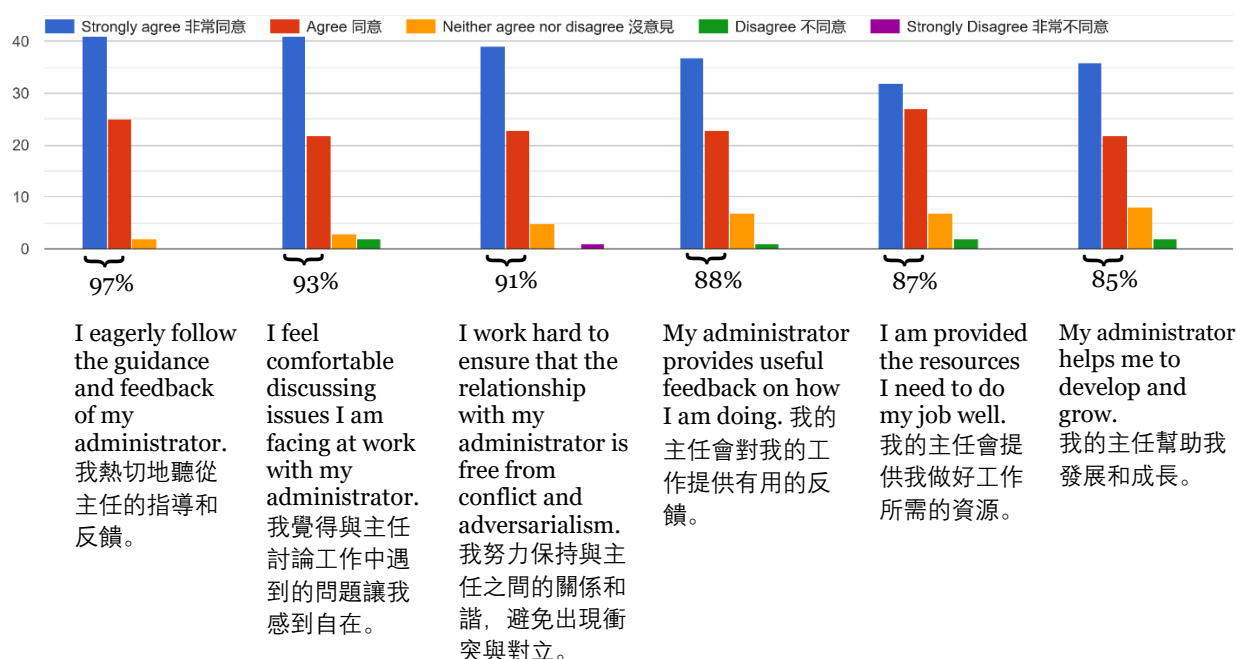
## My Experience as a Teacher



The responses suggest that overall, teachers have high satisfaction with their role at the school. Combining “agree” and “strongly agree” the data shows:

- Colleagues help each other when needed (97%)
- Teaching at SON provides a sense of meaning and purpose (93%)
- Teachers are satisfied with their compensation (88%) (The global average is 39%<sup>iv</sup>)
- Teachers feel that their work is valued by the school (79%) (A 45% increase in “strongly agree” from the January 2021 survey).
- Teachers agree they could handle additional work or responsibility (78%)

## My Administrator (or Supervisor)



The responses above underscore the positive feelings that almost all teachers have for their administrator/supervisor, with data suggesting that this is accomplished by efforts from both sides.

From teachers, 97% self-assessed they were making strong efforts to “*eagerly follow the guidance and feedback of my administrator*,” and 91% were working hard to “*ensure that the relationship with my administrator is free from conflict and adversarialism*.”

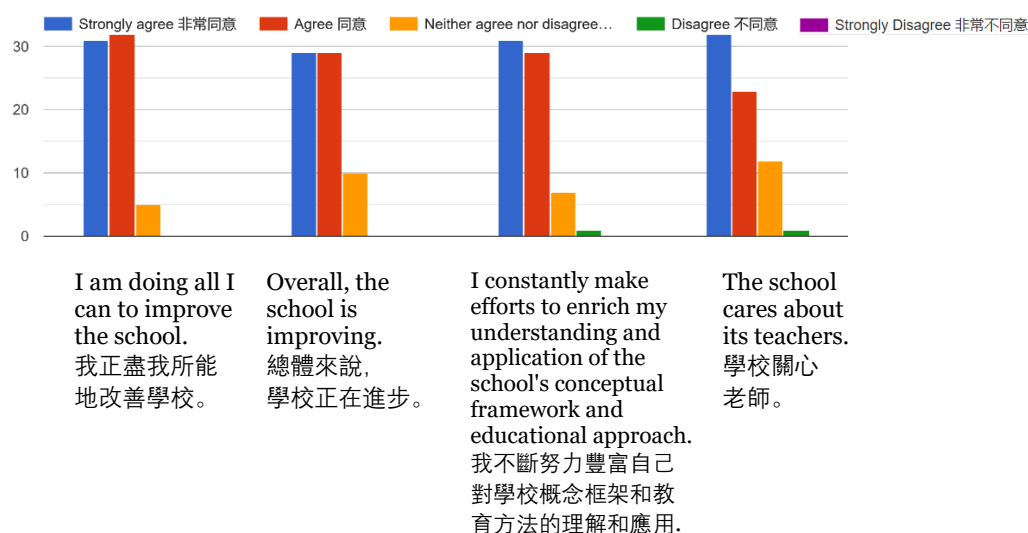
With their administrators, 93% of teachers felt “*comfortable discussing issues I am facing at work with my administrator*.” Furthermore, there was a 10% improvement since January 2021 in the following questions:

- “*My administrator provides useful feedback on how I am doing*.” (88%)
- “*I am provided the resources I need to do my job well*” (87%)
- “*My administrator helps me to develop and grow*” (85%)

When the statement “*My administrator helps me to develop and grow*” is analyzed by department, support slightly tapers off: Kindergarten (93%), Primary (89%), Middle School (87%), and Secondary (75%). It is undetermined whether this phenomenon is common across K-12 schools generally as subjects get more specialized or if it highlights actual differences among departments at the school.



## The School



The majority of teachers reported that the school cares about its staff, is improving, and that they are personally making efforts to understand the school's vision and to contribute to its progress.

Teachers' self-assessment:

- 93% of teachers agree they are doing "*all I can to improve the school*"
- 88% feel they "*constantly make efforts to enrich my understanding and application of the school's conceptual framework and educational approach*"

Teachers' opinions of the school:

- 85% agreed that "*Overall, the school is improving.*"
- 81% felt that "*The school cares about its teachers*"

Each of these four results were over 10% higher than the responses to the same questions given in January 2021, underscoring improvements the teachers and school have made.

## QUALITATIVE DESCRIPTIONS

To provide greater insight into areas of the school, such as the working environment and student body, teachers were asked to share their perspectives at length. Like the quantitative data, roughly 90% of what was written by teachers might be described as positive, 7% as neutral or mixed, and 3% as negative. While we aimed for a healthy balance between brevity and comprehensiveness, to reduce the equivalent of eighty pages of feedback down to a handful of paragraphs, a disproportionate number of positive comments were removed. We hope this still allows prospective staff to get insights into the perceptions of teachers currently at the school, in order to reflect on their own suitability.

### Working Environment

*What it is like to work and teach here, to collaborate with colleagues, and to be supervised and guided.* 工作環境—指在這裡工作與教學的情況、與同事的合作方式，以及您接受指導和監督的狀況。

#### KINDERGARTEN

Amazing, my department is quite close with one another we are like our own little family. There is a good balance of collaborating with colleagues and the guidance we have along with it.

Working and teaching here is a positive experience. The atmosphere at the school is supportive and collaborative, with everyone eager to help one another. We truly function as a team, sharing ideas and resources to enhance our teaching practices. Additionally, the supervision and guidance we receive are constructive, fostering professional growth and creating an environment where we can thrive together.

Working and teaching in the kindergarten department at SON is a truly rewarding experience, marked by a strong sense of collaboration among colleagues. The supportive atmosphere allows us to share ideas and resources freely, fostering a helpful environment where everyone contributes to each other's success. Our administration is exceptional, providing thoughtful guidance that enhances our teaching practices and overall job satisfaction. This supportive leadership creates a nurturing space for both teachers and students, making our department feel like the best in the entire school. Together, we cultivate a positive and engaging learning environment that benefits our young learners immensely.

It is like a big family here, we don't distinguish between you and me, and we don't try to count the gains and losses. We work together happily at work, and nothing unpleasant has ever happened. 在這裡就像一個大家庭一樣，大家不分你我，也不會去計較得失，大家在工作上合作得很愉快，從來也沒有發生過不愉快的事情。

The colleges are very friendly and supportive. The administrator is very encouraging.

The work environment here is very harmonious. There is no sense of competition among colleagues in the department, and everyone works together cohesively on various activities and school matters. The department leadership is very caring and supportive of all matters, big and small...

The teaching building is spacious and bright, and each classroom is equipped with advanced multimedia teaching equipment, whiteboards, and high-definition projectors, which facilitate daily teaching and allow the transfer of knowledge to unfold in a more vivid and

diversified form. Teachers' offices are bright and clean, with comfortable desks and chairs. What is even more comforting is that the colleagues around us are all like-minded. In daily teaching, we regularly organize teaching seminars, where everyone shares their teaching experience and unique teaching methods without reservation. From the clever ideas of curriculum design to the effective strategies to deal with different problems of the students, all of them can collide with sparks of wisdom in the exchanges, and give detailed and practical suggestions. The joy and warmth of cooperation allows one to just focus on the work and better provide a quality teaching environment for young children. 教学楼宽敞明亮，每间教室都配备了先进的多媒体教学设备，白板、高清投影仪一应俱全，为日常教学提供了便利，让知识的传授可以通过更生动、多元的形式展开。教师办公室窗明几净，桌椅舒适。更让人舒心的是，身边的同事们都志同道合。日常教学中，大家会定期组织教学研讨活动，每个人都毫无保留地分享自己的教学经验、独特的授课方法，从课程设计的巧妙思路，到应对学生不同问题的有效策略，都能在交流中碰撞出智慧的火花，给出细致又实用的建议。合作的快乐与温暖让人只需要专注工作，更好的为幼儿提供了优质的教学环境。

The work environment is great. I am grateful for my supportive colleagues, and we work well together. I believe that's why I have been able to stay here for more than three years.

### **PRIMARY**

I love the vibes in primary. We are a big family.

Working and teaching here is very wonderful and engaging. Teachers always collaborate with one another, throwing new ideas out and seeing which can be implemented in the classrooms. If guidance is needed for certain matters, the staff involved are always very hands-on and willing to help with whatever questions arise.

It is a positive and well-organized school. There is very good infrastructure in place and solid foundations to build upon. It is a pleasure to teach here and be part of the team. Everyone is polite, has good intentions and is positive in their approach. Our Administrator is great to work with and is always willing to listen, support and help!

A lot of collaboration, comradery, and support characterizes the work environment. Administrators are visible and supportive. They provide teachers with a lot of autonomy and opportunities to contribute and share their opinions.

Easy to get along with and helpful to each other. 大部份同事都容易相處，互相幫忙。

SON teachers are required by the DSEDJ to teach 18 classes [of 42 minutes] per week, but generally no more than 20 classes per week. The school occasionally has a Saturday activity day, and there are many Bahá'í-related festivals, so overall the school is quite busy. Colleagues are friendly, modest, and helpful to each other. The management is willing to listen to teachers, provide services to teachers, respect teachers, and assist teachers in serving students. SON 教師的課時量符合 DSEDJ 要求的每週 18 節，一般不會超過 20 節課，學校偶爾會有週六的活動日，平時跟巴哈伊有關的節日也比較多，所以整體上來說還是比較忙碌的。同事友善、謙和、互相幫助，管理層很願意傾聽老師們的意見，為老師們提供服務，尊重老師，協助老師為學生服務。

I am really enjoying working at SON. Especially being a homeroom teacher. I think it is a great place to work if you are the kind of teacher that loves to develop units and create your own lessons within the framework of the curriculum, which I find very interesting. If you are a teacher that likes to open the book and teach from it, then SON might not be a good match for you. Grade teachers collaboratively plan weekly lessons. We also have weekly meetings

with the curriculum department, plus upper or lower primary meetings so we can have a transversal understanding of the student's learning experience.

There is a harmonious relationship among the colleagues. Teachers are well respected because when a new policy is implemented, usually teachers are being consulted. Supervision is also fair because policies and guidelines are clearly communicated to the teachers. However, sometimes it can be frustrating when teachers follow these guidelines and policies strictly while seeing a few who break the rules and not receiving any disciplinary consequences.

Friendly, warm, loving, positive. Would have liked more supervision.

Working and teaching at SON is a rewarding experience. I appreciate the flexible hours, which help maintain a healthy work-life balance. While duties are generally manageable, there are times when the workload—especially in creating units—can be overwhelming, limiting personal time with students. However, I believe we can improve this in the future as we fully develop our units. My colleagues are reasonable and respectful, contributing to a joyful environment. Our administrator is understanding, fair, and nurturing. She handles all matters professionally and promptly, fostering a supportive atmosphere that enhances collaboration and guidance among staff.

The school environment is characterized by its dynamic and collaborative nature, with educators collaborating to enhance student learning and foster a positive atmosphere.

It is a great experience teaching here as there are creative ideas and innovative ways to get the curriculum across to students. Generally, there is support given to teachers. I feel this year there is increased support because of the availability of personnel put in place to support teachers. Teachers in general are very supportive!

Rewarding and collaborative

## MIDDLE SCHOOL

Work culture is great here. Collaboration in the Middle School department is good and everyone likes to help.

Colleagues are all great and there is a good atmosphere around the teaching faculty. Those who I have collaborated with have all been supportive and easy to work with. The school is flexible in terms of support, when assigning staff to subjects and also with the flexi time.

Colleagues can really communicate and share with each other. When there are shortcomings, they are able to provide assistance and advice as appropriate. 同事間能真切地交流與分享。於不足時，亦能適切地提供協作及建議。

Generally it is an enjoyable place to come to work everyday. There are times where tasks are given with little notice/time before needing to be completed, but this has improved greatly over the time I have been at the school. Collaboration with colleagues is generally easy and people have a strong sense of comradery.

Our working environment is very positive and supportive! Even if we have different political or religious views, we are always respectful of each other. There is also a high level of trust in managing the lessons and areas we cover in our teaching departments. It doesn't hurt that we have bakers in our third-floor office, so we occasionally enjoy sweet treats. It's a great environment for collaboration, though my waistline feels a bit too supported.

I can get along well with my colleagues at school, and the school leaders also give regular guidance and supervision.

Personally I love the atmosphere at this school. It feels pleasant and supportive. However, for some people they feel unsure and there are struggles with communication and clarity. This is a small school that is doing so much. The school is growing and developing and as such curriculum, processes and procedures are in flux at times. If you are open minded and enjoy this kind of space it is great but the support structures and ways to access support are not necessarily going to be formed in the way that they are in settings with established curriculums and processes.

SON is the most supportive school I have ever worked in. My colleagues are very supportive and it is obvious that our students are all of our top priority.

[Lengthy comment that discussed the school's implementation of an "upside-down triangle leadership model." The comment discussed where it fell short, particularly occasional micromanagement and the outsized influence of non-teachers.]

Working in Macau is wonderful as the teaching periods is very minimal. There is plenty time given to prepare for lessons and grade papers and do other activities with the students. Collaboration seems to happen either when the school requires it, and at other times when teachers find a need to work on something together.

The working environment here is supportive and friendly. Colleagues easily share ideas and resources, which helps everyone grow. The administration offers good support and many opportunities for professional development. Overall, teachers feel valued and able to make a positive impact on their students.

## SECONDARY

The work environment in the Secondary is excellent. The collaboration happens organically and amicably. There's mutual respect and appreciation. I feel like I am a valuable member of the group, and I value my co-workers likewise.

The working atmosphere is amicable and interaction with colleagues has been highly enjoyable to the best of my knowledge.

There are pros and cons as in most working environments.

In the school environment, I have experienced rich and fulfilling work and teaching experiences, as well as established good cooperative relationships with my colleagues and received effective guidance and supervision, all of which have greatly contributed to my professional growth and personal development. 在学校的工作环境中，我体验到了丰富而充实的工作与教学经历，同时也与同事们建立了良好的合作关系，并且得到了有效的指导和监督，这些都极大地促进了我的专业成长和个人发展。

Everyone is friendly. The administrators are open to talk, help is provided when it is requested in matters of work and personal issues like finding thing when you are a new staff member. My colleagues are easy to talk to and we often joke and help each other in the office or with classes and trips.

I like working at SON as my colleagues are experts in their fields and are happy to share best practice and are solution orientated.

At the secondary level, I find that the work environment is pleasant enough, if a bit banal. No particular effort is made to enhance the environment. Teachers are very much left on their own to plan and teach. You may do an excellent job and it will go unnoticed...Collaboration is mentioned but not guided or supervised. I generally find collaboration problematic as colleagues have their own ideas of what it entails, and how much they bring to the table...

The working environment here is both friendly and supportive, fostering a sense of community among staff. Collaboration with colleagues can vary, largely influenced by individual attitudes and the dynamics within subject teams. While some educators embrace a proactive approach to their work, others may adopt a more minimalistic stance, focusing solely on completing the essential tasks. It's important to note that contributions among colleagues can differ significantly. While many strive to give their best, some may find themselves distracted by non-work-related activities during preparation time. This diversity in work ethic can create a mixed atmosphere...

Teachers are given a lot of space to design their own teaching and have group meetings with their colleagues to discuss the current teaching situation and share their own teaching methods; once or twice a year they are supervised by the Head of Year. 學校給老師很多空間去設計自己的教學，與同事會有科組會議去討論當前的教學情況，分享自己的教學方法；一年有一至兩次接受年級主任的督導。

So far, things have been going well. I genuinely appreciate the support from my team members and feel that the people around me contribute a positive and uplifting atmosphere at work. We openly exchange notes, strategies, and resources, and even share food and homemade treats. Overall, I feel well-guided in my role. While I occasionally hear rumors about others being micromanaged, those issues don't seem to affect our team/office, which makes me feel fortunate to be in this environment...

Supportive from direct supervisors and openly discuss on issues, close collaboration with colleagues

Everybody likes flexi hours. *[A policy implemented around 2021 requiring teachers to be on campus only during certain periods each day.]*

The work environment is respectful and everyone is keen to help each other and collaborate.

Overall, it is good, but the expectations and workload are increasing.



## Attributes of teachers who thrive at SON

The top attributes of teachers who thrive at SON were, in order:

1. Open-minded
2. Collaborative team player
3. Adaptable and flexible
4. Hard-working
5. Caring and kind
6. Continuous learner and growth-minded
7. Student-focused
8. Aligned to school's spiritual approach

While the above sentiments were almost universal—*especially the first four*—these comments should provide even greater insight about the type of teacher who thrives at SON:

“...driven by purpose and a desire to make the world a better place. While they may not possess all the technical skills initially, they should be eager to learn and adapt...They are not afraid to try new things or face some ambiguity. An SON teacher should understand that we develop students' knowledge base and skills toward a meaningful end. They understand that inspiring students is as crucial as developing technical skills and, above all, they have a genuine love for working with children.”

Can inspire students with love and wisdom to understand society and the world “能以愛及智慧啟發學生認識社會及世界的樣貌”

First is the recognition of the school's educational philosophy, followed by an open mind, appreciation for diversity, willingness to collaborate with others, eagerness to contribute and sacrifice, and encourage others.

Open-minded; positive and motivated; able to communicate and work well together. “開放的心態；積極和有進取心；能夠良好的溝通和合作。”

“Flexible and open.”

“...willing to contribute and work with the schools developing vision.”

...willing to learn and not think they have education figured out, because we are trying new things, having a humble approach to learning it is necessary...It should be a teacher that believes in the spiritual life of the human being, it would be hard to apply the values of the school if it is someone that rejects those beliefs.

A suitable teacher for the School of the Nations (SON) would embody several key attributes. First, they should be committed to fostering intellectual, moral, and spiritual development in students, aligning with SON's vision of holistic education. They should have a strong academic background and embrace academic rigor while also cultivating a spirit of service, reflecting the school's emphasis on community contribution. Additionally, a teacher who thrives at SON would be inclusive and culturally sensitive, celebrating diversity and promoting collaboration among students. They should be adaptable, ready to engage in innovative teaching methods that inspire students to explore their abilities and talents. Finally, a passion for continuous personal and professional growth, along with a belief in the importance of nurturing students' spiritual qualities, would further enhance their effectiveness in this nurturing environment.

“...if they have some background in pastoral care/moral education for students that would be a considerable attribute. A lot of teachers in the international community do not have this understanding or much experience—and this type of approach in guiding students is what makes SON unique!”

You must be hard working. The school does require some additional work that other schools may not. Extra duties and the research project are examples.

“Someone who is self-driven and self-motivated, who enjoys teaching (if not passionate about it), who can adapt to the school terms & report cards, requirements for skills, assessments, etc., who can collaborate with colleagues on planning at the same grade/subject level. They may be asked to conduct other activities on Saturdays, or around Baha'i holy days. Being flexible is an asset, as new or unexpected things always crop up. Also organised, and who teaches for the love of it. Be prepared to work fairly hard. There are covers or subbing if a teacher is absent. Also duties patrolling hallways, lobby, rooftop, etc.”

“Open to Baha'i ideas, hard-working, NOT cynical, NOT lazy, cooperative, dedicated, openness to new approaches, cares about students, community-minded, socially-conscious.”

They should strive for excellence rather than ambition—focusing on continually improving the quality of their teaching rather than seeking recognition or titles. They should approach their work with humility and kindness, while maintaining confidence in their ability to make meaningful contributions. Strong listening skills and compassion are essential. Ideally, they should not exhibit a Type A personality, though this can be challenging, as such individuals often appear highly capable at first glance, which can be misleading.

“Teachers who would like to stay in Macau for an extended period of time.”



## Vision and Approach

*Describe the values and priorities of the school, the characteristics and influence of the school's Baha'i-inspired approach to education, and the adjustments you have made personally and professionally to contribute to the school's aims. 願景和方式—描述學校的價值觀和優先事項，學校受巴哈伊信仰啟發的教育方法的特點和影響，以及您為實現學校目標所做的個人和專業調整。*

All teachers had a favorable impression of the school's holistic, Baha'i-inspired approach, although it often challenged teachers to “self-reflect” and “adjust their teaching styles.” This vision was described as “inspiring,” “well intended,” “not overbearing,” “enjoyable,” and “refreshing.”

## Understanding

SON values and prioritises the moral empowerment process of students, and through that, we can achieve betterment of society. Because of these priorities, the school adopts an approach that is slightly different from other schools...

The School of the Nations (SON) emphasizes holistic development—intellectual, moral, and spiritual—guided by Baha'i principles. Its key values include academic excellence, fostering critical thinking, moral growth through virtues, and community engagement that encourages positive contributions to society. The Baha'i-inspired elements promote unity and inclusivity, celebrating diversity and collaboration, while empowering students to explore their potential and integrating disciplines for relevance...

The school focuses on developing in students a two-fold moral purpose which is to develop oneself and to contribute to the advancement of their community. Every month there is an assembly where students prepare a presentation based on the school's learner profile, which is based on the Baha'i principles, I find these inspiring, and you can see that students feel inspired too. Every morning in the class there is a devotional period where students can meditate and pray, we discuss important matters that relate to their personal lives, we answer their questions and I can see how that short period before classes helps them feel loved and calm. Students enjoy singing the beautiful Baha'i prayers and writings...

As an educator it makes you self-reflect and investigate your own teaching styles. It is refreshing to work in a school where the culture is to serve others.

[There is a lot of] focus on the students' moral development morally from Kindergarten to Middle School, but currently not so much in Secondary—from my experience as a student and as a teacher.

## Application

We focus not only on academics—but also spiritual, moral and social-emotional development. The Character Development booklets and lessons are well thought-out and meaningful. I have had to be more mindful of this school's focus since spiritual growth has not been a part of other school's curriculum, as it is not common in the international school community...

...I've learned the importance of marrying spiritual growth with intellectual growth. As an English teacher, I encourage students to expand their appreciation for beauty in the world through language. We cannot live as soulless shells with no purpose. Promoting a holistic

approach to education that nurtures both the mind and the spirit is central to a Baha'i-inspired approach to education. I have adjusted my approach to align with the school's aims in my class...

...To support SON's mission, I collaborate with colleagues on resources, include activities that promote moral growth, and involve students in community service projects, all of which contribute to creating a nurturing environment for responsible global citizenship.

I have been here many years and am only gradually beginning to understand what the school is doing...I have strived at times to try to get clarity on exactly what the school needs from me professionally in relation to the "Baha'i" approach and over time this has become more clearly set in the day-to-day operations of the school and the delivery of the curriculum...

The school's learner profile (although quite difficult to integrate into every class) clearly has positive intentions at its center. The school uses Baha'i teachings to formulate its ethos, including moral values and teaching students how to thrive in today's society. All of my previous schools wrapped their teachings into an ethos also, but this is the first school I have been part of that focuses so much on character development. I haven't had to adjust too much personally as I also believe in developing children's character. However, entwining this into my day-to-day subject teachings has been a challenge, but I am trying!

### Religion

...As long as you are open and willing to go with the flow the Baha'i side of things just kind of happens...The moral and ethical perspectives are like most religions, well intended and based on wise perspectives. Seeing things that way has helped me feel more comfortable.

...As a non-Baha'i, I learned, organically, about the religion. I am required to participate and sometimes lead some activities with students as part of the school life, but I was never forced or coerced to partake in any other Baha'i function...

...I have read more about the Baha'i Faith and asked questions to seasoned SON teachers in how they go about teaching these components. I have enjoyed this vision and approach and think it helps students become kind and empathetic global citizens.

The school vision influenced by the Baha'i faith in a way that is not overbearing, and there is it emphasizes strong moral development for its students...

## Student body

Describe the characteristics of our students plus how they interact with each other, engage with learning, behave, and interact with teachers. 學生—請描述我們學生的特點，包括他們彼此之間的互動方式、對學習的投入、行為舉止以及與老師互動的情況。

The saying, “We don't see things as they are, we see them as we are,” almost perfectly captures how students were perceived by teachers at SON. The profound transformation we are seeking in both students’ inner life and their resulting behavior requires an equally large change in how they are viewed and treated by others.

There is ample evidence that teachers have so attuned their perception. From the responses, positive descriptions of students were overwhelming and shortcomings all but absent, suggesting a healthy pattern of seeing and dwelling on the noble reality of students. These earnest efforts saw students described as “[respectful](#),” “[friendly](#),” “[engaged](#),” “[collaborative](#),” and “[curious](#).” Students at SON “[interact very positively with their teachers](#).”



Specific comments included:

“The student body is characterized by active engagement, diversity, and a proactive approach to learning. Students enthusiastically participate in discussions and collaborate on projects, fostering a sense of community. They express their feelings openly, creating a respectful and inclusive environment. Behaviorally, they demonstrate responsibility and self-discipline, enriching their educational experience through diverse perspectives. Interactions with teachers are marked by respect and openness, promoting a collaborative atmosphere that supports both academic achievement and personal growth.”

Students at SON, in general, are proficient in English, which enables us to use different kinds of teaching strategies...They are resilient and usually overcome difficulties with a positive attitude.

Our students are full of curiosity and always engage with one another. They strive to understand what is going on in the world around them. They are very engaged in the learning process and often ask critical thinking questions to one another. The students also interact very positively with their teachers, with them always showing love and kindness to brighten up a teacher's day when possible.

## Challenges

*If you have experienced or observed significant challenges or shortcomings at the school that may be relevant to prospective teachers, please constructively share them here. 如果您曾在學校遇到或注意到可能影響未來教師的重大挑戰或可改善之處，請在此以建設性的方式分享您的看法。*

Teachers who are considering joining our efforts may benefit from learning of the challenges of current staff, recognizing that their own experience may be different. One homeroom teacher captured the overall sentiment around **challenges** well by writing, “[This is a great school to work in! However, just as in any work place, there are challenges!](#)”

A few respondents described the obstacles they encountered in ordering and obtaining resources. Teachers also expressed challenges with their workload (new routines, creating units, curriculum alignment, external expectations), their colleagues (unequal contributions and adherence to guidelines), their administrator (micromanaging/under-managing, unclear communication, not enough team building/guided collaboration), and other issues like limited support from the IT team, workspace size, and a less structured approach to behavior management.

### Resources and training

- Learning all the new routines and procedures
- Giving teachers the resources and teaching material for existing or new curriculum.
- Horizontally and vertically aligning the curriculum. It is a work in progress. The school also needs a clear instructional and assessment framework.
- Budgeting on training and sometimes resources & extra staff needed to support or lack funding
- I have experienced challenges relating to the curriculum and teaching time given my subject under the expectations of the DSEDJ.
- ...There is also some friction in resource procurement for teachers. There are several somewhat confusing systems of how to get materials from purchasing through TaoBao, to visiting the teacher resource center, to going through two or three people to get things. It is not about fault, but the school would do well to do a broad overview of the frictions involved in getting teachers the materials they need to do their job as best as they can do. This is not uncommon in schools. A final area of constructive suggestion is to provide leadership at all levels with updated professional development opportunities to learn strategies and systems to effectively build and work with teams.

### Other challenges

- The role of middle management (e.g coordinators) are not clearly defined to all.
- Social events or events of a celebratory nature could be organised more often to help with morale, bonding outside of professional interactions. The quality of the teacher pool is sometimes problematic. I don't know how to phrase this constructively, except be prepared to push up your sleeves and do some hard work.
- While the environment at SON is wonderful, there are some areas for improvement... First, the guidelines for Project Week assessments could benefit from clearer instructions...Second, I believe there should be a more structured approach to behavior management.
- I believe that having more support from the IT team would be beneficial for both teachers and students. Additionally, making the SONIS login process and attendance

marking more user-friendly could enhance the overall experience. Moreover, I've noticed that workspaces seems to be downsized each year, so having more space would be greatly appreciated. Finally, increasing the number of staff toilets on each floor would significantly improve convenience and comfort for everyone. Addressing these challenges would contribute positively to the working environment at SON.

- Challenges are always there. One needs to know how to deal with different situations.

### No challenges

- In all honesty, I have seen no significant shortcomings or observed any significant challenges
- None 暫時沒有

## **Highlights and Impact**

*Describe some of the best memories you have experienced at the school and the impact that working at SON has had on you. 請描述您在本校經歷過的最美好回憶，以及在 SON 任教對您產生的影響。*

Interacting with students both in class and on fieldtrips was the most common highlight of working at SON, followed by the opportunity “to teach with a lofty purpose in mind.”

### Teaching

SON has opened its doors to me, has given me the opportunity to be a teacher. It appreciates the diverse set of skills I have and gives me the space I need to apply them and the encouragement to keep learning and become a better teacher.

It is a daily blessing to teach with a lofty purpose in mind and heart than exam results.

Some of the best memories would be seeing my students grow and flourish into young, brilliant minds. Becoming a teacher at SON has helped me grow personally and as a team player. I've learned how to collaborate more and become more outspoken in my ideas.

### Training

Training and learning together with teachers, discussing students' progress and challenges with them, and collaborating with another teacher through co-teaching. These experiences have deepened my understanding of how the school's culture is applied to the collaboration and relationships among teachers. This is a valuable culture.

...Went to Shanghai to participate in a 3-day IB training course, which not only broadened my horizons, but also improved my professional development in teaching.

### Students

I have consistently found students to be joyful, well-behaved, and receptive to big ideas. They are fun, quirky, curious, and receptive. I am working on a variety of projects that students and teachers get excited about.

The interaction with the students and how they felt they have been helped in daily work, and caring, companion, emotional support

One of the standout memories from my time at the school is undoubtedly the HK MS Camp. Witnessing how students bonded and grew closer through the various activities outside the school environment was truly remarkable. It reinforced my belief in the immense potential

these young individuals possess when provided with the right opportunities for growth and development.

...Led students to Hong Kong to participate in a 5-day outdoor learning camp.

During my teaching at this school, I have established many unforgettable memories with my students. One of the best memories is the volunteer project that I participated in with my students to serve the school and society. In this process, as an instructor, I discussed, researched, and practiced with my students and witnessed their growth and progress... 在本校任教期间，我与学生之间建立了许多难忘的回忆。其中最美好的回忆之一是与学生共同参与的服务学校和社会的义工项目。在这个过程中，我作为指导教师，与学生一起讨论、研究、实践，见证了他们的成长和进步。

[My] best memories are when I get to engage with students outside of class time.

### Colleagues

I think my best memories come from getting to know and working with different teachers and learning from them, which has greatly impacted my teaching experiences and my spiritual life.

Planning a learning unit with colleagues. Informal conversations with cross grade level colleagues about instruction and students. Lunch in the Sunlight Cafe where I can freely socialize with teachers from different divisions within the school.

Every time the department has a dinner, we are good teammates at work and good friends in life. 部門每次聚餐都很開心，大家處在了工作上是好隊友，在生活上也是好朋友。

I had a difficult interaction with a teacher last year. [Teacher support staff member] was incredibly supportive in not just making me feel better, but giving me actionable steps to empathize with that teacher and reconcile that relationship. That teacher and I have a stronger relationship now than we had before.

I liked the collegiality and group work during orientation. The three meals we were treated to were all a great memory! I have been here only a few months but the pastoral/spiritual component of the school has been impactful in a very positive way, and has made me a better teacher!

### Other

...I've truly enjoyed the interactions we have with parents and the informal days spent engaging with our students. These experiences have significantly impacted me, reinforcing the sense of community and support that defines SON. They remind me of the importance of building relationships, both professionally and personally, enriching my teaching journey.

I have made some lifelong friends—people who have become like family. This is from among other colleagues, former students and parents of students.

I really appreciate when my supervisor asks me to help out with little projects outside normal work.

Some of my best memories at SON are the staff gatherings such as family picnic day and end of year functions.

...I particularly love the school's musicals. I eagerly look forward to it every year.



## Other feedback

*Please elaborate on any of your responses above or share any other comments. 請對您以上的回答進一步說明，或分享其他任何意見。*

“SON does a lot of things right—and we all should be proud of our efforts and positive results! I have worked as a school principal (both primary and secondary), PYP Coordinator, classroom teacher and as an academic consultant/advisor at IB schools around the world and SON is, overall, one of the best schools I have had the pleasure of serving. I am proud to work and teach here and I look forward to growing professionally and helping our school, students and professional learning community in any way that I can!”

## CONCLUSION

The responses from teachers provide insights into many aspects of the school and we hope they allow prospective teachers to evaluate whether they would make a good fit in the school.

While 100% of teachers would recommend SON as a place to work, two in five did not feel that “most teachers” would flourish here, mentioning the school’s high expectations, distinct characteristics, and religious inspiration. Respondents suggested that compatible teachers were open-minded, collaborative, adaptable and flexible, and hard-working. Further, it was apparent from the wide range of responses how one’s attitude and expectations impacted perceptions and overall satisfaction.

The survey also identified challenges and several areas where the school can improve, including improving the process of obtaining resources, providing more curricular and IT support, making decision making more transparent, clarifying communication, guiding collaboration, and providing more tailored oversight.

All involved with the school share the task of bringing it into greater alignment with its vision and ideals. The school has confidence that this survey—and the daily efforts of teachers and administrators alike—will contribute to the trust and communication needed by the school to both address challenges and build on successes.

## APPENDIX A: Survey participation e-mail

17 February 2025

Dear Teachers,

As you know, every school is different. The main goal of recruitment is to identify those teachers who would thrive at our school. Therefore, it is crucial for those applying to us, especially from overseas, to have a good understanding of our student body, school culture, and work environment. While our website provides a glimpse into this, hearing directly from teachers provides unparalleled insight into what they will likely experience when they arrive.

Accordingly, it is hoped that all full-time teachers will submit a recruitment survey for this purpose before February 21 at 5:00pm when the portal closes. I will visit your desk today or tomorrow and once you have selected an anonymous 8-digit participation code you may complete the survey. It should take about 15 minutes, and we are hoping for universal participation.

The survey is anonymous, and only the external survey analyst will access and combine the individual responses. He will ensure that identities cannot be discovered by combining the department and demographic information—in case this is of concern to you. ([details](#))

Thanks in advance for your assistance in this matter.

Recruitment Team at SON

親愛的老師們：

如您所知，每所學校都有其獨特性。招聘的主要目標是找到那些能在我校蓬勃發展的老師。因此，申請者（尤其是來自海外的申請者）充分了解我們的學生群體、學校文化及工作環境至關重要。儘管我校網站提供了相關概覽，但直接聆聽老師們的見解，能為申請者提供無寶貴的參考，幫助他們預見未來在此可能的體驗。

因此，我們希望所有全職老師在 2 月 21 日下午 5 時（申請入口關閉前）提交此招聘問卷調查。我將於今明兩天去找各位，待您選擇一個 8 位數的匿名參加號碼後即可填寫問卷。問卷約需 15 分鐘完成，我們期待全體全職老師都可以參與。

問卷為匿名制，僅由外部問卷分析人員存取並整合個別回覆。他將確保透過部門與人口統計資訊的組合也無法識別身份（若您對此有所顧慮，詳情可參閱此處）。

謹此先行感謝您的協助！

謹此致意，

SON 招聘團隊



## APPENDIX B: Data Analysis Decisions

Of the 68 responses received, 16 teachers left freeform feedback in Chinese while just two skipped these optional questions. On average, written comments exceeded 275 words per survey, suggesting high engagement with the survey.

One survey was excluded because of outlier data on all Likert scale questions, where the respondent clearly mistook the poles. The indicated extreme negative responses, well beyond those received from any other teacher, conflicted with their written feedback:

...The school is like a big family, and you feel a sense of belonging when you work at the school. The school is centered on the Bahá'í Faith and emphasizes whole-person education, emphasizing both spiritual and intellectual development. The school's approach to teaching and learning accommodates individual differences, fosters a spirit of morality and service, and promotes harmony and diversity in order to achieve the school's vision and goals. 學校就像一個大家庭, 在學校工作得到歸屬感學校以巴哈伊信仰為核心, 重視全人教育, 強調靈性與智力並重。學校的教學方式, 注重學生個體差異, 培養道德與服務精神, 促進和諧與多元共融, 以實現學校的願景與目標。

In the process of choosing only a few quotes for inclusion in the report, deliberate effort was made to ensure that the result was representative of the full set of comments, neither skewing positive or negative.

Double quotes were removed in responses where any adjustments were made for length or clarity. One carefully considered editorial decision was made to shorten a single comment to avoid conveying a distorted impression of the work environment. No other changes were made for this purpose.

To preserve anonymity, owing to the few responses from teachers from the Special Education and Curriculum teams, these responses were instead included in the four main departments.

While the survey was anonymous, further steps were taken to ensure the confidentiality of responses, in case this was of concern to some respondents:

- 1) No personally identifiable information, such as name and email address are requested or captured on the form.
- 2) The survey software (Google forms) does not collect IP addresses.
- 3) An anonymous participation code (used only to avoid duplicate entries) is given randomly to teachers. There is never a connection to individual teachers. (Teachers are even free to swap codes with colleagues. Of course, each code can only be used once.)
- 4) Individual responses will only be accessible to [the survey analyst] through a secure, non-school account created exclusively for this purpose.
- 5) The report(s) created from the survey data will only present information in ways that obscure individual identities. This is accomplished chiefly by combining responses and by separating department or demographic information from individual comments.

This report was manually created except for the following lone use of Artificial Intelligence:

Student Attributes. To create a word cloud of the perceptions teachers had of students, this prompt was entered into DeepSeek with DeepThink R1 on 22 February 2025: “*Make a word cloud. Generate the top 25 words (with some massaging to combine variations of the same word and similar concepts) along with relative frequency in a two-column table.*”

The official version of this report is only available at <https://schoolofthenations.com/survey2025> to allow any future updates to reach all parties. Individual comments and sections from this report should not be extracted or shared on other platforms to ensure that context is maintained.

Any questions about this report or its methodology can be raised with the recruitment team [recruitment@schoolofthenations.com](mailto:recruitment@schoolofthenations.com) or survey administrator [sonhrsurvey@gmail.com](mailto:sonhrsurvey@gmail.com).

2025 © School of the Nations, Macau  
[www.schoolofthenations.edu.mo](http://www.schoolofthenations.edu.mo)

## NOTES

<sup>i</sup> <https://surveyanyplace.com/average-survey-response-rate/>

<sup>ii</sup> **Participation by Department 部門**

Kindergarten 幼稚園	11
Primary 小學	17
Middle School 初中	14
Secondary 高中	20
Special Education 特殊教育	4
Curriculum 課程	2

<sup>iii</sup> Odland, Glenn & Ruzicka, Mary. (2009). An investigation into teacher turnover in international schools. *Journal of Research in International Education*. 8. 5-29. 10.1177/1475240908100679.

<sup>iv</sup> “In terms of salaries, 39% of teachers and 47% of principals are satisfied with the pay they receive, on average across OECD countries” from the 2018 OECD Teaching and Learning International Survey (TALIS), <https://www.oecd-ilibrary.org/sites/19cf08df-en/index.html?itemId=/content/publication/19cf08df-en>