

What (de)motivates teachers is a mix of psychological, material and professional factors, many negative in BG 2016. To counter burnout, raise low morale levels:

- far greater **RESPECT** for teachers among learners, parents and in the broader society!
- quiet attentive classrooms with democratic discipline, much more *fun & games* – alleviate massive **work stress**; and halt mounting violence against BG teachers! (<http://goo.gl/pY8YL4>)
- an 'equitable' living wage, **lowest now in EU** (<http://goo.gl/Jjzs1l>). **AIM: DOUBLE ED. BUDGET BY 2020!**
- naturally, more eager & motivated students, esp. among the less privileged - socioeconomic class and ethnic background, 'class in the classroom', plays a huge role: <http://goo.gl/kMDLrx>
- much greater job security for all teachers, even adjunct, in private & public education, **end precarity!**
- far smaller classes + lots more trainee-teachers - **REALITY: now only 3% of teachers under age 30, by 2026 45,000 teachers will retire** [!]. Educ. students down ca. 25% since 2011: <http://goo.gl/GRYHm5> <http://goo.gl/x7DnJ0>
- work near one's home or **Xtra travel pay!** Some teachers commute 2+ '**unpaid**' hours a day.
- a truly balanced work load, more time to think//create, do *action research* (<http://goo.gl/dCZ72H>)
- competent school directors & 'inspectors', sensitive to the real problems teachers face
- recruit more active school psychologists//counselors who creatively do the job (& to whom disruptive ☹ learners can be sent -- now rare); see <http://goo.gl/3EL349> + <http://goo.gl/lqZEHQ>
- make '**teacher voice**' heard loud & clear, upping ↑ 'self-empowerment': *innovateelt.com*
- less admin. surveillance, more freedom to experiment -- policy from the grassroots up ↑!
- less time-consuming 'accountability' paperwork-- or demand **Xtra pay** for such paperwork!
- spur colleague inter↔action, '**T-solidarity**' – work for more **deeply democratic schools** within *Continuing Cooperative Development* (Julian Edge, <https://goo.gl/2Wg93j>) – 'synergy' to replace the morass of *яд + завист, ревност* endemic in many BG teaching ecologies
- an inventive *localized* CTD framework, spearheaded in part by BETA, EdMin and BC
- school / local libraries chock full of **picture☺books**, graded readers in sets, the basis for 📖 robust Ext. Reading; cf. S. Mourão on picturebooks: <http://goo.gl/00TWzg> & <http://goo.gl/YeLupn>
- ready access to Internet in every classroom, with an LED projector. **youtube** every day!
- ORGANIZE: >CHANGE ISN'T GOING TO COME UNTIL WE BRING IT< -- revitalize синдикат "образование"! Forge local teacher micro-unions like USC in the US (<http://goo.gl/SVsA0z>), or à la **IWW** www.iww.org -- like the IWW 620 Education Workers Industrial Union in the UK: <https://iww.org.uk/education/> → In BG? 🐾
- **membership for all** in a teacher association such as BETA ☺ (and **♦IATEFL♦**) -- this needs hands-on 'incentivizing' from the EdMin, making such *subsidized* formal membership a recognized even required component in CTD scaffolding. Build local BETA mini-chapters!
- **To speak about MOTIVATION** among **knackered teachers** is to explore those "edges where teachers—the bodies that dance across classrooms, performing the pedagogical rituals required of them—try to achieve some kind of balance and grace", see Paul Walsh & Theresa Gorman (eds.), *Teacher Stories: Stories from the Edges of Language Teaching* (2015), p. 5: <https://goo.gl/EptUDs>; see also Bill Templer, "Lives of Teachers as a Focus for Research and Sharing in Bulgaria ELT", *BETA E-Newsletter*, #17, 7-30: <http://goo.gl/GdmaQq> cf. likewise TaWSIG (Teachers as Workers) https://twitter.com/taw_sig **You can join!** TaWSIG core aims: <https://goo.gl/6TgwMu> <https://goo.gl/7paiA4> See also P. Walsh (2016): <http://goo.gl/8rZmo2>, Bowen's (2013) diss., highly relevant: <https://goo.gl/lbLI6Q> –BILL T., *зр. Шумен*

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