

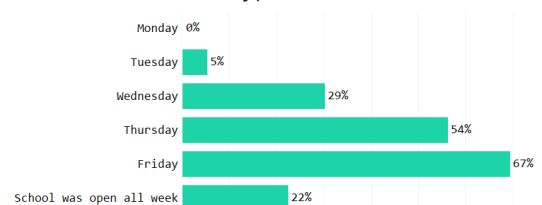
# What Teachers Tapped This Week #23 – 5th March 2018

Did you see the snow? So much snow. Sadly, the snow caused problems for some questions as many of you weren't in school when asked things about detentions and how you ate your lunch. (Detentions you give out at home don't count). Don't worry, we'll ask these at another point. Right, onto what we DID find out this week! &nteachertapp.combsp;

## 1. Snow closures for you?

Stormy snow made life difficult all round this week and lots of schools closed with headline reports ranging wildly from hundreds, to thousands, to several thousand. A benefit of Teacher Tapp is that we can keep track of these closures over time so eventually we can answer the critical question: have things got worse than they used to be? For now, all we now is how many Teacher Tapp schools closed last week? From the figures we collected, 67% of teachers were off on Friday due to the snow – that was the biggest day for closures. If 67% of schools closed nationally that's around 16,000 closing their doors.

Do you want to build a snowman? Which days this week has your school had to shut due to snow (tick all days that apply even school just closed for half a day)?



Are some schools more at risk of a closure? We looked first at Ofsted ratings, and found outstanding schools were most likely to stay open all week and lower-rated ones least likely...

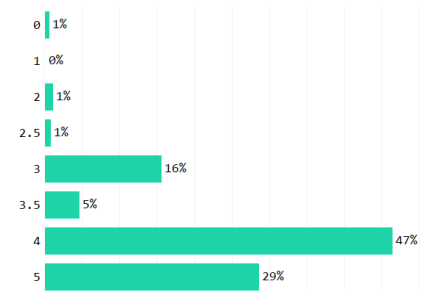
...but, before we leap to conclusions, what else might cause the difference in closure rates? Well, secondary schools were more likely to close than primary schools (by 2% each day), presumably due to children and staff coming from further away or because of larger sites that involve more travel on treacherous paths. Secondary schools are also more likely than primary ones to have low Ofsted grades - so this probably had an effect. Region also mattered for snow closures. As the table below shows, schools in the North East had almost every teacher snowed out for 3 days. In the North West, even on the worst day, only 39% of teachers were at home.

**Do you want to build a snowman? Which days this week has your school had to shut due to snow (tick all days that apply even school just closed for half a day)?**

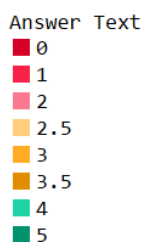
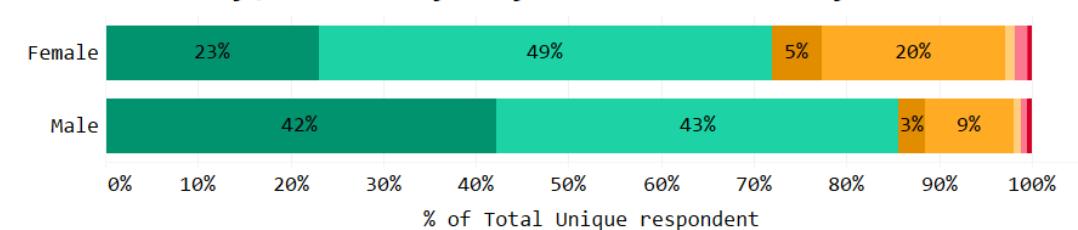
	EE	EM	L	GOR1		SE	SW	WM	YH
				NE	NW				
Monday			0%			0%			
Tuesday	3%		2%	4%	3%	20%			3%
Wednesday	49%	29%	21%	100%	14%	20%	17%		78%
Thursday	48%	60%	35%	100%	39%	53%	89%	23%	93%
Friday	72%	90%	49%	98%	29%	80%	94%	90%	49%
School was open all week	22%	8%	42%		58%	11%		7%	4%

Given the higher concentration of lower-graded secondary schools in the north-east, especially in comparison to London (which also had a low closure rate), it seems logical location is the real closure culprit. 2. [Why do teachers want to work a 4-day week?](#) A recurring theme among Teacher Tapp users is a desire to reduce their working hours. But by how much? In an ideal world, and taking into account salary losses, 47% of teachers said they would choose to work a 4-day week. A further 21% would work for 3 (or 3.5) days. Just 29% - less than 1 in 3 - wanted to work at school for 5 days.

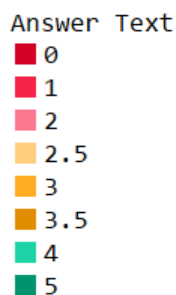
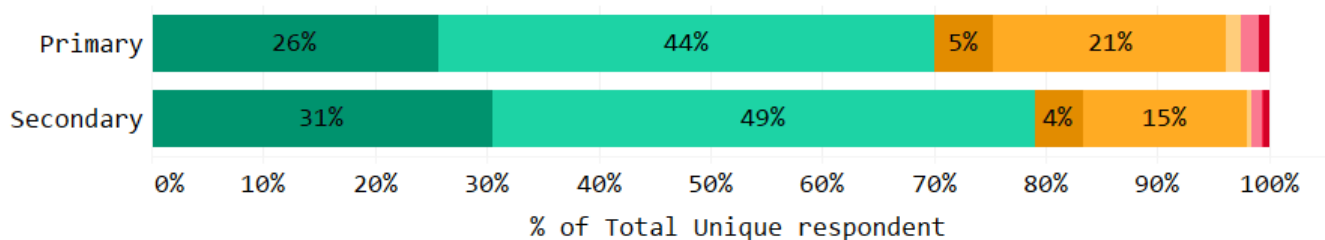
In an ideal world, and taking into account any loss in salary, how many days a week would you work?



Contrary to our prior findings, we did find a gender difference this time. Twice as many men wanted to stick with a 5-day week compared to women. And, twice as many women wanted to drop to a 3 day week compared to men. The 4-day week, however, was the most popular for both genders. In an ideal world, and taking into account any loss in salary, how many days a week would you work?

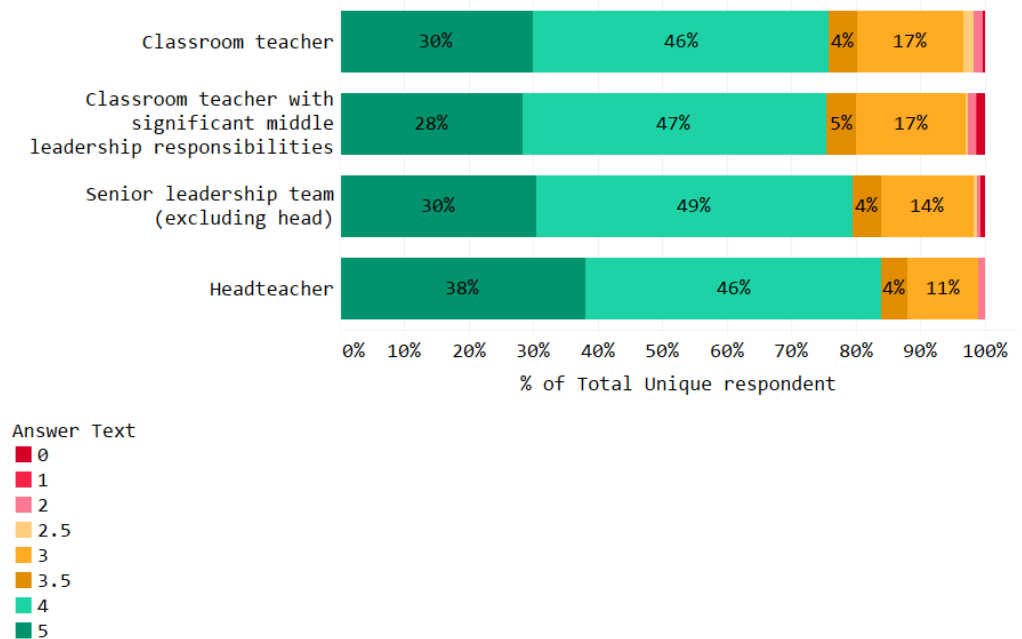


In an ideal world, and taking into account any loss in salary, how many days a week would you work?

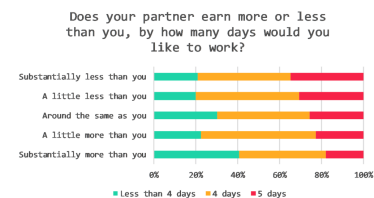


Job role made little difference. (Headteachers skew slightly male so the 5day/3day thing here is not surprising).

In an ideal world, and taking into account any loss in salary, how many days a week would you work?



So what is going on? Why do so many teachers want a 4-day week? One hypothesis relates more to a shift in societal norms than to the structure of teaching jobs. For much of the late 20th century, people living in couples tended to have one 'breadwinner' and one part-time or non-working partner. In this set-up, household tasks were done by the part-time or non-working partner (often leading to working hours far longer than those of 'breadwinner'). Increasingly, as mortgages required two incomes, and equal opportunities grew in education and workplaces, it is both partners increasingly had full-time jobs or at least one full- and one substantial part-time job. The problem? Who now does the household chores? Although technologies have helped, these haven't gone away – they must still be done. Could it be that teachers are therefore not just saddled with long (almost never-expanding) working hours for their jobs but trying to combine these with household chores means they would forgo some salary in order to have one-day a week to catch up on such things? Hence, the extra day might be for catching up on school paperwork, but it could as easily be for 'life admin'. A few weeks ago we asked about the earning levels of users' partners – so we decided to take a look at this. Are teachers who want to work 5-days matched with partners earning much less than them, thereby signalling a spouse who works part-time or not at all?



As you can see, teachers with a partner earning substantially less are most likely to say they would want to work 5 days. Those with a partner earning substantially more than them are the ones most wanting to work 3 days. Maybe this is a straightforward economic transaction. The people with lower-earner spouses simply cannot afford to drop down, whereas those with higher-earning spouses can. However, that big glut of 4-day workers across all variables here is interesting. There seems something about that pattern which is inherently attractive to a lot of people. One final curiosity. We checked teacher preference for free-time rather than pay in another way this past week. Look at this:

Imagine you have two teaching job offers on the table, both of which are equally compelling. One job shortens the school year by 2 weeks (so you have 2 weeks' more holiday). The other one comes with an extra £1,200 per year. Which would you take?

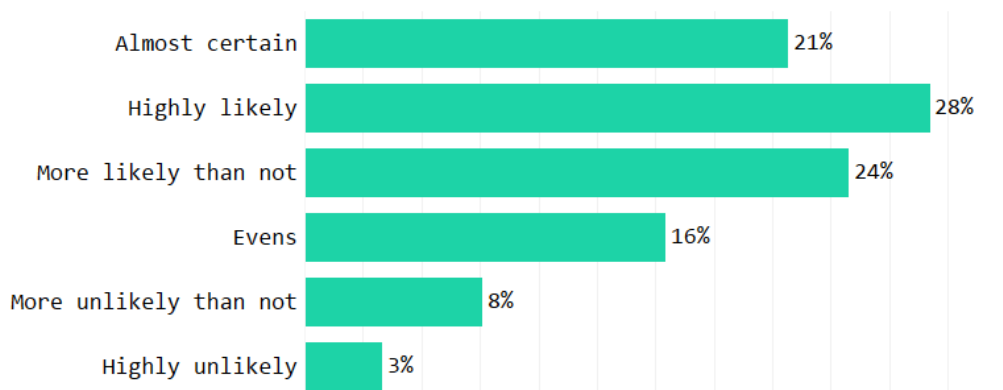


When asked to directly choose – 60% of teachers would take extra pay over free time. This conflicts with the 60% of people who, in an ideal world, would reduce their salary for an additional free day each week. Holidays are not the same as individual days, however. Is this another signal that teachers don't want more 'rest' time, then, but are merely seeking time for weekly chores? We will keep digging. Let us know what you think in the meantime...

### 3. The photocopiers are alright

Although 44% of teachers said their tech failed at some point that day, photocopiers are not a main gripe:

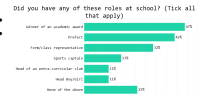
Help! It is breaktime and you've just remembered that you haven't photocopied a worksheet that you need for the next lesson. If you run to a photocopier now, what are the chances that it is both available and working so that you can copy it in time?



We looked to see if there were any differences related to school performance. Did outstanding schools have better photocopiers than inadequate schools? But, nah, there was nothing in it. Photocopier equality is real.

#### 4. What can your 16-year-old self tell us about your current career?

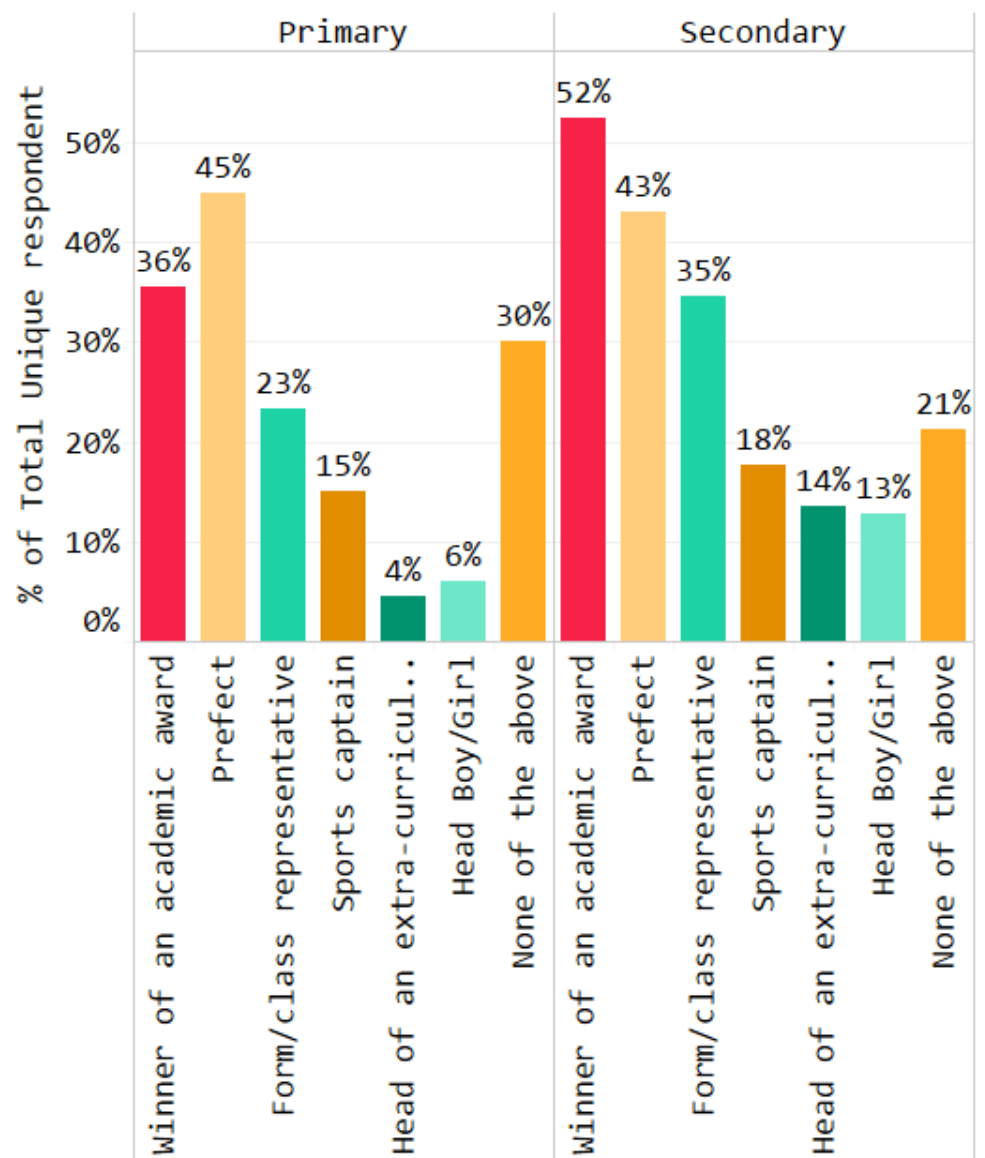
A masters student got in touch looking for information about teachers' childhoods – in particular, if they had positions of responsibility at school. Here is what we found:



Several teachers on social media were keen to point out they only didn't have the roles because they didn't exist at their school rather than because they didn't achieve one. If the numbers seem high, given how few people get these roles, the ever-concise Mike Cameron was ready to remind:

<https://twitter.com/mikercameron/status/969633280474714112> Except of course there are still nerdy things to see! For example, primary teachers were less swotty likely to have one of these... particularly academic achievement awards ?. (Though they are marginally ahead on proportion of prefects).

## Did you have any of these roles at school? (Tick all that apply)



Also, headteachers are slightly ahead in the prefect/academic ranks.



## Right folks - over and out for another week...

In the meantime, please keep sharing what we are doing. Remember, we need more of you before we can do the really exciting and detailed analysis! Here's the [powerpoint slide \(with script\)](#), a [PDF](#), and a [black-and-white one-pager](#) to help out with that. \*\* Enjoyed this post and want to join our Teacher Tapp panel? Sign up via the [iPhone App Store](#) or the [Android App Store](#). You can also check out more at [www.teachertapp.com](http://www.teachertapp.com)