

Would you choose a school with difficult behaviour, and who gets paid for booster sessions?

Hello Tappsters!

Easter is now behind us, although two-thirds of you still have this whole week off. That's plenty of time to be getting tickets in our April Prize Draw! This month, we're giving one lucky teacher a £500 restaurant voucher to take their teacher friends out for dinner.

To be in with a chance of winning, answer Teacher Tapp questions for three days in a row to earn one ticket in the draw. [Check your app](#) to see how many tickets ■■■ you've already accumulated - and be sure to keep tapping every day to get as many as you can before the end of April.

Difficult behaviour or long hours?

Lots of you have been telling us that behaviour issues have been getting worse in your school recently. [We recently worked with the BBC](#) to share your responses nationally regarding violent behaviour in schools.

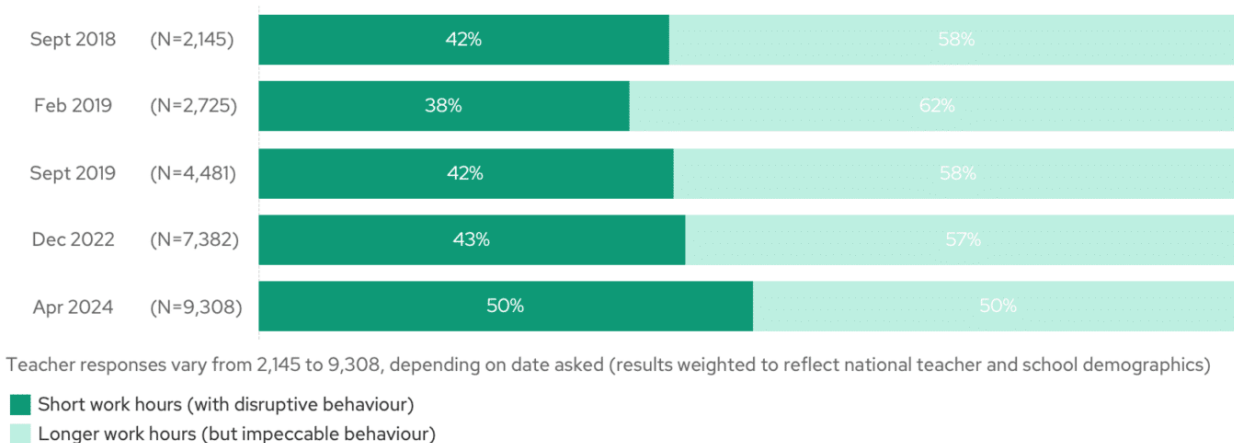
All this talk of behaviour prompted us to revisit a question we asked a couple of years ago. Would you prefer to work in a school with difficult behaviour and short hours, or good behaviour and longer hours?

Two options:

School A – low workload culture and teachers leave without marking by 4:30pm but has challenging student behaviour

School B – impeccable behaviour but teachers say they work very long hours.

Which school would you choose?



Despite your calls that behaviour is worsening, an increasing percentage of you would prefer the school with challenging student behaviour but shorter work hours. But why?

Has the rise in behaviour issues raised the bar in terms of behaviour you're willing to deal with? Or do concerns over workload increasingly override behaviour issues? Which did you choose? Let us know your reasons on the socials or through the app 📱

Who are these people who were willing to sacrifice behaviour in favour of short working hours? For a start, those of you teaching in the most deprived schools were the most likely to choose disruptive behaviour (with 63% of teachers doing so!).

Also, those who are already in a school where they are witnessing challenging behaviour were the prime candidates to want short working hours. The more confident you were in dealing with behaviour issues meant you being more likely to choose the shorter working hours school!

Teachers were far more willing to work in a school with disruptive behaviour if they are confident intervening in violent behaviour

"Questions asked: Think of a time you witnessed violent behaviour that required an intervention this week, how confident did you feel intervening? (down) versus

Two options: School A - low workload culture and teachers leave without marking by 4:30pm but has challenging student behaviour. School B - impeccable behaviour but teachers say they work very long hours. Which school would you choose? (across)"

1 - very confident	(N = 1,075)	64%	36%
2	(N = 1,199)	55%	45%
3	(N = 1,044)	54%	46%
4	(N = 506)	47%	53%
5 - not at all confident	(N = 355)	40%	60%
I did not witness violent behaviour that required an intervention	(N = 1,971)	43%	57%

Question answered by 6,150 teachers on 01/03/2024 (results weighted to reflect national teacher and school demographics)

■ Short work hours (with disruptive behaviour)
■ Longer work hours (but impeccable behaviour)

Booster sessions

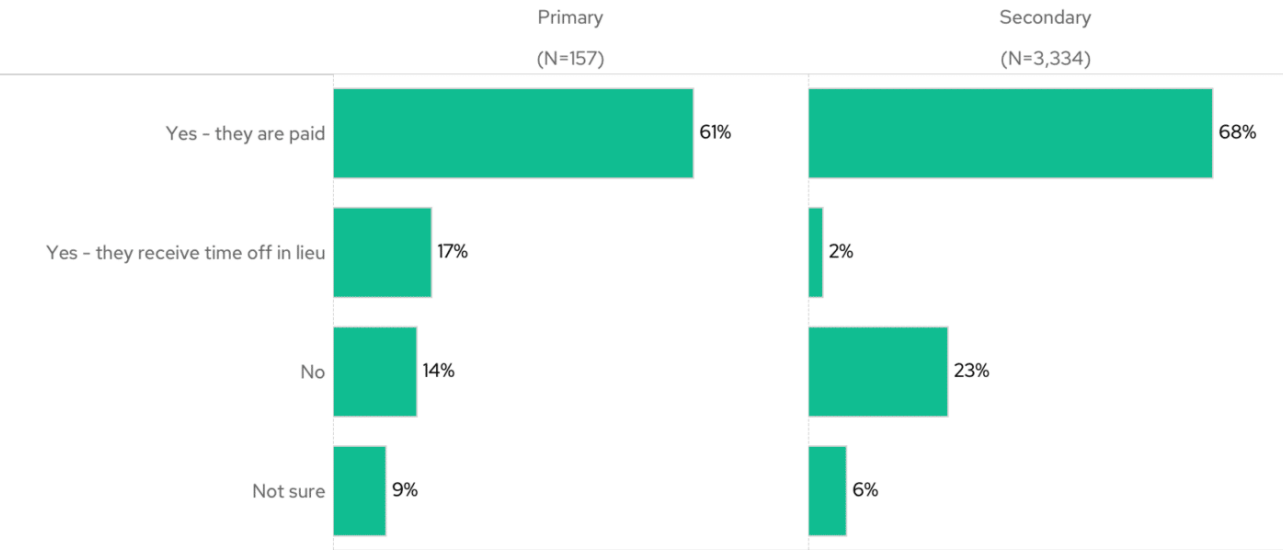
Exam season is fast approaching and booster sessions are on the menu! So while many of you might technically be off for Easter, you might be heading in to host revision sessions for your class(es)!

Indeed, 61% of secondary teachers say their school is hosting such sessions at some point in the Easter holiday. The same is true of just 6% of primary schools. This is about the same as last year for both phases.

But one of you asked - are teachers compensated for their time if they run such sessions?

Yes - mostly! More than two-thirds of secondary teachers say they are paid for their time. Pay is clearly preferred over time in lieu, with just 2% of secondary teachers saying this happens for them. Most primary teachers also say they are paid for their time.

If your school runs a 'booster' class in the holidays, are members of staff compensated for their time?



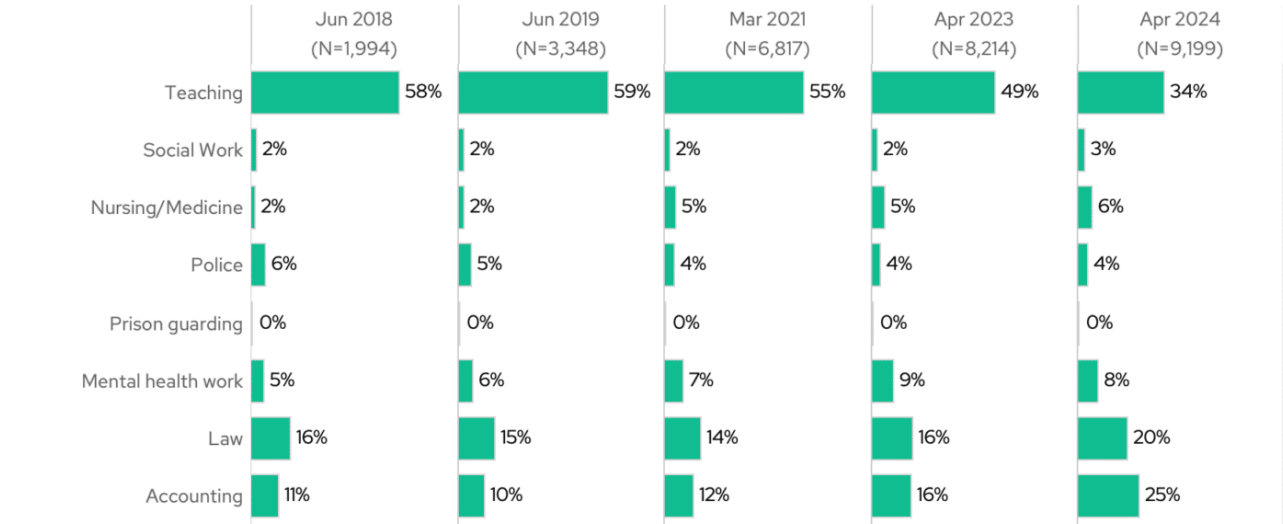
Question answered by 3,491 teachers on 04/04/2024 (results weighted to reflect national teacher and school demographics)

Teach again?

If you turned back time, would you pick the same career again, or opt for something wholly different? Just one-in-three of you would advise your younger self to go into teaching again. This represents a dramatic fall over the past three years. The percentage opting for teaching again falling a huge twenty-one percentage points in that time.

Those who are least likely to revisit teaching were those with the most experience. Just 31% of teachers with 20 or more years' experience opted to advise teaching again.

Imagine you are 21 and graduating from university this year. The following professions are equally available to you and pay the same salary. Which would you advise your 21-year-old self to go into?



Teacher responses vary from 1,994 to 9,199, depending on date asked (results weighted to reflect national teacher and school demographics)

Top events

This week's top event is...

[Primary Quiz](#) and their 'Low Stakes Quizzing and Retrieval Practice' remote event.

You can find this event and lots of others in the events tab on the Teacher Tapp app – check it out!

Ups and Downs

On the rise ■■

The need for more time to plan for SEND: More of you say that you would like more time to plan in order to meet the needs of students with SEND, 55% compared to 47% in October last year.

Heading down ■■

Detentions given for wrong equipment: 16% of secondary teachers say you do this at your school, compared to 20% three years ago. The need for standing up when the headteacher has entered the classroom has also fallen to 5% from 10%.

Daily Reads

Our most read daily read this week was the blog: [When the Adults Change, Everything Changes](#)

If you would like to read the rest you can find them here ■■

- [Encouraging reading for pleasure](#)
- [Looking at assessments differently](#)
- [Adaptive teaching – the four verbs approach](#)
- [Developing shared situational awareness](#)
- [Is social media really behind teenage mental illness?](#)
- [Relevance is overrated](#)
- [Motivational leadership](#)