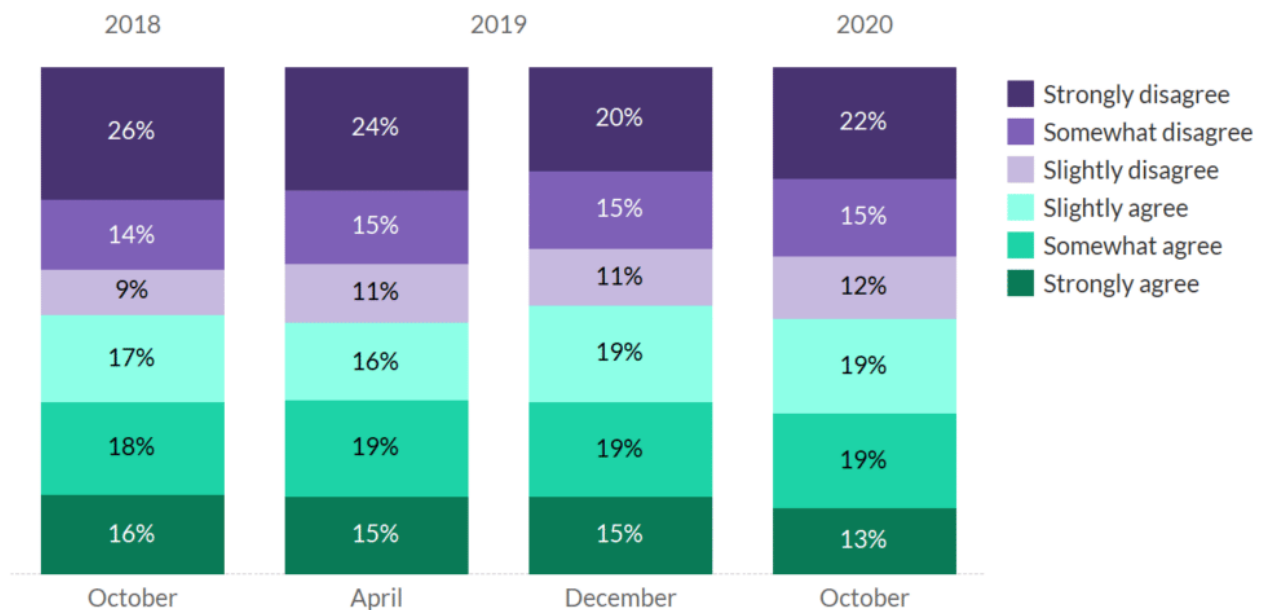


Pride, Masks & Auto-Pilot Teaching!

It's the start of what promises to be a highly unpredictable half-term, so let's start with the positives!

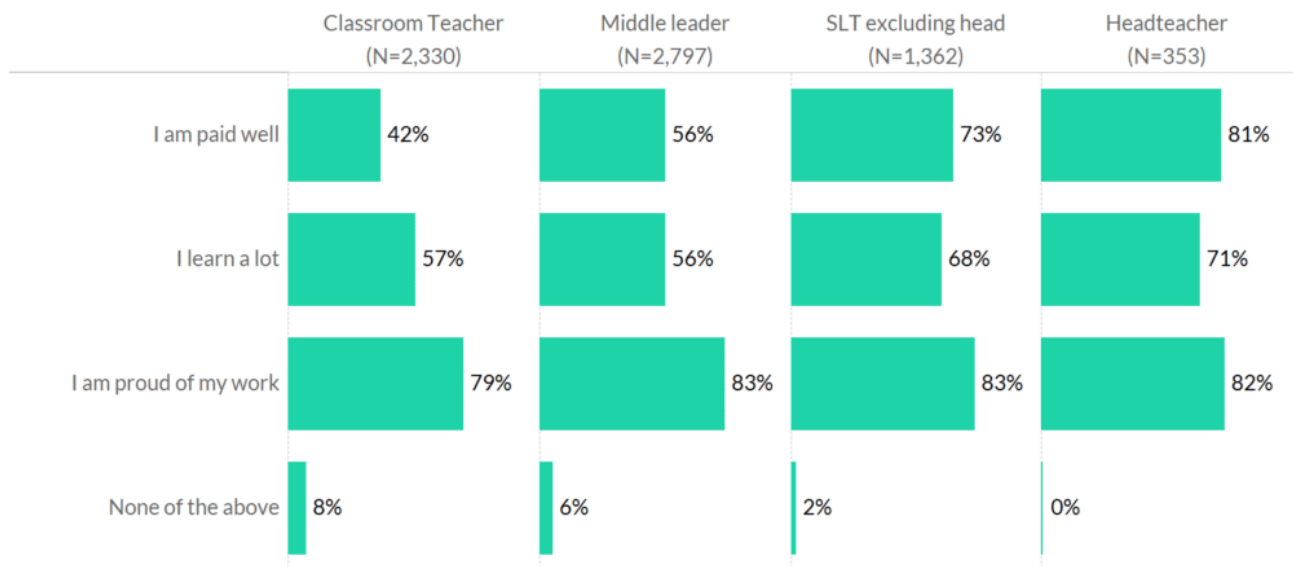
Despite everything, the proportion of you who would leave teaching if you could find a suitable paid job is lower than ever.

How much do you agree with the following statement: "I would leave teaching if I could find a job that matches my salary."



Yes, things are difficult - particularly for headteachers who now seem to be responsible for track and trace/social welfare - but they are also still the group who feel the best paid and best rewarded by the work they do.

In your current role, which of the following are true?

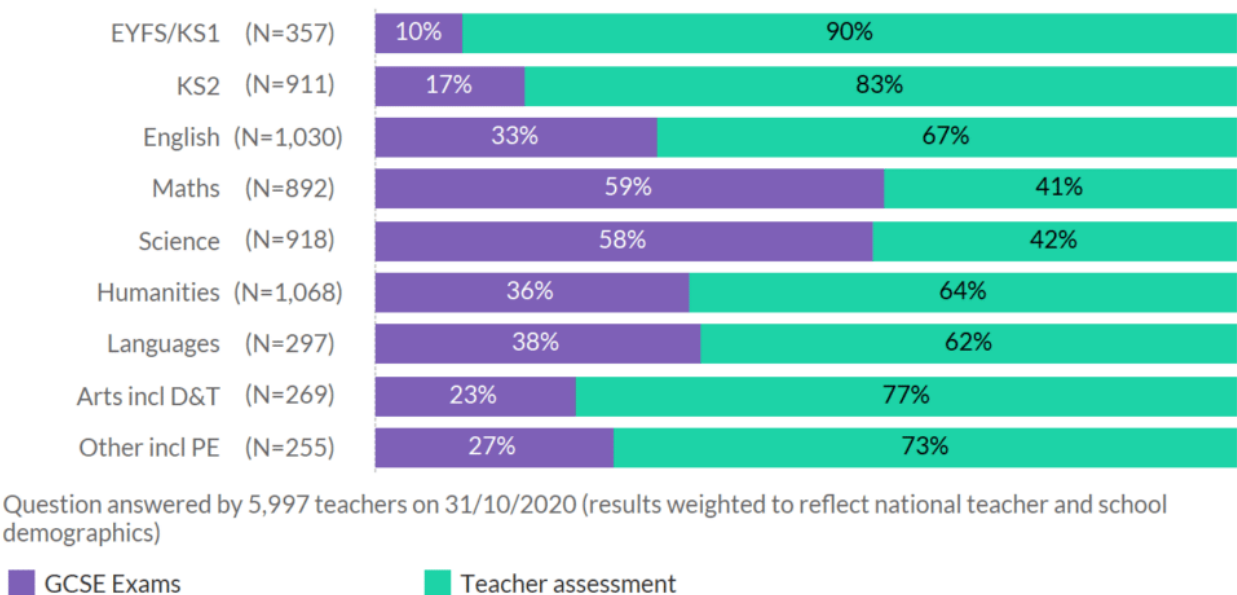


What to do about summer exams?

Now, after that positivity, onto problems! For secondary teachers, GCSE and A level exams is a huge worry for many of their classes. But what's the answer? Well, primary teachers think we should use teacher assessment, but many secondary teachers recognise that it isn't as simple as that.

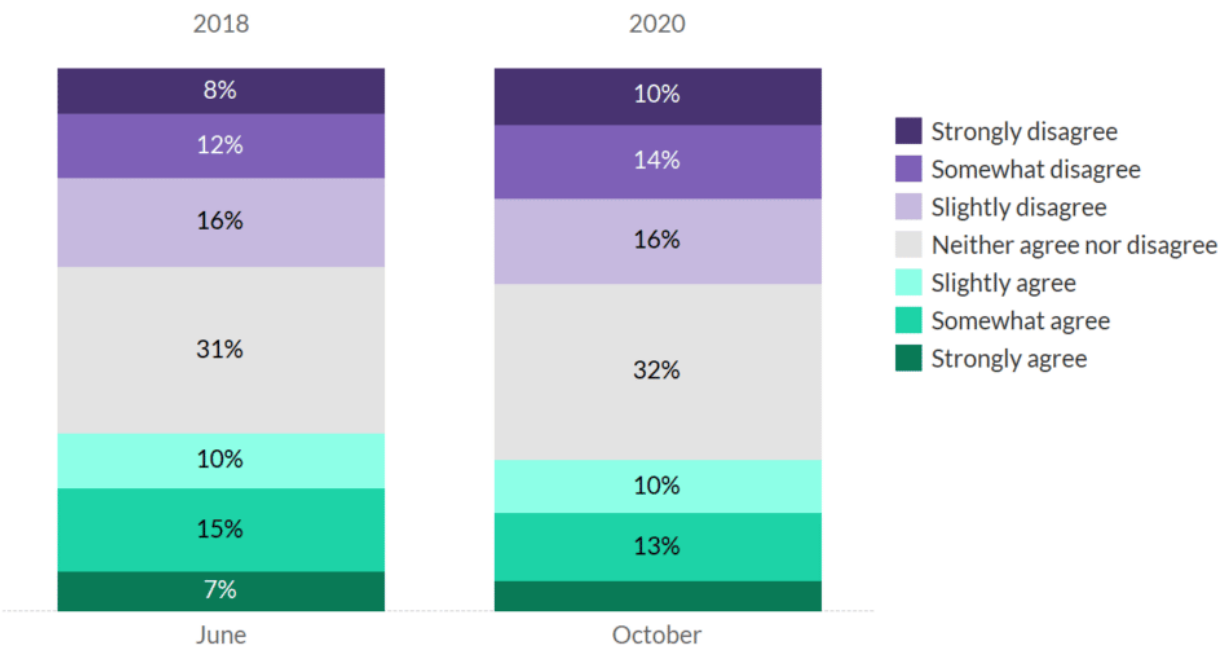
Maths and science teachers are still clinging onto exams as the fairest reflection of student ability in their subject. However, 'ability'... that's a tricky word... are we going to assess what students are able to do in 2021, or what they might have been able to do had schools not been disrupted?

For 16 year olds, which do you think would provide the fairer reflection of a student's true ability next summer?



Fixing the examination problem is particularly tricky because we moved to a linear examination system a few years ago. Is the pandemic causing a rethink? The numbers of teachers in favour of modular versus linear approaches are still pretty balanced, but linear exams are indeed falling in popularity in light of our current difficulties.

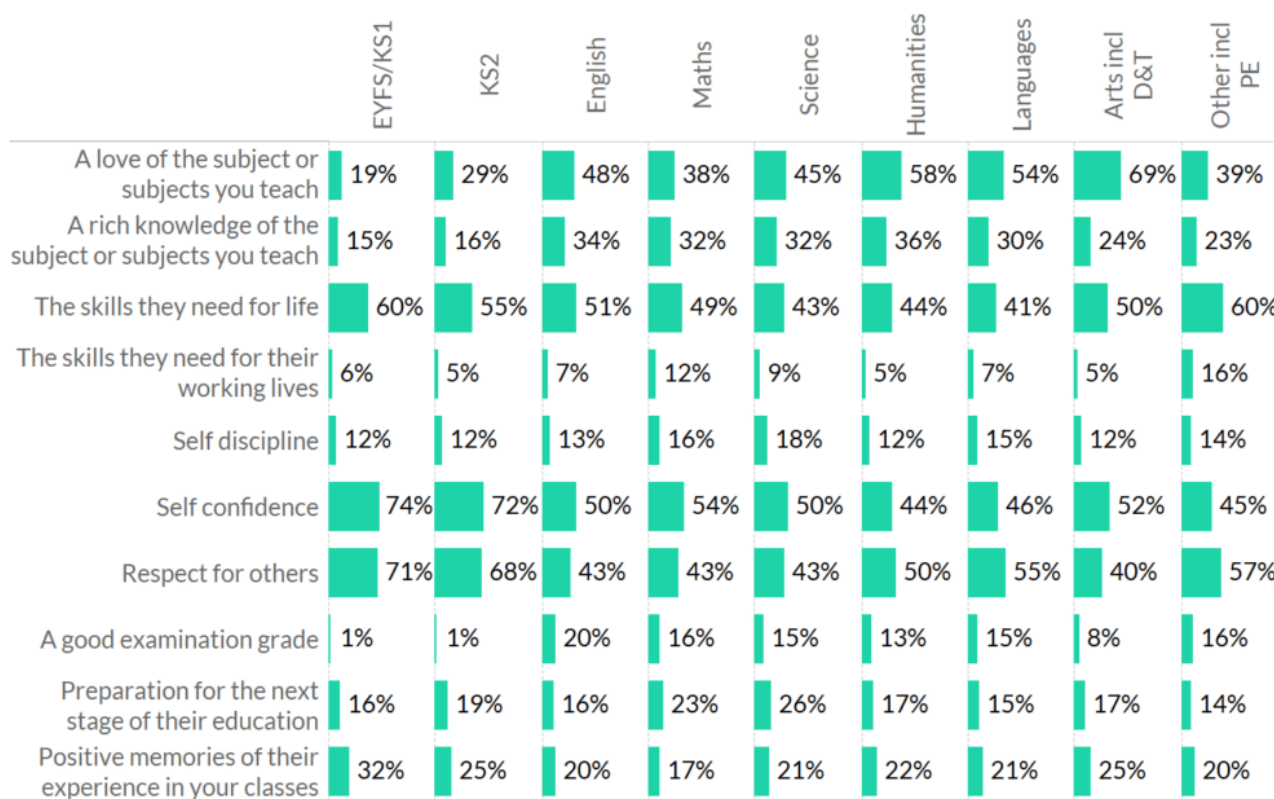
I believe linear exams are better than modular exams



Maybe none of this matters too much... Most teachers didn't even select getting good examination grades as one of the most important positive outcomes for the students they

teach! Instead skills for life, self-confidence, and respect were the key things teachers wanted their pupils to leave school with.

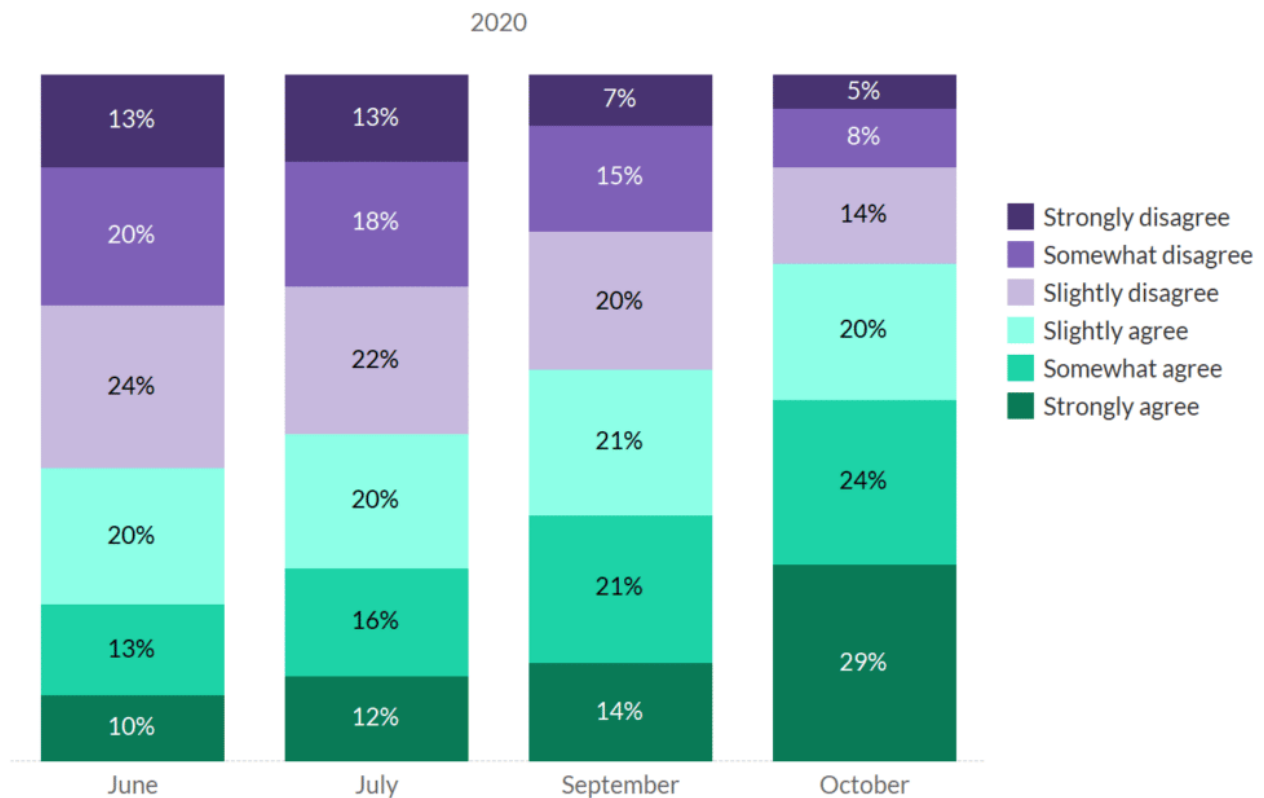
If you could leave the students you teach with only THREE positive outcomes, which would they be? (Please tick just three.)



Are you wearing masks?

We've been banging on about mask wearing for a long time on Teacher Tapp, partly thanks to [Harry Fletcher Wood](#)'s one-man crusade on the issue! The good news is that teacher opinion on masks is finally starting to shift now that we all understand a lot more about aerosol transmission. We'll be finding out more about how much you are wearing them over the next week.

The benefits of staff and students wearing masks in school outweigh the downsides

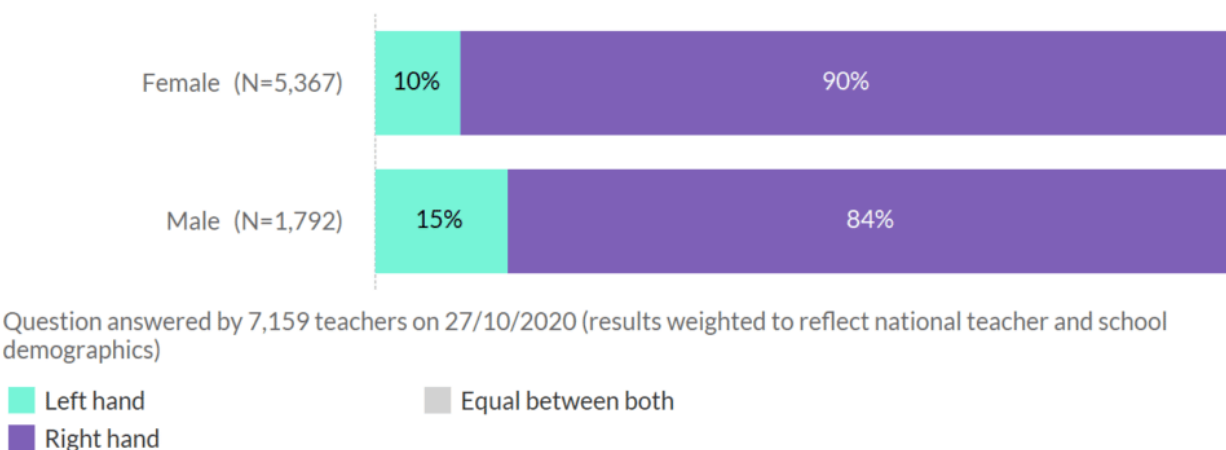


Teachers more likely to be left-handed

Men are more likely to be left-handed in the population overall, and it is no different in teaching: 15% of our sample of male teachers are left-handed versus 10% of female teachers. However, both of these left-hander figures are higher than estimates for the UK population where 8.6% of women and 10.6% of men are left-handed. Moreover, the odds-ratio of male-female left-handedness is greater in teaching (at 1.55) [compared to 1.23 for the population](#).

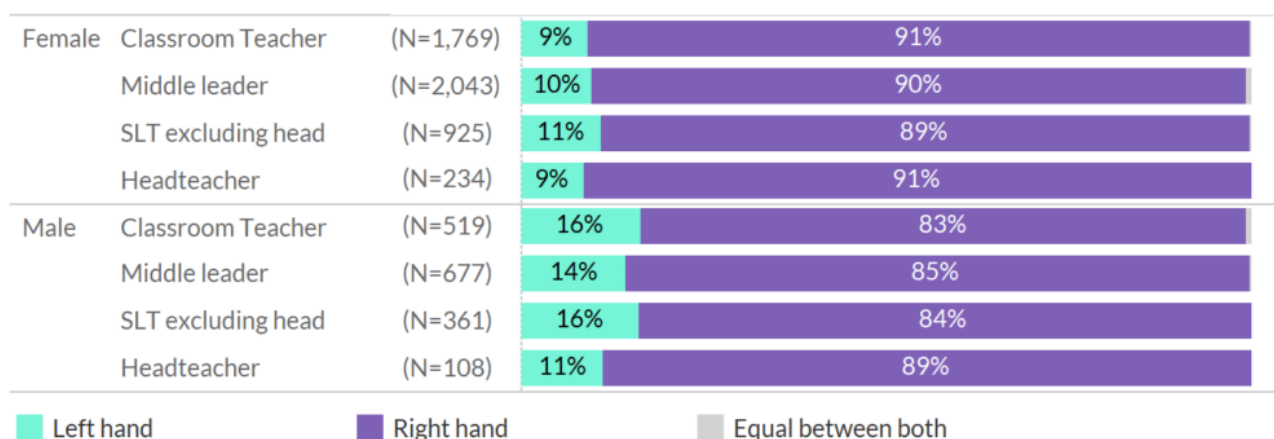
All this suggests that left-handers are more likely to become teachers overall, and that male left-handers are the most disproportionately recruited into teaching. Why? We don't know! Handedness is co-determined by genetics, biological and environmental factors and is associated with various health and economics life [outcomes](#).

Do you write with your left or right hand?



Within teaching, female left-handers don't seem to be more or less likely to make it to headship, compared to right-handers. However, male left-handers do seem less likely to attain headship!

Do you write with your left or right hand?



Auto-pilot and how you got into published research!

Last year, we asked you lots of strange questions about whether you can get students settled at the start of the lesson, or whether you can manage low-level disruption by using routines without having to think too much. It was part of a study, led by teacher Mike Hobbiss, about whether habit formation by teachers limited their capacity to change their practice later on in their career.

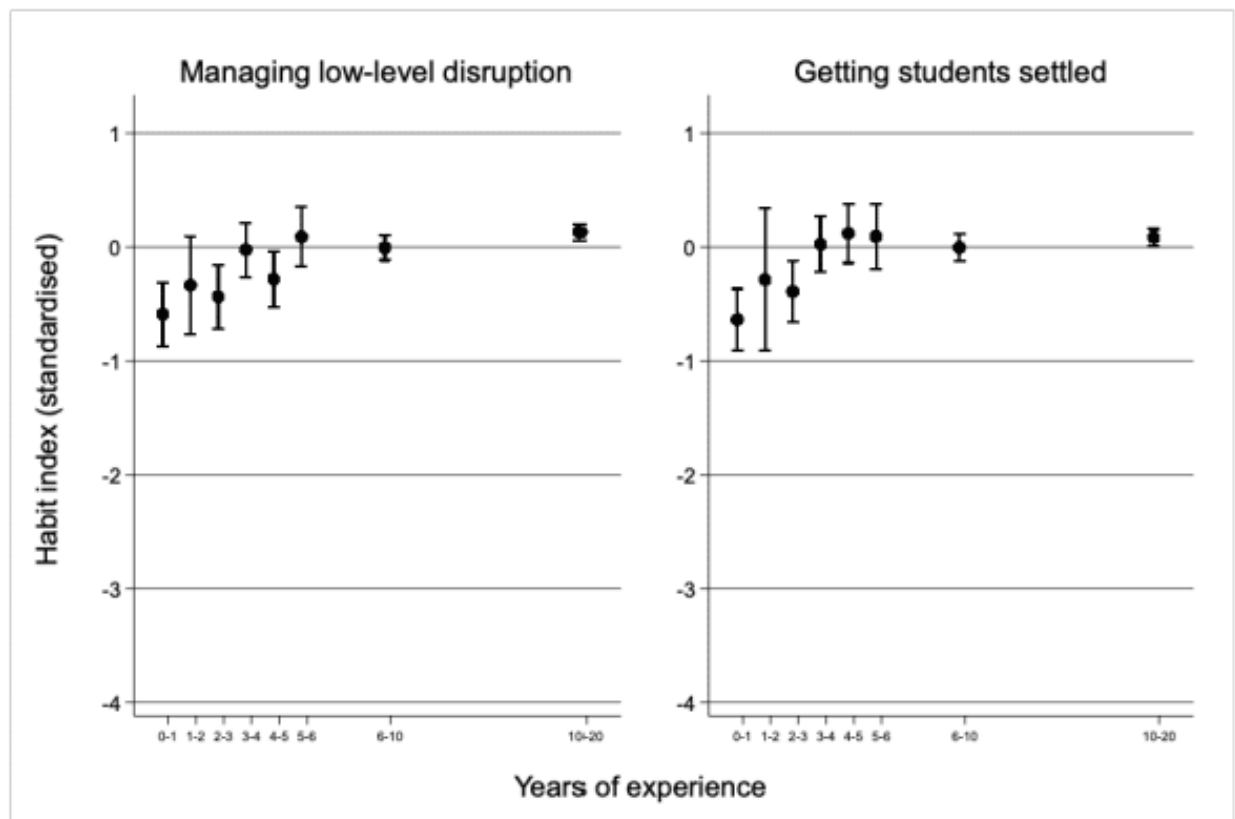
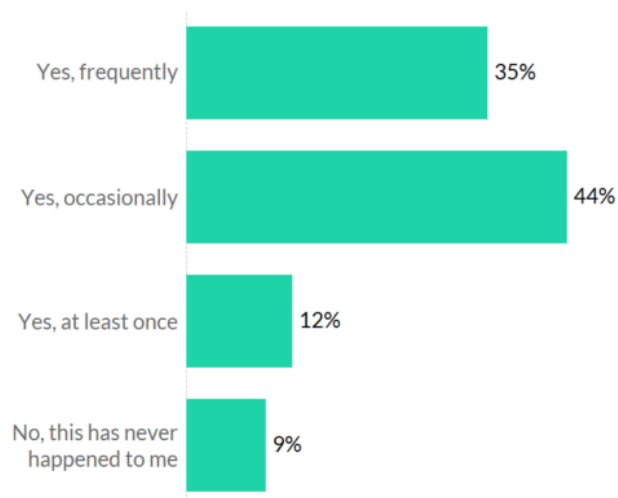


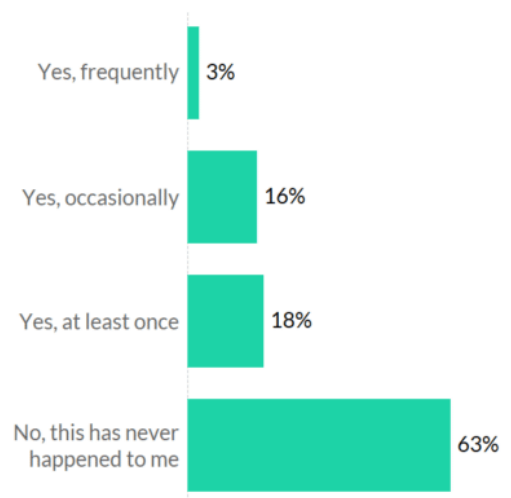
Fig. 2. Mean of the Self-Report Behavioural Automaticity Index factor score plotted against categories of teaching experience. Dots represent the mean and whiskers represent the 95% confidence interval. Left hand side N=1,337; right hand side N=1,224.

Doing things on auto-pilot is an essential part of performing complex and repetitive tasks. Most of you do it whilst driving. And whilst few of you regularly get through teaching a whole lesson without having to think too much (!), there are small bits of the job that are very amenable to habit formation.

Have you ever driven to a regular destination such as work or home on 'auto-pilot', arriving at the destination without being able to recall how you got there?

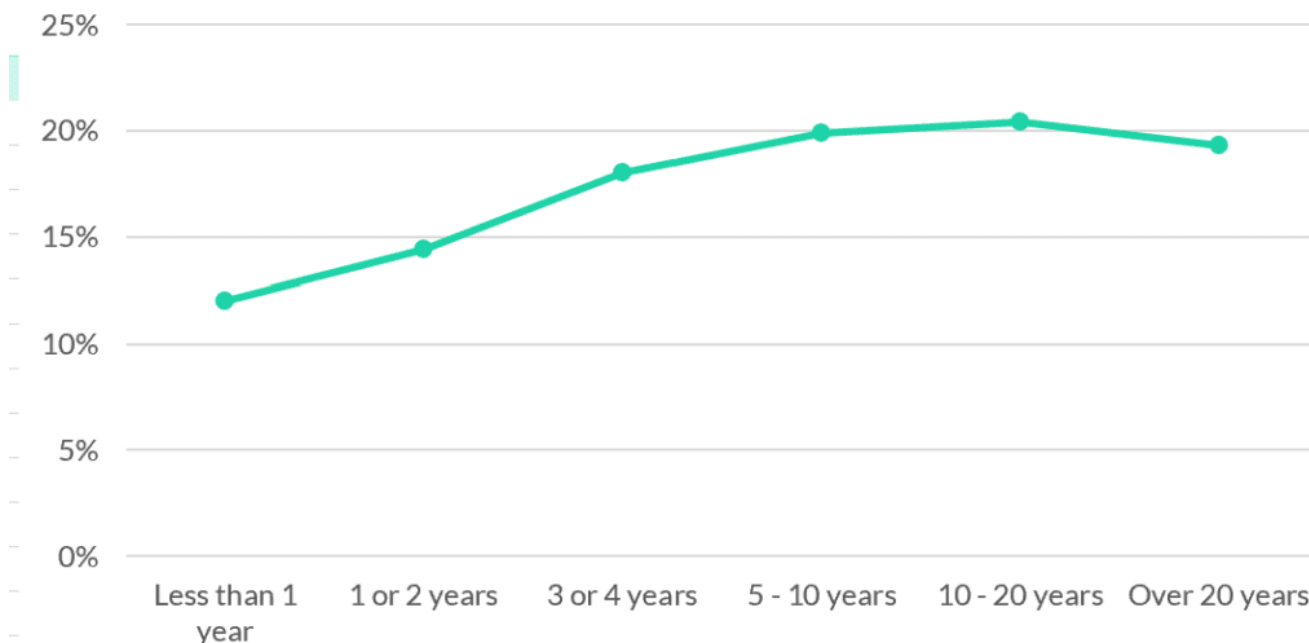


Have you ever taught a class on 'auto-pilot', getting to the end of the lesson without being able to recall how you got there?



These questions were just for fun - we don't expect you or want you to aspire to teach on auto-pilot! But in line with last year's questions, more experienced teachers tended to be a bit more likely to say they occasionally teach on auto-pilot. (We're astonished there are so many NQTs who say the same!)

Have you ever taught a whole lesson on 'auto-pilot'?



We're delighted to say that the data we collected last year has now been [published](#) - congratulations to Mike who is now back teaching full-time and answering Teacher Tapp questions every day. We hope he is an inspiration to those of you who'd like to try your hand at research one day.

Time for tips

- [The jam-jar method for building your resilience...](#)
- [4 useful teaching strategies](#)
- [What I'm doing during distance learning](#)
- [The use of play as a vehicle for learning](#)
- [Personal reflections on 34 years in teaching](#)
- [How Coronavirus spreads \(WEAR MASKS!\)](#)
- [How is school excellence like an egg?](#)