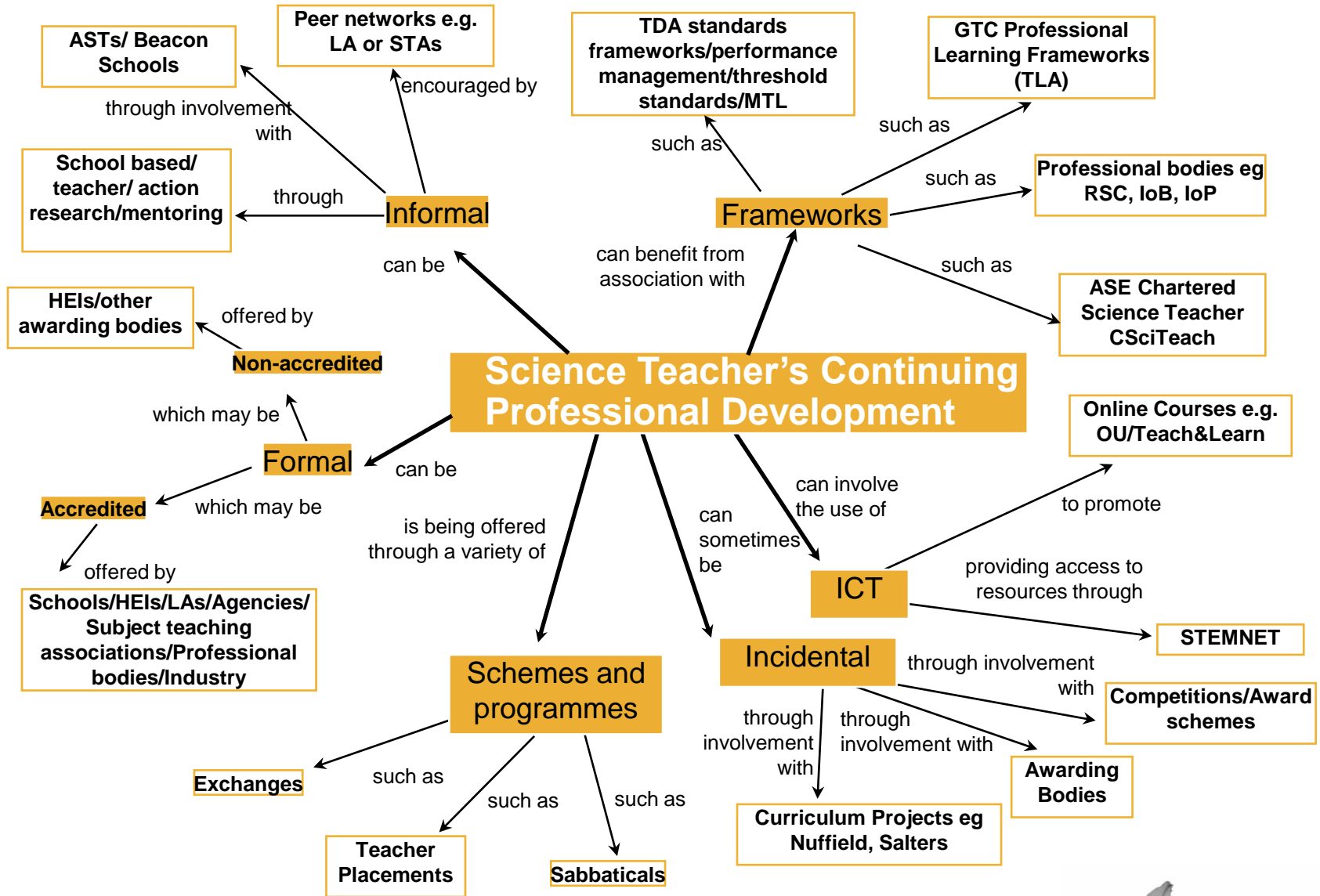


# Mind the Gap workshop

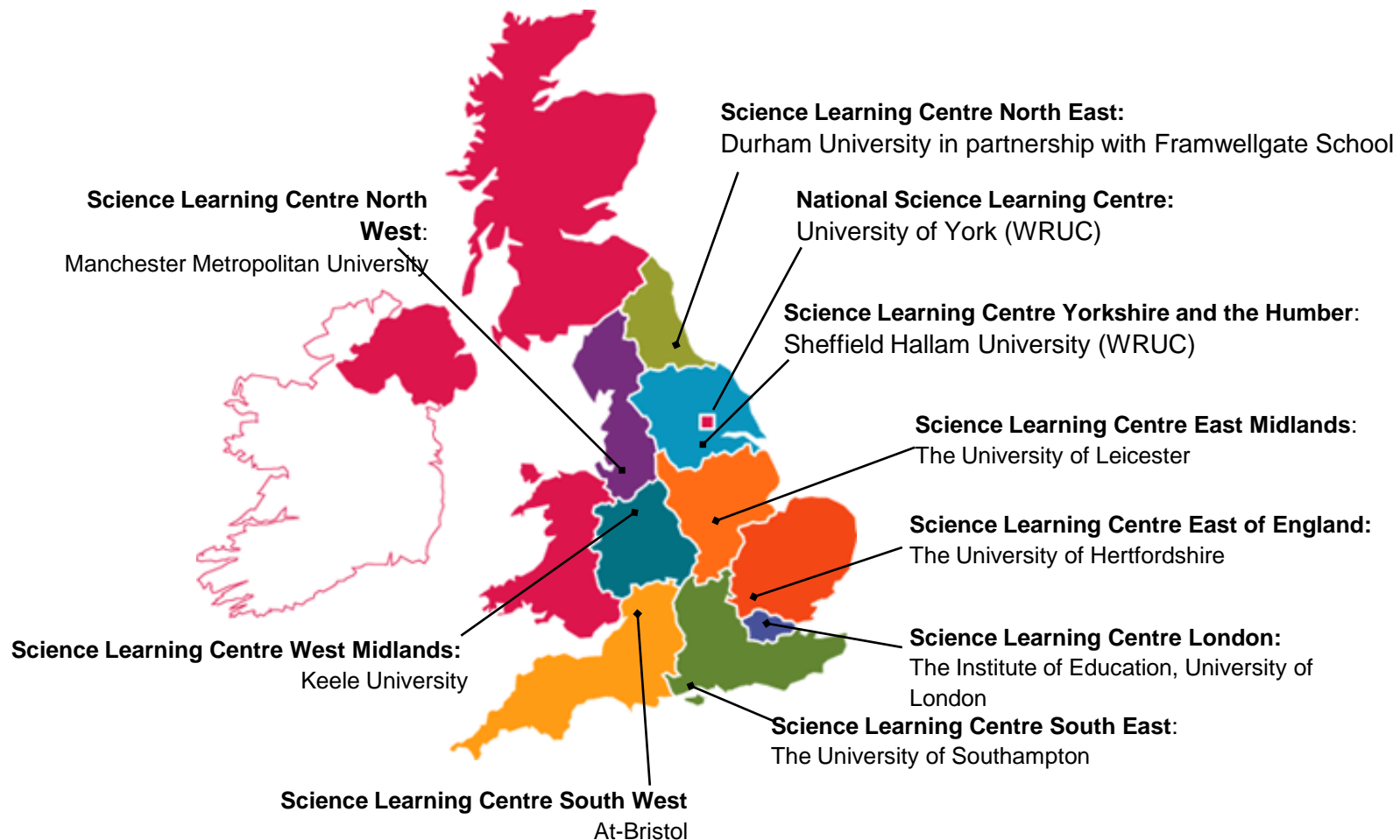
Lyon 21-22 May 2009

Bryan Berry  
Centre Director  
Science Learning Centre South West  
[www.sciencelearningcentres.org.uk](http://www.sciencelearningcentres.org.uk)

Kathryn Thomson  
Director of Professional Development  
Association for Science Education  
[www.ase.org.uk](http://www.ase.org.uk)



# The Science Learning Centre Network



# The Science Learning Centres

Regional Centres: £26 million from the DfES (Now DCSF). Nine Regional Centres for England. Initial funding for 5 years, now extended for a further 3 years.

National Centre: £25 million from the Wellcome Trust, based at the University of York. For the whole of the UK. Funding for 10 years.

# Aims

- Increase participation in science at post-16
- develop scientific literacy for all pupils

by

Enthusiating and inspiring teachers to engage pupils in science

Developing and extending teaching skills

Having an impact in schools

# Continuing Professional Development for science teachers

- Of a quality to match the CPD available in business and the professions
- Reconnecting science teachers with their subject
- Updating and extending teaching skills
- Relevant to the needs of individual schools

–NOTE: our model draws on academic input, but is a ‘commercial endeavour’. It eventually must sustain itself.

# Who are the Centres for?

- Secondary science teachers
- Secondary heads of science
- Primary science teachers
- Primary science coordinators
- Further Education lecturers
- Science technicians
- Other support staff in the science classroom
- Citizenship teachers

# Quality

Quality process adopted by all Centres involves scrutiny of the:

- Planning procedures (including identification of those who will deliver the courses)
- Delivery of the courses
- Evaluation of the impact back in school/college on:
  - The participants' practice
  - Their colleagues practice
  - Students' practice



# Strategic principles

- Supporting creativity, diversity and innovation in CPD provision, and in school science teaching
- Consistency with evidence from research, scholarship and professional experience
- Consistency with practitioners' perceived CPD needs
- Development through systematic evaluation
- Regional and National co-ordination

# Characteristics of Effective CPD (Science Learning Centres)

- Content seen by teachers as centrally relevant to their core activity – teaching science to their pupils in their school
- Groups of teachers work in collaboration on shared problems.
- Teachers accumulate, articulate and communicate professional knowledge
- CPD is embedded in the culture of the institutions in which teachers work

# Characteristics of effective CPD (Teaching and Development Agency, TDA)

- Strongly focussed on the subject
- Strongly focussed on the realities of the classroom
- Strongly focussed on the individual's needs
- Strongly focussed on the school's needs
- Supported by mentors and coaches
- Sustained over time