

ASE in action

Chartered Science Teacher update

As you know, details of CSciTeach requirements were announced in the last issue of *Education in Science* and information about the application process was put up on the ASE website (www.ase.org.uk). This has been well received and enquiries for further information and clarification are being received at Headquarters on a daily basis. We are now starting to see a pattern in the questions being asked, so we will develop a set of FAQs which will be put on the website in order to help you complete your application. In addition, we are continuing to promote CSciTeach and hope that you will help by bringing it to the attention of your colleagues and senior managers.

More widely, CSciTeach has received a positive reaction from members of the science community wishing to support science education. Government officers are also taking an interest and we are in discussion with the Training and Development Agency to try to ensure that there is no conflict with the classroom teacher standards that are under consideration. Recognising and getting recognition for the professional expertise is important and CSciTeach is one way we can do this both for individuals and for the profession more

Annual stocktake closure of ASE Booksales

Would members please note that ASE Booksales will be closed for business from 1st to 3rd August 2006 inclusive, to allow the annual stocktake to be carried out.

ASE apologises for any inconvenience that this may cause.

widely. So why not consider applying today? Further information is available on the ASE website or by e-mail from CSciTeach@ase.org.uk.

As this issue of *EiS* goes to press, we are pleased to report that we have received the first applications.

Quality and Audit Committee

With the change to chartered status, the role of the Trustees within ASE became redundant and Council now fulfils the role of Trustees. The Association, however, still requires a body that will ensure that what is being done is in the best interests, and to the benefit, of members and the staff of the Association. Within the new structure, a Quality and Audit (Q&A) Committee is to be put in place.

This Committee will be constituted independently of Council and will report directly to members at the Annual General Meeting (AGM). Its focus will be Council's stewardship of the Association resources. Members will be elected to the Q&A Committee at the AGM, with the first election being scheduled for January 2007 in Birmingham. In this transition year, the current Trustees – Bob Ponchaud, Mary Ratcliffe and Roger McCune – are acting as an Interim Quality and Audit Committee, with Roger McCune as Acting Chair. The Interim Committee has two main tasks:

- to draw up a remit for the Quality and Audit Committee; and
- to set in place an election process.

In July the draft remit will be placed on the Association's website. Also, the proposed election process will be available for comment by members. The timescale for the elections in January is:

- notice inviting submission for election by members – September *EiS*;
- members seeking election to the Committee named – November *EiS*;
- election to Q&A Committee – AGM January 2007.

The Q&A Committee has been established to ensure that members' interests are protected within the new status of the Association. Please give consideration to whether you could contribute by serving on the Committee.

ASE Special Service Award

Currently, the Association recognises particular contribution and achievement in a number of ways. Honorary membership of the Association is conferred annually to a small number of people who have made significant and lifelong contributions to both ASE and to science education on a national and international stage. Honorary regional membership is a way of recognising long service to ASE at local level and is conferred on a few members usually towards the end of their active involvement, often at retirement.

It has been felt for some time that we should also recognise in some more formal way the contributions, mainly voluntary, by the many 'active' members who work tirelessly behind the scenes to keep the ASE network of committees, events, publications and meetings moving forward. Council is, therefore, pleased to announce the establishment of the ASE Special Service Award, with the aim of acknowledging such contributions.

The copy deadline has made it impossible to include an article in this issue of *EiS*, but full details of the ASE Special Service Award are to be found on the ASE website and will appear in September *EiS*.

These awards will be made annually and the awardees will be acknowledged at the Members' Reception during the Annual Conference. The deadline for the inaugural round of awards is 1st November 2006. So if you know anyone who you think should be acknowledged for their contribution, why not look on the website for details about how to nominate them for an ASE Special Service Award.

Moving on...with our thanks and best wishes

ASE is lucky to benefit from the commitment and loyalty of its staff. Even so, there comes a time when it is right for people to move on. It is with some sadness that we are saying goodbye to three individuals who have provided outstanding service to ASE over many years. Their legacy is to leave ASE a better organisation than when they joined the staff. We thank them sincerely and wish them every success in the future.

■ Carol Abbott

To those of you who read *EiS* carefully the name Carol Abbott is a very familiar name, if not a face, because it is Carol who for more than 20 years has been the Executive Editor of *Education in Science*. It is Carol who has ensured that *EiS* always meets its deadlines and that it is produced to such a high quality. Contributors to *EiS* over the years and its editors have all benefited from Carol's advice and have all experienced her gentle persuasion to produce the promised text on time!

Carol joined ASE in January 1980, as an Assistant Secretary, when her first experience was the Annual Meeting held in Hull that year. Undaunted, she quickly started to make her mark on the journals playing a significant role in establishing *Primary Science Review*, *Science Teacher Education* as well as *Past-16 Science Issues*, in addition to her work on *Education in Science*. Carol has also played an important role in many other ASE projects, notably the IPSE (Initiatives in Primary Science) programme, which was extremely



influential at a time when primary science was just coming of age.

To describe what Carol has done for ASE would fill an issue of *EiS* (and even then it would need her vast editing skills and experience to keep it to a manageable size!) with significant achievements that have benefited everyone who has been a member of ASE in the last 26 years. We all owe you a big vote of thanks, Carol, and wish you all the very best as you move into the next phase of your life.

■ Polly Fenn

Anyone who has had contact with ASE INSET Services will have been in touch with Polly either directly or indirectly. Polly joined ASE in 1989



to work on *Early SATIS* and subsequently, together with Malcolm Oakes (more about him in the September issue of *EiS*), set up ASE INSET Services, adding a significant dimension to the services ASE has been able to provide for its members, both science teachers and technicians, over the last 15 years.

Polly's drive and enthusiasm as well as her legendary efficiency enabled her to provide the kind of back-up office support to which all organisations should aspire and that all clients value highly.

In March, Polly has took up a post with the newly-formed Quality Improvement Agency and, although we are very sorry to see her move on, we all owe her a great deal and want to thank her publicly for her contribution to providing a new dimension to the work of ASE. Good luck and best wishes.

■ Adrian Fenton

Although Adrian has not been with ASE as long as either Carol or Polly, he too has left a legacy. Appointed as the Project Officer on the ISSEN (Inclusive Science for Special Educational Needs) Project in 2001, Adrian has built up a significant reputation and expertise in supporting teaching of science for children with special educational needs. Initially, the project was based on short-term funding and carried out in partnership with NASEN (the National Association for Special Educational Needs) but, through its website (www.issen.org.uk) and e-mail discussion group, it still makes a major contribution to this area of teaching in science.

At the end of his initial contract, Adrian went on to join the permanent staff and expanded the scope of his contribution to ASE activities. Most recently, he has improved the levels of curriculum advice and support available to members and has taken a leading role in providing advice on the new GCSEs. Adrian's talents, however, do not end with his contributions to



curriculum projects but stretch way beyond to his commitment and contributions to VSO (Voluntary Service Overseas), his completion of marathons and his playing of the harmonica at the NAIGS conference, among other things.

On 1st June Adrian took up the post of Science Communication Manager: London Region with SETNET. We are sorry to see him go but wish him every success and thank him for everything he has done over the last five years or so. As Adrian himself said, '*Who would have thought so much could result from an application for a small special needs in science project*'. ▶

◀ Outdoor Science – an update

The first meeting of ASE's Outdoor Science Working Group produced a mission statement and four aims: *'To encourage and support outdoor science education, as an essential component of science education, by seeking more regular and high quality experiences in a wide range of urban and rural learning environments.*

1. *To make outdoor science education a valued teaching and learning contribution to the science curriculum.*
2. *To engage more science teachers and trainee teachers in delivering high-quality outdoor science as part of the science curriculum, and to have their contributions recognised.*
3. *To encourage headteachers, senior management and governors to facilitate regular outdoor science educational opportunities.*
4. *To gain further policy-level support for outdoor science education in schools.'*

The first project will be to produce a leaflet showing progression opportunities for science in out-of-classroom environments for pupils from 4 to 19 years. We would welcome examples from across all the sciences and in a range of urban and rural situations.

We are encouraging the Science Learning Centres to include elements on outdoor learning/fieldwork in courses on How Science Works (data and enquiry skills focus) at key stage 4. Take a look at the website at www.sciencelearningcentres.org.uk for details of these courses.

As part of the Real World Learning campaign with partners including the Field Studies Council, RSPB, Geographical Association and Royal Geographic Society, we are producing a booklet entitled *Out-of-Classroom Learning: Practical information and guidance for schools and teachers*. Look out for a copy in your school. You can also download the booklet from the ASE website in the Outdoor Science area under Resources.

The Government is publishing its manifesto on Education Outside the Classroom this summer and it will be available on the ASE website. There will be a short article on what the manifesto means for science education in the September issue of *EiS*.

If you would like to know more about the work of ASE's Outdoor Science Working Group or would like to contribute examples for our progression

leaflet, please contact Marianne Cutler at mariannecutler@ase.org.uk.

Research shows that good-quality education outside the classroom can promote cognitive, personal and social development and add depth to the curriculum. NFER has been commissioned by the DfES, in collaboration with the Countryside Agency and Farming and Countryside Education, to undertake research to gain a greater understanding of this area of education – the extent and nature of provision across curriculum areas, across schools and across local authorities. The research involves surveys of, and telephone interviews with, teachers in primary, secondary and special schools and is due to finish in September. If your school is invited to participate, we encourage you to get involved.

Appeal for photos

ASE is in the process of compiling an image library so that we have a readily-available supply of high quality photographs that can be used in ASE journals and other publications. If you have any good quality, high resolution photos relating to any aspect of science education (classroom situations, practical work, fieldwork, etc.) which you would be prepared to make freely available for our use, we would like to hear from you. Any photos published will be credited appropriately. Please contact to Deanna Melchior at ASE Headquarters by e-mail at deemelchior@ase.org.uk *without attaching any photos* in the first instance.

Trying to find that SSR article?

For some time now, there has been a fully-referenced and searchable database of past SSR articles available to ASE members on the ASE website. Recent efforts have extended this so that now you can access full bibliographic details plus abstract of all articles dating back to 1996, and work is continuing to extend this back yet further. ASE members can still view SSR issues in their entirety from December 2003 to the present day.

If you vaguely remember an article on a particular subject from a few years ago and want to obtain full details of it, you should go into the Members' area of the ASE website and click on Journals and then SSR. Select Previous Content Database and use the search facility on the screen to find the item you need, as well as any other related articles.

There is a similar exercise taking place for PSR articles – keep checking the website to see how far we have progressed!

We hope that you find this enhanced benefit of membership useful.

Revisiting SATIS 14–16

In response to popular demand, ASE Publications Committee is exploring the idea of revising some of the highly successful SATIS material with a view to publishing up-to-date material, tied in with the new GCSE specifications, based on the SATIS format. To assist the Committee with these early stages of investigation, we would like *your* help! Posted on the public area of the ASE website will be a small selection of the 14–16 SATIS units, as they were written in the 1980s, which we would like you to download, use freely and evaluate using the form provided. This evaluation, together with a Publishing Review exercise being carried out by the ASE 11–19 Committee, will form the basis of any revised or new material to be published during 2007. There will be a larger selection of units available for the same exercise on the Members' area of the ASE site.

Many members will remember SATIS from the first time round; many more will not. We hope that this exercise will inspire and enthuse today's teachers as much as SATIS did 20 years ago.

NAIGS membership

NAIGS (the National Advisers and Inspectors Group for Science – a special interest group of the ASE) will be holding its annual conference in Stratford Upon Avon this year, from the 6th–8th July. This conference offers members the opportunity to engage in debate about the current issues in science education, with updates from QCA, HMI and the National Secondary Strategy. During the conference there will be a focus on 'Talking to Think, Talking to Learn'.

NAIGS membership is open to all those involved in advising and inspecting school science. Most members are local authority advisers, inspectors, advisory teachers and Strategy consultants, with some independent consultants and Advanced Skills Teachers. Membership enquiries should be sent to Belinda Blakeney at ASE Headquarters, e-mail belindablakeney@ase.org.uk.

2006
to
2007

SUBSCRIPTION RATES

We are required to notify individually all members who pay by Direct Debit of their new subscription rate. For payments due on 1st October, letters giving details of the new Direct Debit payments will be sent out during the next two months. For renewals due later in the year, letters will be issued well in advance of the new payments being required. The basic subscription rates for 2006–2007, which take effect from 1st August 2006, are set out in the table below.

It would be appreciated if any amendments made to Direct Debit instructions could be notified to the Membership Team at ASE as soon as possible. For payments due 1st October notification of changes should be **no later than 22nd August 2006**. Any cancellations should be sent both to your bank and to the Membership Team at ASE, quoting your membership number. Requests for refunds on cancelled Direct Debits, received more than one month after the payment date, will be subject to an administration charge. The subscriptions rates from 1st August 2006 will be as follows:

Subscription Category	Cheque/Cash	Single Direct Debit	4 DD instalments
Secondary Membership	£70	£68	£17.50
Joint Secondary Membership	£94	£92	£23.50
Primary Membership	£55	£53	£13.75
Joint Primary Membership	£78	£76	£19.50
Primary School Membership	£83	£81	£20.75
Trainee Teacher Membership (Secondary or Primary)	£25	£23	£6.25
Newly Qualified Teacher (Secondary or Primary)	£39	£37	£9.75
Technician	£25	£23	£6.25
NAIGS (National Advisors and Inspectors Group for Science) – Secondary	£119	£117	£29.75
NAIGS (National Advisors and Inspectors Group for Science) – Primary	£78	£76	£19.50
ATSE (Association of Tutors in Science Education)	£82	£80	£20.50

Additional benefits

- NAIGS and ATSE subscriptions include the appropriate level of ASE membership and additional benefits apply.
- For International Members who would like to receive their journals by airmail, an additional charge is levied of £31 for Secondary Members and £26 for Primary Members to cover the additional costs of postage.
- Primary journals for non-primary members can be included for £22 per year.
- *Science Teacher Education* can be included for £12 per year.

For details of further membership packages and offers please contact the Membership Team at ASE.

Elections to National Committees

At the May meeting of Council, the following members were elected:

International Committee:

Sarah Fletcher – Region 8;

Primary Science Committee:

Liz Lawrence – Region 18 (Committee Chair) and Emma Kirk – Region 19;

Publications Committee: Stephen Hoskins and Jan Gay – both Region 9;

11–19 Committee: Lorna Monroe – Region 11; Helen Harden – Region 12;

Laboratory Technicians' Committee: Wilson Agnew – Region 11 (Committee Secretary) and Sue Sharp – Region 18;

Research Committee: Jane Johnston – Region 16; and

Safeguards Committee: William Laverty – Region 11; John Tranter – Region 6.

QCA consultation on changes to AS/A2: a response from ASE

The recent QCA consultation on GCEs invited responses on the aims to:

- reduce the burden of assessment by reducing the number of units so each unit can be more holistic, less mechanistic and more supportive of extended writing;
- include coursework for assessment purposes only where it is the soundest method of assessment and provided that it makes clear how reliability and fairness are secured;
- introduce Advanced Extension Awards-style (AEA) assessments to encourage teaching that challenges students and promotes independent thought and learning; and
- clarify synoptic assessment, so it can encourage the development of a holistic understanding of the subject.

The intention is that these changes will come into effect from September 2008.

In common with other organisations and many teachers, ASE broadly supports the intentions of the review as it endeavours to develop improved post-16

programmes for students. Following consultations with our members who are drawn from all phases of science education and other parties, ASE provided general comments on the following to QCA:

- Timing and timescale for the revisions;
- Structure and content of programmes proposed;
- Scheme of assessment; and
- Stretch and challenge.

The AEA proposals have not received widespread support and therefore it is argued that, if introduced, they should be integrated as compulsory into the A2 arrangements because it is the whole of the AS/A2 programme and not just AEA which should '*encourage teaching that will challenge students and promote independent thought and learning*'.

The ASE response to this AS/A2 consultation can be found on the ASE website.