

# The first of many...!

celebrating the first cohort of

## Chartered Science Teachers

Congratulations to our first Chartered Science Teachers. This is a major milestone on our way to recognising the quality of the professional expertise of science teachers in a range of settings. As you will see from the individuals featured here, they come from a variety of backgrounds – primary, secondary, advisers and higher education – but they all have one thing in common. They have all provided evidence of the quality of their professional expertise and its impact on teaching and learning in science. Furthermore, they have shown their commitment to keeping up to date and maintaining the high quality of their practice. ASE has worked in close partnership with the Science Council to develop the arrangements for CSciTeach and we are all pleased to celebrate the achievements of these first five awardees, who will receive their certificates at the Association Dinner at the Birmingham Annual Conference, on Friday 5th January 2007. We look forward to recognising the professional expertise of many more teachers in the coming years.



### Stephen Burrowes

Stephen is in his fifth year as an Advanced Skills Teacher (AST). He has thoroughly enjoyed working alongside colleagues both in science and the field of cross-curricular creativity, where much of his current work lies. Despite a range of jobs tempting him out of the classroom, he keeps coming back to the fact that he really enjoys working with the young people at Settlebeck High School. He feels that being able to have an impact on the learners in the classroom and colleagues within school and further afield, to have the freedom to pursue worthwhile creative science based activities, and to have an input into the management of his own school is pretty much an ideal job.

*Working up my application for CSciTeach status encouraged me to reflect on past successes and hopes for the future. Quite rightly, the process is searching, but the ASE has worked hard to make it manageable and ensure that it provides recognition and evidence of a proactive approach to consistently worthwhile professional development, which has had a significant effect on the learners. For those in the early years of science teaching, parts of the application form itself could quite easily be used as the basis of an extremely constructive regular reflective review, and this would support successful application at the earliest opportunity. I would like to commend the ASE for their exemplary approach to supporting teachers who are keen to further develop their professionalism and enhance the teaching and learning experience for students. CSciTeach is yet another example of their commitment to that.*



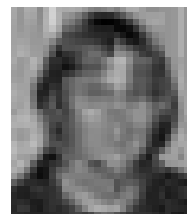
### Anthony Cuthbert

Anthony is a classroom teacher with responsibility for science. He also has experience of teacher training, being a Wolverhampton University teacher fellow and lecturer in primary school science. He has 32 years of classroom teaching experience and has carried out published research into children's understanding of science. Anthony completed a BSc and an MSc in service. He continues to develop science investigation within primary education.

He has also been deeply involved in the environmental movement and the Institute for Earth Education. He was re-elected to the General Teaching Council for England in 2004. His membership of the GTCE has given him the opportunity to take part in the National Teachers' Research Panel and he hopes to encourage committed classroom teachers to develop their expertise through good postgraduate

professional development, including academic research.

*I have a passion for teaching and an enthusiasm for primary science that I hope inspires my colleagues. Progression to Chartered Science Teacher with its commitment to professionalism and its implicit encouragement to development of skills through postgraduate training seems to be a natural next step in my career. Chartered Status adds to the career routes for teachers and is particularly relevant to committed classroom teachers.*

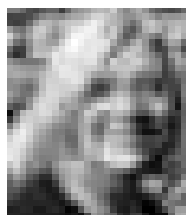


### Liz Lawrence

Liz is currently an Advisory Teacher for Primary Science and Technology working for the London Borough of Barking & Dagenham Community Inspection and Advisory Service. Prior to that, she was Senior Teacher and Acting Deputy Head at Stanford le Hope Junior School, having followed a fairly traditional route as class teacher, music co-ordinator, and science and ICT coordinator in a variety of schools. She is also currently Chair of ASE Primary Science Committee, but still finds time to be involved in local regional activity as Region 18 Secretary and has contributed to the Area Meeting over many years. She was a contributory author to *Be Safe!* and to the *ASE Guide to Primary Science Education*.

*My first response is that it's a tremendous validation of the things I feel I've achieved in my career so far. Completing the application gave me the opportunity to reflect on what I've done and, more importantly, what I've learned from it and the impact it has had on my effectiveness as a teacher. It also set me the challenge of planning where I go next; it's not just about what you have done, the expectation is that you will continue to move forward. It is also important to me that I've achieved it as a primary teacher.*

*I have always believed that those primary teachers who are knowledgeable and passionate about science, make good use of professional development opportunities and try to develop a love of the subject in pupils and colleagues, are real science teachers. The award gives me great personal pleasure but I also wanted to 'keep the primary end up' and encourage other primary colleagues to consider applying.*



**Jane Johnston**

Jane is a Reader in Education at Bishop Grosseteste University College Lincoln, where she is involved in initial teacher training

and continuing professional development of practitioners. Formerly, she worked in Nottinghamshire, as a primary classroom practitioner, working with children from 5-11 years of age, and at the Nottingham Trent University in primary science education. She has contributed to the development of primary science education both nationally and

internationally; as a teacher educator, conference presenter and key note speaker. Jane has a particular interest in early years education, the development of scientific attitudes and the role of parents and the wider community in scientific learning.

*I have been passionate about primary science teaching and learning since I was a child at infant school and involved in the Nuffield Primary Science Project. I believe that Chartered Science Teacher status is a wonderful acknowledgement of my efforts to improve primary science teaching and learning and will promote future efforts.*



**Charlotte Clarke**

Charlotte is currently Chair of the Association for Science Education. She has been an active member for many

years, speaking at regional and national conferences of the ASE, and serving on the committee of the National Advisers and Inspectors Group for Science.

Since 2002, Charlotte has worked as Adviser/Inspector in Blackpool, working with primary and secondary schools on school improvement, science, assessment and pupil mobility. Prior to this, she worked in other Local Education Authorities, and in middle schools, having decided to go into teaching after becoming disenchanted with working as a laboratory analytical chemist.

*I applied for Chartered Science Teacher status for a number of reasons. When I was working as a chemist in my early 20s, CChem was something to aspire to. It provided recognition of a high level of professionalism, which should (and now does) have its equivalent in education.*

*Another reason I applied was because I have not had a conventional route through education and career; I'm primary by teaching background, and I don't have an MEd. CSciTeach aims to recognise "M levelness", and my portfolio must have demonstrated that I have been working at the equivalent of M level and demonstrating impact on learning in my work at a level commensurate with the Chartered Status. I'd encourage others like me to apply.*

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