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Leading a technician team  
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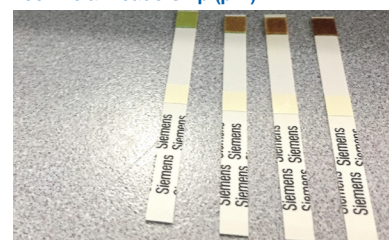
# SSR in Practice

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Technician leadership (p. 4)\*



Microscale biology (p. 16)



Food and drink industry careers (p. 26)



Hot air rises – misconceptions (p. 34)

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## Contributing to *SSR in Practice*

If you have an idea for a case study, practical, hinterland or other type of article, please see [www.ase.org.uk/submission-guidelines](http://www.ase.org.uk/submission-guidelines) to find out what is required and how to access the online proposals form. Please do not submit completed articles to *SSR in Practice*.

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- where possible, procedures are in accordance with commonly adopted model risk assessments;
- if a special risk assessment is likely to be necessary, this is highlighted.

However, errors and omissions can be made, and employers may have adopted different standards. Therefore, before any practical activity, teachers and technicians should always check their employer's risk assessment. Any local rules issued by their employer must be obeyed, whatever is recommended in *SSR in Practice*. Unless the context dictates otherwise it is assumed that:

- practical work is conducted in a properly equipped laboratory;
- any mains-operated and other equipment is properly maintained;
- any fume cupboard operates at least to the standard of CLEAPSS Guide G9;
- care is taken with normal laboratory operations such as heating substances or handling heavy objects;
- good laboratory practice is observed when chemicals or living organisms are handled;
- eye protection is worn whenever there is any recognised risk to the eyes;
- fieldwork takes account of any guidelines issued by the employer;
- pupils are taught safe techniques for such activities as heating or smelling chemicals, and for handling microorganisms.

For further guidance, please see page 3 of *SSR in Depth*.

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# Editorial

Helen Harden and Pete Robinson, Co-editors of *SSR in Practice*

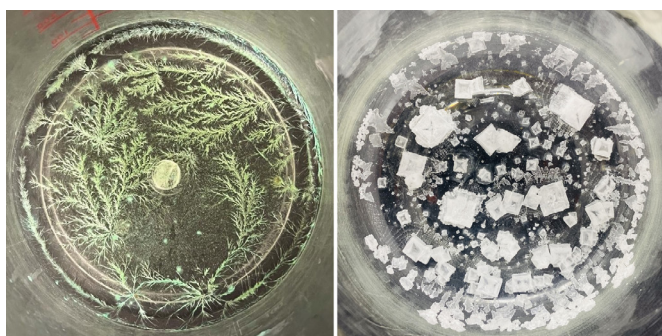


Welcome to the March issue of *SSR in Practice*. Once again, I must thank my co-editor Pete Robinson for his work in bringing each article to publication. I know the authors have been very appreciative of Pete's supportive words and gentle nudges.

Back in February, and wearing my other ASE hat (Chair of the Association), I was invited to provide some quotes for the initial ASE response to Ofsted's *Finding the optimum: the science subject report*. I took this opportunity to draw school leaders' attention to the finding that

*in schools where technicians were valued staff, supported with appropriate training and CPD, practical work was more likely to be high quality, well-resourced and meaningful.*

The importance of science technicians is something recognised and valued by ASE members across the country. This issue's opening leadership article has been written by Jane Oldham (Chair of ASE's Technician Committee). The article shares key strategies for leading a school science technician team. This issue also features two practical ideas articles by science technician John Jermy and a centrefold featuring some stunning crystal images from technicians Paul Cook and Katia Rodrigues.



Growing crystals: page 18

We are always looking for more practical ideas articles from technicians and teachers so please do consider submitting a proposal: <https://forms.gle/2q7D8KTwkh-GnTJSP7>. A clear writing outline will be provided.

Also as Chair of the Association, I had the opportunity to attend the Education and Training Foundation and Royal Commission Technical Teacher Fellowship Award celebration held at the Royal Society in London. Please do take a look at the article 'Bringing industry practice into the college laboratory' by Technical Teacher Fellow Alison Ackroyd. There is much to learn from Alison's further education perspective and her college's use of electronic laboratory notebooks with students.

A key benefit of belonging to ASE is the opportunity to share and learn from ideas from outside of your own school, college or institution. Caroline Millman is the course leader for the food industry technical professional degree apprenticeship at Sheffield Hallam University. Her article shares the wide range of career possibilities in the sector as well as some of her recent research into student pathways into a career in the food industry.



Whatever your role and wherever you work we hope you will find articles of interest in this March issue. Remember that *SSR* is a two-part journal. Please turn to the last page for the full contents list of *SSR in Depth* and use the QR code or URL below to access.

I could not let this editorial finish without paying tribute to Geoff Auty and thanking him for his years of service to the ASE community as Editor of *School Science Review*. The many tributes in the February issue of *Education in Science* are a testament to his contribution to ensuring that this ASE peer-reviewed journal has remained in publication. Geoff, please accept our sincere offering of thanks from the loyal readership of this journal and from the great many authors who you have nurtured over the years.

Helen Harden

For further articles you can access *SSR in Depth* online at [www.ase.org.uk/ssr-in-depth/issue-387](http://www.ase.org.uk/ssr-in-depth/issue-387)



All the weblinks mentioned in articles in this issue are listed in one convenient document available at [www.ase.org.uk/ssr-resources](http://www.ase.org.uk/ssr-resources)

