

CPD Update: ISE 5-14 through CPD draws to a close

Technology Enhanced Science Teaching (TEST) DVD



The launch of the TEST DVD at SETT in September was a major tangible outcome of the fifth and final consortium in the Improving Science Education 5–14 through CPD (ISE 5-14) initiative. The TEST DVD contains a wide variety of high quality exemplar and interactive CPD activities for the three science attainment outcomes. The partners in the collaborative project that has produced the DVD are Fife, Highland, Renfrewshire and West Lothian Councils. The DVD makes use of a range of ICT-based approaches to both CPD and classroom activities. The original concept of the DVD was to use ICT to widen opportunities for CPD particularly for those in remote and rural areas but, in fact, the approach is probably useful for all teachers.

Classroom teachers, in the four local authorities involved in the TEST consortium, have developed all the activities on the DVD. These CPD activities illustrate good practice in science lessons by exemplifying a range of techniques that can be used to enhance learning and teaching. Such techniques include sharing learning intentions and success criteria; using attention grabbers; using good questioning; carrying out investigations; and engaging with ICT. The activities focus on the key scientific ideas that underpin the curriculum P6 - S2. The DVD aims to support *A Curriculum for Excellence* (ACfE) through addressing staff development needs in science. Dissemination to Local Authorities (one DVD for each school) will take place in December 2006.

The remainder of this article provides a brief summary of the other outcomes of the Improving Science Education 5-14



through CPD initiative. This stemmed from *A Science Strategy for Scotland*, and was based on the HMIE Report, *Improving Science Education 5–14*. A major aim of the initiative was to build capacity for high quality CPD for school science educators across Scotland and SSERC was awarded a grant from SEED to manage the project over the period 2002–2006. Previous updates on the progress of the ISE 5-14 through CPD project can be seen on the ISE 5-14 website at http://www.ise5-14.org.uk/Prim3/Local_links.htm

The implementation of the project was to be carried out by a number of consortia. Conditions of funding required that each of the consortia included cross-authority collaboration and cross-sectoral working between primary and secondary schools. A number of the consortia also included membership by Higher education institutions and/or science centres. Within the duration of ISE 5-14 CPD initiative, five consortia were established and their projects implemented across Scotland.

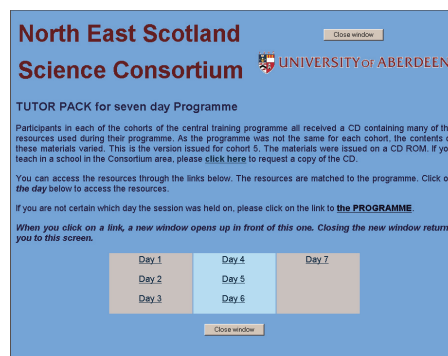
Whilst each of the consortia adopted their own, individual approaches to increasing capacity for CPD, all focussed on learning and teaching methodologies rather than merely on specific areas of content. A short description of each of the projects follows and a summary of the partners involved in each consortium is detailed in Table 1.

Gallus: The partnership trained a small number of national or Category A Trainers (CATS). These CATS went on to develop materials and coach 45 local authority trainers (LATS) in their use in a five day course. These LATS were recruited from each of the LA partners. The final two days of LAT coaching were tailored to fulfil the needs of individual authorities, the first three days being common for all. The LATS, in turn, rolled out the training to teachers across their own authorities. The main themes of the training were: The Thinking Classroom;

Formative Assessment and The Investigative Approach/Science with Attitude. You can access the Gallus material on the SSERC website at http://www.ise5-14.org.uk/Prim3/New_Guidelines/Investigations/Menu.htm. Clearly, these local trainers remain as a valuable resource for the authorities to support implementation of *A Curriculum for Excellence*.



NESSC: The main aim of NESSC was to develop existing structures to build capacity for sustainable programmes of CPD across the LA partners. The project used two models for training delivery to classroom teachers and training support. Each of the models was used in two authorities. The models differed in the identification of trainers. One set of trainers comprised locally-based science co-ordinators and the other, a small team of seconded teachers who had been trained through the project. A seven-day programme formed the core



Consortium	Partners
GALLUS – Glasgow and Lanarkshire Learning for Understanding in Science	Glasgow City, North and South Lanarkshire Councils; Glasgow Science Centre; Glasgow University
NESSC – North East Scotland Science Consortium	Aberdeenshire, City of Aberdeen, East Dunbartonshire and Moray Councils; SATROSPHERE; University of Aberdeen
SEES – South East Earth and Space Consortium	East, Mid- and West Lothian, Edinburgh and Scottish Borders Councils; Our Dynamic Earth; Royal Observatory (Edinburgh)
TEST – Technology Enhanced Science Teaching	Fife, Highland, Renfrewshire and West Lothian Councils
TSEC – Tayside Science Education Consortium	Angus, City of Dundee, Perth and Kinross Councils; Angus Digital Media Centre; Sensation Science Centre in Dundee

Table 1 - Consortia and their partners