

CEO Introduction

Alastair MacGregor, CEO, SSERC

What a great turnout at the SSERC/STAC STEM Technician training event at SSERC HQ on Friday, May 17th, 2024. It was great to see so many new (and familiar) faces, and it was really encouraging to see the diversity of the delegate audience. Which made me think...

SSERC's unwavering commitment to elevating the status of school and college STEM technicians in Scotland is evident in the comprehensive range of activities we have planned for the coming years (see Fig 1 below).

The Scottish Technicians' Advisory Council (STAC) provides advice and support to SSERC regarding technician professional learning requirements in Scotland. However, this is a small subset of the school



and college STEM technician profession. So, what can you, as a school or college technician, do to support any of the activities identified in Figure 1?

Technicians		SSERC Lead: Alastair MacGregor and Alan Purves					
To raise the professional status of school and college technicians and promote the role they play in the education community in Scotland.		Not started	Started	On track	At Risk	Stopped	Completed
Medium-term to March 2027							
T1	Review the current technician professional learning portfolio and develop new programmes as required,						On Track
T2	Deliver a range of twilight Technician SSERC Meets professional learning sessions						On Track
T3	Continue to promote Techne as the professional collaborative network for schools and college technicians						On Track
T4	Continue to support the Scottish Technicians' Advisory Council						On Track
T5	Continue to publish the School STEM Technician digital publication						On Track
T6	Develop a school technician leadership development programme						On Track
T7	Seek to engage with partner organisations that can support school and college technician professional learning						On Track
T8	Develop new guidance, procedures and protocols to support technician activity.						On Track
T9	Promote the work and achievements of Scottish school technicians in the rest of the UK						Started
Long Term to March 2031							
T10	Develop a National School Technician Diploma with SCQF Credit and Levelled provision.						Not started

Figure 1

T1 – Feedback to your STAC representative or SSERC via alan.purves@sserc.scot gaps in the current portfolio of available professional learning via SSERC

T2 – Feedback to Alan Purves on any themes or activities that you might want to feature as a twilight online live session eg any new bits of 'kit' that could be showcased.

T3 – Access Techne and start to develop professional dialogue and discussion with other technician colleagues.

T5 and T8—Write an article for the STEM Technician that outlines your role as a technician, protocols, activities, and guidance that you have developed; the article could be shared as good practice. If you have attended an SSERC professional learning event, why not write a review of your experience?

It is a small ask, but one that would showcase the dedication and professionalism of the school and college technician profession in Scotland.

Finally, within the last six months, I have met with the education representatives from each main Scottish political party. As part of that, we have discussed the critical role that technicians play in supporting the STEM curriculum. Increasing awareness of your role and having ambassadors within the Scottish Parliament is just one example of the steps we are taking to promote the professional role of school and college technicians.

Liam Kerr, MSP, visited SSERC on 23rd April 2024 (image 1), and we chatted about the role of school technicians as part of the discussion. Interestingly, this article appeared in the Scotsman on 20th May 2024.

Are 'crucial' school technicians the latest victim of Scottish education cuts?

[View article](#)

SSERC will continue to champion your cause as an essential part of STEM education and training in Scotland, but we need your input, feedback, and support.

Alastair MacGregor
Chief Executive Officer, SSERC



Image 1