

Spending a day working alongside the lab Technician

Below are three extracts from the science handbook* provided for trainee secondary science teachers. The parts relating to working with the technician are in larger font.

*University of Gloucestershire's partnership scheme with Gloucestershire Secondary Head Teachers (GITEP: Gloucestershire Initial Teacher Education Partnership).

Extract one: The first term in your Parent School (before half term)

Before half term	Tick when done, or when practice is established
<ul style="list-style-type: none"> • Observe as many teachers in the schools and science teachers as you can, including, obviously, those you are to work with. Use the list below to help you focus these observations. Participate during pupil activity. Begin by asking pupils to tell you what they are doing and why they are doing it, and then, if appropriate, help them. 	
<ul style="list-style-type: none"> • Teach small groups, or teach a part of the lessons to the whole class. Taking 6 or so pupils on one 'table' through the same lesson that the rest of the class is doing can be useful, rather like our mini-teaching (see page 24). Try sharing the tasks with the class teacher - team teaching. Your class teacher will give you verbal, and sometimes written, evaluations of what you have done. 	
<ul style="list-style-type: none"> • Record keeping and mark book. Before you teach the class you should take in pupils' note books (don't make comments in them at this stage) to assess their standard of work and the progress they make. Record the quality of their work in your mark book 	
<ul style="list-style-type: none"> • Record keeping and mark book. Keep a diary of achievements, events, meetings, conflicts, conversations, you have, or have witnessed, with the pupils during the lessons. These records will continue as you take over the teaching. 	
<ul style="list-style-type: none"> • Record keeping and mark book. You will need to record any absences from the lessons, whether they have completed work set (eg homework) and to what standard, their test scores and other assessment results. All this will help you to build up set of pupil profiles and enable you to differentiate your teaching to suit the pupils in the class. 	
<ul style="list-style-type: none"> • Spend at least half a day with the lab technician(s). Lab technicians are your life-line to sanity. They will let you try things out ahead of the lesson (a must) and tell you all the things that can go wrong. By spending time working along-side them you will get to know why it is important to give them plenty of notice of what you need. 	

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Extract 2 The Year of the Mentor in School

Advice for mentors (and trainees)

College Induction (the first three weeks of the course – three days for school visits)

Activity	SM to sign when done
<p>Preliminary visits to parent schools. Trainee should be given</p> <ul style="list-style-type: none">• a copy of the Health and Safety policy.• Science department policy• General information on how the department works• Chance to meet technicians and teaching staff• Text books used by the classes they are likely to be teaching	

Parent School Induction (next 3 weeks)

Activity	SM to sign when done
<p>Tasks</p> <ul style="list-style-type: none">• Trainees should build up a safety log - for their first subject assignment. (task 2)• Trainees to spend at least half a day working as a technician - for their first subject assignment (task 2)• Trainees need to interview small group of students across the age range (say yr 7, 9 and 11) for their first subject assignment (task 8)• Trainees should be given class lists and seating plans (if appropriate) of all the classes they will take over. They will need a mark book.• Trainees should read through the class set of note books of every class they are to teach, before starting their teaching, and make a note of the quality of the work in their mark books.	

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Extract 3 - Assessed tasks – details.

The assessed tasks should each be of about 500 words, with an additional supporting appendix where necessary:

Most of these tasks should be written up to support your claims to have met the standards

- **Start with a brief *description* of what you did**
- **Say how it was *useful* to you and how it helped you to become a better teacher**
- **Add *evaluative* comments as necessary**
- ***References* to literature should follow the Harvard Style.**
- **Make sure you make the link to the *Standards*.**

Please do not use plastic covers for pages or appendices. It is very difficult to access multiple pages placed in a sleeve, and comments cannot be written on single sheets in a sleeve.

Task 2 – Assessed PDP entry on management and safety:

This will be an opportunity to bring together your experiences of observing teachers at work and your own first attempts at teaching by reference to the tasks which accompany this module, with an emphasis on **laboratory organisation and safety during practical work**. Begin to build up a **management & safety log** of your own, where you can keep a clear record of incidents you observe and how they are dealt with (or, in the case of your own lessons, how you dealt with them). Use extracts from this as an appendix to your PDP entry.

Comments, in PDP format, should be made (with supporting appendices) on the following tasks:

- read and digest the safety regulations provided for you by the school
- find out the general behaviour expected of the pupils in a lab.
- find out the location of mains switches (gas water electricity low voltage) in each lab,
- find out the procedure for spillages and breakages (e.g. location of dust pan, cloths, broken glass bin, etc.) and care of apparatus (microscopes, computers etc).
- **Spend at least half a day working alongside your laboratory technician. Note how teachers communicate effectively with technicians, and note their important role in maintaining safety at work. Report on this experience in PDP format.**

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