



Cheshire & Stockport SLP Newsletter – Secondary Science Teachers

Issue 6 December 2017

I know many of your Y11s have been doing mocks; generating lots of marking and probably making you wonder whether they will ever be ready for the 'real exams'! Interesting to read then, about the use of exemplars in preparing students for exams.

<http://www.tandfonline.com/doi/abs/10.1080/02602938.2012.674485>

Do keep checking back to what your exam board is producing, there have been more resources added this term.

But how do we use exemplars? This will depend on the class, but one way, especially with middle ability students is to provide a variety of student answers of varying standard (some from exemplar material and others written to augment this) and ask the students to rank them; to mark them and to then write a model answer. Providing a starting point and making it a group task seems to engage students more. Why not also check the examiners' reports for common errors for particular types of questions.

There are some great resources here, which will help you to address any common misconceptions.

<http://thescienceteacher.co.uk/osmosis/>

In fact the website is packed with great ideas: <http://thescienceteacher.co.uk/>

Are you looking to improve transition with your feeder primaries? Funding for activities is available through the Polar Explorer scheme which will be familiar to many of the primaries.

https://www.stem.org.uk/news-and-views/news/calling-all-secondary-schools-apply-polar-explorer-grant-award?utm_source=EnewsletterOrAlert&utm_medium=email&utm_campaign=AH+RCUK+secondary+science+Nov+2017&gator_td=fl5cfZkqrkV4FxoTHpZFAQ5GYf5b4McqtXLEGjlkaeVFGgkY6xGEilqcr04yLQwIXPm%2fPCBjKinsh%2fl5NvyA885OzfNk9nKv%2fBdDspDDv9IFsgjk8ZBndogSrRvm8kF42JFU15PIZpa0%2bSPze3ox0IKAonZ5y3TAISOSlbUn3BujJNcAZ2wFUEuAVx%2b2ZcNanjmbCLv0K9EM7aUZNqPlhay1qNIZhmi3ixoeIWaoTpOviWGAKSiDtfQBvbkMD4Cx2MgOHDptJ%2bFqk8zSWLHI8t%2bls90apCjvs3Hfl9ITk%3d

Now, the SLP obviously believes in the value of CPD – in improving outcomes for students and job satisfaction for teachers; but don't just take our word for it. Recent government research has shown that:

'Increased levels of effective professional development are associated with a reduced desire for teachers to move schools. More specifically, a one SD improvement in effective professional development is associated with a large, 63% reduction in the odds that a teacher wants to move to another school. This is almost as strong as the association with leadership quality.'

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/656249/TALIS_2013_Evidence_on_Working_Conditions_Teacher_Job_Satisfaction_and_Retention_Nov_2017.pdf

One of the challenges is to find the time to implement what we learn into our practice and this is what the Impact Toolkit aims to assist with; getting you to reflect on how you have used the course content and what difference it has made in *your* classroom. This is why we are so keen to promote this tool (along with the benefit that it helps you track your own professional development); so please do remember to respond to those Stem Learning reminders!

We are also currently scheduling our next set of courses – so if there are things you feel you need, please do get in touch.

Now – as it's December, I leave you with a selection of advent calendars and related activities – enjoy!

<https://faraday-secondary.theiet.org/about-iet-faraday/santa-loves-stem/>

<http://www.compoundchem.com/2017advent/>

<https://www.hoddereducation.co.uk/festive-freebies>

https://evidencebased.education/edvent-calendar/?utm_content=bufferea3cb&utm_medium=social&utm_source=twitter.com&utm_campaign=buffer