



“An Update on The Status of School Science Laboratory Technicians in Australian Secondary Schools”

Teresa Gigengack
Winthrop Baptist College
tgigengack@wbc.wa.edu.au

Ruth Kempton
WA Department of Education
Ruth.Kempton@det.wa.edu.au



Current Technician Associations

National: Science Education Technicians Australia (SETA)

NSW: Association of Science Education Technicians of NSW Inc. (ASET-NSW)

QLD: Queensland Education Science Technicians Inc. (QUEST)

SA: Laboratory Managers Association of South Australia Inc.(LMASA)


Tas: Tasmanian Association of Laboratory Managers (TALM)

VIC: Laboratory Technicians Association of Victoria Inc. (LTAV)

VIC: Labtech group of STAV (Labtech)

WA: LABNETWEST Inc.

WA: Regional Technicians Group (RTG)



“The Status of School Science Laboratory Technicians in Australian Secondary Schools”

KEY FINDINGS

- Technicians and their roles
- The technician workforce
- Concerns about training
- Support
- Levels of servicing
- The service factor metric
- Challenges

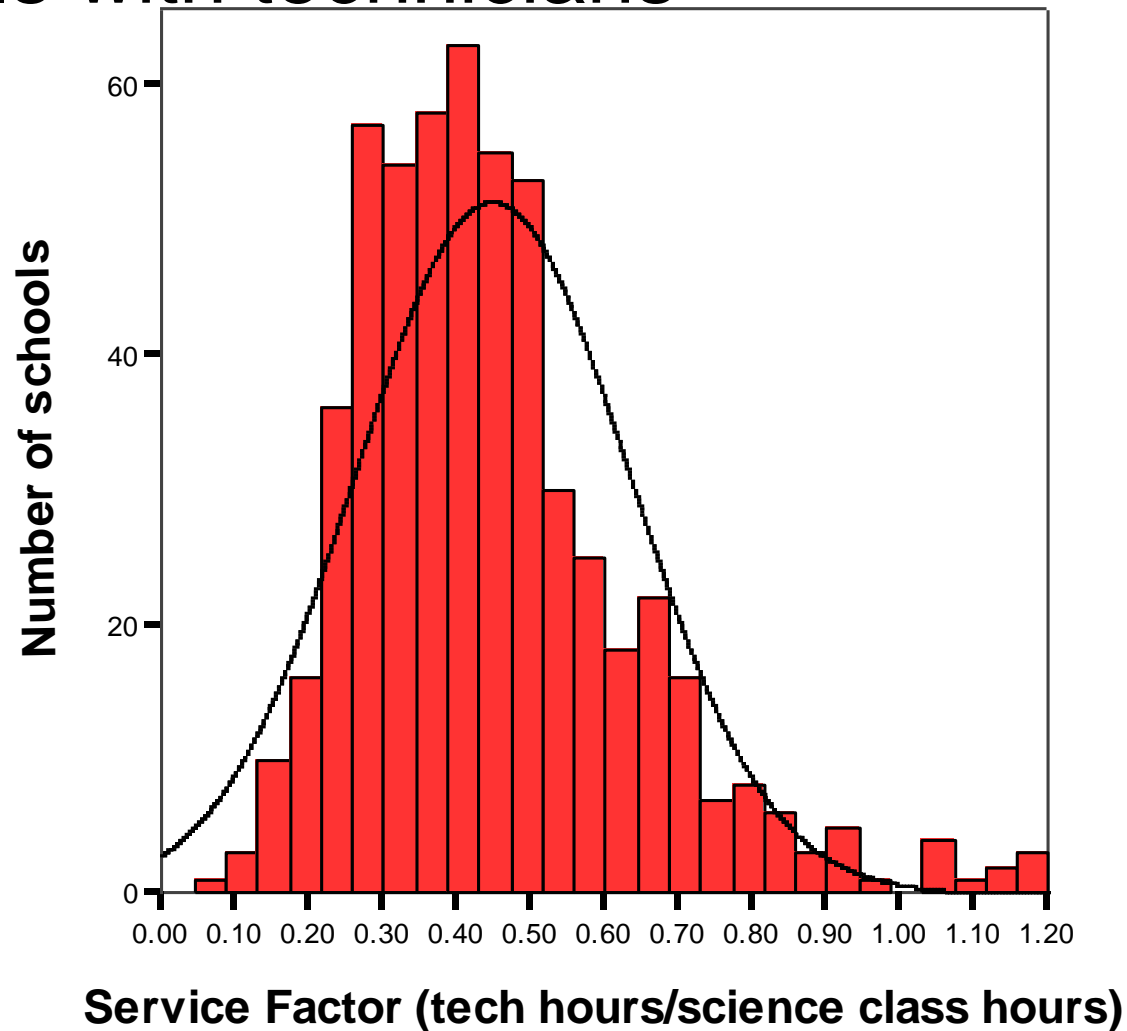
<http://www.deewr.gov.au/Schooling/Programs/Documents/Status%20of%20School%20Science%20Technicians%20report.pdf>

ASE service standards

$$\text{Service factor} = \frac{\text{Technician hours per week}}{\text{Hours of science teaching per week}}$$

Service factor	Description of service standard
0.85	This is the recommended allocation of technician support.
0.70	At this level of allocation provision of the full range of functions will depend upon recruiting well-qualified and experienced technicians.
0.60	It will not be possible to deliver all functions adequately and a restricted range of priorities will need to be identified.
0.45	Functions will be markedly reduced and in most cases no more than simple, immediate maintenance and control will be possible.

Schools with technicians





The bottom line

“A well-trained professional technician support service is essential if students are to experience a variety of experiments and investigative work. Without adequate numbers of science technicians in schools and colleges the learning experiences of students will be impaired, raising levels of achievement will be made hugely more difficult, and safety in school and college laboratories will be compromised.” (Royal Society & ASE, 2002, pp.1-2).



RECOMMENDATIONS

- 8 Recommendations
- Suggested action: National Forum
- Recommendations 2 & 6 were selected for action

NATIONAL FORUM

- Sydney 2010
- Participants
- Funded by DEEWR
- <http://www.groups.edna.edu.au/course/view.php?id=796>



OBJECTIVES

- increased awareness by education sectors of issues and challenges facing the training and support of school science and technology technicians
- a commitment to developing guidelines for minimum standards of training and induction of school technicians and for servicing levels
- an agreement to pursue the establishment of a national online advisory service for school science and technology



OUTCOMES

- Formation of two working parties
 - to develop draft role descriptions and minimum standards
 - to develop a proposal or strategy to advance the online advisory service.



STANDARDS PROGRESS

- Working Party Workshop
- Currently work is progressing on the document
- First draft was circulated to Forum participants for feedback
- Second draft to be available at workshop at CONASTA



ADVISORY SERVICE PROGRESS

- Currently work is progressing on developing draft plans
- Professor Lyn Beazley briefed on Forum
- Professor Lyn Beazley
 - Invited Professor Mark Hackling to present report to Chief Scientists
 - Initiated a meeting with DoE WA



Where to from here?

- Funding to be sought for advisory service
- Draft Document available for comment by technicians
- Standards once accepted, used to inform all sectors; Government, Catholic & Independent as well as subject associations & Unions
- Any comments or suggestions?