

Gatsby Teacher Fellowships

**Handbook for
Gatsby Teacher Fellows**

2004-2005

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by the Gatsby Teacher Fellowships Programme
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Acknowledgements

This handbook is a compilation of extracts from the booklet 'Science Gatsby Teacher Fellows: a guide to your project year', written by Sandra Amos and Richard Boohan of the Science Enhancement Programme (SEP) to provide additional guidance and information for science Fellows in the Gatsby Teacher Fellowships programme. The authors should like to thank Lisa Page, director of the Gatsby Teacher Fellowships programme for her help during the writing of this booklet, and the science Fellows who have offered valuable suggestions about its content.

About this handbook

This aim of this handbook is help you to maximise your achievements and development in your fellowship year. We hope that you find this booklet useful in preparing for the coming year and your Gatsby fellowship project, and continue to find it helpful as the year progresses.

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About the programme

The Gatsby Teacher Fellowships (GTF) programme was established to identify teachers of mathematics, science and design and technology who can make a significant contribution to the effective and inspirational teaching of their subject. The fellowships are for one year and provide an honorarium and support funding to allow the holder of the award to carry out innovative curriculum development and, where appropriate, gain further professional qualifications.

A key feature of the programme is that it provides an opportunity for teachers to develop their professional expertise by carrying out a sustained innovation aimed at promoting good practice in the classroom. Developing innovative practice is difficult to do in isolation, and so great emphasis is placed on the fellowship as a network of like-minded people who can provide each other with support. An important aim of the programme is to develop an active and growing network of Fellows, who through their expertise as classroom practitioners are able to contribute to the implementation of innovation.

The programme began in 1998, and about ten Fellows are selected each year. Since the programme started, over 65 Fellows have completed projects, with over 25 of these being in science. Fellows who have completed their projects have reported that the fellowship has benefited them in a variety of ways. Many have said that the fellowship has given them confidence and has led to them undertaking more effective and imaginative teaching in the classroom, as well as giving them promotion and more responsibilities within the school. A number of teachers have found that they have been able to raise their profile outside their school with other teachers of their subject, and have taken advantage of the increased opportunities to network – becoming involved with conferences, higher education and professional associations.

A very wide range of projects has been undertaken. You can read further information about past Fellows and their projects on the Gatsby Teacher Fellowships website (www.gtf.org.uk).

Gatsby Technical Education Projects (GTEP)

The Gatsby Teacher Fellowship is one of the programmes funded by Gatsby Technical Education Projects (GTEP). There are many other programmes within GTEP concerned with mathematics, science and technology education.

We encourage Fellows to become aware of the work of the other relevant programmes and to look for ideas and resources that may be of use in their projects. Fellows are also supported during their fellowship by involvement of staff from other GTEP programmes. You can find contact details for the projects at the end of this booklet.

About your project

The focus of the work of all of the Fellows is on *innovative curriculum development*, though the projects undertaken to achieve this are of a very wide variety of kinds. For example, the focus may be on the development and use of innovative resources, on the implementation and evaluation of new teaching approaches, on the professional development of other teachers, and so on.

You may wish to use the work you do in a project to contribute to the requirements of a higher degree, and the fellowship encourages this. For example, the project may be done alongside a higher degree that you are already studying, or you may draw on the outcomes of the work for a subsequent accredited dissertation.

Timetable

Date	Event
January 2004	Applications
February 2004	Interviews
11-12 June 2004	Annual seminar (Induction)
September 2004	School receives first £1,500 instalment of the award
December 2004	Submission of interim report to GTEP
January 2005	Mentoring seminar – Royal Society
March 2005	School receives second £1,500 instalment of the award
June 2005	Annual seminar (Presentation)
July 2005	Submission of final report Award of £1,000 honorarium on satisfactory completion

Meetings

During your fellowship year, you will attend three meetings. These meetings are regarded as an important and integral part of the fellowship programme and usually take place in January and June. They provide an opportunity to discuss projects, but also enable contacts to be made so that discussions can continue outside the meetings too.

Induction meeting

Your induction into the fellowship takes place at the first of the annual GTF meetings that you attend in June. The objectives of this meeting are to:

- Meet other Fellows
- Talk to the GTF mentor
- Provide an opportunity to discuss your own fellowship project and seek advice.

At this meeting there will be presentations by each of the Fellows who are completing their fellowship projects, small-group discussion, and opportunities to make informal contacts with other Fellows.

Mentoring meeting

This meeting takes place in January, and is attended by the Fellows currently doing projects and by staff from the GTEP programmes. The objectives of this meeting are to:

- Present your project to other Fellows in your cohort and GTEP staff
- Meet staff from GTEP programmes
- Develop and strengthen support links

Fellows give a ten-minute presentation on their project, outlining progress made. The seminar will also include a mentoring and support session.

Final presentation meeting

In the following June, you will present your fellowship project at the annual GTF meeting. The objectives of this meeting are to:

- Present your completed work to all Fellows and GTEP staff
- Help you to evaluate the year and what has been achieved
- Strengthen the network of Fellows
- Provide an opportunity for you to give feedback

As well as the presentation there will be subject group discussions.

Dissemination

An important aspect of your fellowship year is the dissemination of your work. It is not something that happens only after your project is completed, and should be planned from the start. It is essential to be considering issues such as third-party copyright and health and safety right from the beginning of your project, and at some point during your project you may want to start making plans about publishing your work if you feel that you have something original to add to existing published materials.

Dissemination during your fellowship year

During your fellowship year, the form that dissemination takes depends on the nature of your project – you may work with a number of other teachers in your own school, or with some local schools, or with small numbers of teachers in schools spread across the country. What you choose to do should be determined by what is appropriate for your project. If you are disseminating materials outside your school, then they should contain the following acknowledgement:

These materials have been written by <your name> as part of a Gatsby Teacher Fellowship, made possible by funding from Gatsby Technical Education Projects (GTEP). Responsibility for the materials lies with the author, and GTEP cannot accept any liability for the content of these materials or any consequences arising from their use.

As an author, you have rights over your materials, but you also carry responsibilities, and these apply however widely you are intending to disseminate the materials. It is a good idea to bear these in mind from the start. These responsibilities relate mainly to issues of copyright, libel and health and safety. What will most likely be of concern to you will be to be the use of third party copyrighted materials, and ensuring that your work meets health and safety requirements.

Copyright

Copyright exists on materials whether or not a copyright notice is explicitly given. However, it is good practice for materials to include this, so it is a good idea if all of your work is marked ‘© 2004 <your name>’ (or whatever date it is written). This helps other people to see easily the status of the materials. You may also wish to include a statement such as the following:

These materials are protected by copyright. You may use the material freely for educational purposes, research and private study but may not, for profit or any other purpose, reproduce or transmit it in any other form or by any means, or store it in any retrieval system of any nature without the written consent of the author. Requests should be addressed to <Insert your details>.

You may wish to include third-party materials (i.e. materials produced by other people) in your own project materials. If you are going to do this, you must be particularly careful to check the copyright restrictions on such materials, and where necessary to contact the copyright holder to obtain permission. It is important to do this early on – what you don't want to do is to base a lot of work around some third-party material and then find you cannot disseminate it because you cannot get copyright permission.

There is a widely held perception that material on the web is copyright-free – especially if no copyright notice is given. This is not true, though it may be very difficult sometimes to establish who owns the copyright of material on some websites. Sometimes, third-party material is put onto someone's website without consent of the original copyright holder so you need to be particularly careful to avoid using such material.

If you do include third-party materials, you may wish to add a disclaimer such as the following:

Some of the materials included have been obtained from other individuals and organisations. In such cases every effort has been made to ensure that the necessary permissions to reproduce copyright material have been obtained. However, should any omissions be noticed it would be appreciated if they could be brought to the author's attention.

Health and safety

If your materials include any ideas or instructions for practical activities, then you need to ensure that you have met with health and safety requirements. This is particularly important if you are developing innovative work that has not previously been widespread in a school context. In such cases, you may find it advisable to take expert advice.

You need to ensure that the activities can be performed safely by teachers and/or pupils in a school context. You need to identify any hazards associated with the activity, to indicate these clearly at the appropriate point in the material and to provide guidance about the precautions to be taken.

Publication on completion of your fellowship year

During your fellowship year, you should keep your mentor informed of any plans that you have for publications arising from your project. On completion of your project, GTEP may wish to commission you to develop a publication if the materials are relevant to any of the existing programmes and are of high quality. This is a condition of the fellowship award. If GTEP do not wish to take up this option then you are free to publish your materials yourself or with other parties, and where appropriate GTEP may be able to offer your advice and support.

You are also encouraged to think about publishing articles about your work in relevant journals, newsletter, and so on. In any such article, you should include an acknowledgement along the following lines:

The work described in this article was undertaken as part of a Gatsby Teacher Fellowship, made possible by funding from Gatsby Technical Education Projects (GTEP). Responsibility for the materials lies with the author, and GTEP cannot accept any liability for the content of these materials or any consequences arising from their use.

Sources of support

There are several sources of support available to you during your project year. These are outlined below.

GTF mentor

The mentor's role is to monitor progress of projects and to provide support and guidance to Fellows throughout their project year. Some Fellows make more use of the mentor than others do for a variety of reasons; for example, some have other mentoring support. Whilst the mentor offers support and advice, it is important to stress that Fellows are regarded as autonomous, capable professionals.

Buddies

The intention is to provide you with a named 'buddy' who is an existing Fellow and has already completed a project. It is important to realise that buddies have volunteered and agreements about expectations will have to be negotiated between the parties involved.

Other GTEP programmes and projects

You may find that your project links in with the work of another GTEP programme. If so, then contact the director of the relevant programme directly, to discuss your project and what support they can offer. You can obtain contact details by visit the websites listed on page 9.

Other Fellows

Last, but not least, is the support you can get from the other Fellows working on their projects this year. This is an important source of support for some. You may find a friend within the group, or someone who is working on a similar project with whom you can swap ideas.

A continuing fellowship

After you have completed your fellowship year, you will be invited to attend future GTF annual meetings, and to participate in the activities of the network of Fellows. Communication between Fellows is maintained by the GTF newsletter and GTF website, and you can play a valuable role in supporting the work of new Fellows.

GTF newsletter

A newsletter is produced twice a year (January and July) for distribution amongst all of the Gatsby Teacher Fellows and teachers wishing to apply for a fellowship for the following year. The purpose of this newsletter is to encourage the development of a growing network of teacher Fellows, and it contains brief updates on Fellows' work. This is an important means of making your work known to a wider audience and to enable you to make links with other Fellows whose work is of interest to you. It is a requirement of your award that you contribute two articles during your fellowship year about your work. The editor will contact you about what you need to write and the submission dates. The newsletter editor is David Spendlove (1999 Fellow) (Email: david@dspendlove.freemove.co.uk).

GTF website

The GTF website (www.gtf.org.uk) aims to make the work of the Fellows known to a wider audience. It includes copies of the newsletters and reports from Fellows about their projects. As part of your fellowship you also need to send reports about your project. The first of these should be sent at the start of your project, and a summary report sent at the end. The editor will contact you about what you need to write and the submission dates.

Supporting new Fellows

You are encouraged to continue your association with the programme, and to support the work of new Fellows. There are a number of ways in which you may do this, including acting as a 'buddy', discussing work at the annual meeting, and contributing to the website and the newsletter.

Further funding

Over the past six years, a small number of Fellows have been funded for a second fellowship year. Where a Fellow has successfully completed their fellowship project and has a good idea for a second project, then they are welcome to submit a proposal along with the usual round of applications in January. This proposal will be considered on its own merits alongside the new applications to the fellowship. We would encourage an interval of at least a year between completing the fellowship year and applying for a second fellowship. Occasionally, where a project has opened up interesting areas that had not been envisaged in the original proposal, then a Fellow may be eligible for an extension year. It is now our policy that Fellows need not

apply for an extension, and that an extension will only be offered to a Fellow when this is considered to be appropriate by the GTF programme. Former Fellows may also apply for small one-off bursaries for resources, organising training workshops for other Fellows, attendance at national or international conferences, and travel costs for overseas school visits.

Programme evaluation

The National Centre for Social Research (NCSR) is evaluating the programme using postal questionnaires and in-depth interviews to track Fellows during their project year and for the following two years. It is a condition of the fellowship award that Fellows participate in this external evaluation.

Contacts

Websites

Gatsby Technical Education Projects (GTEP) (www.gtep.co.uk) – gives outline information about the various GTEP programmes, and links to the websites of the individual programmes.

Gatsby Teacher Fellowships Programme (GTF) (www.gtf.org.uk) – gives details of current Gatsby Fellows and summary reports about their projects.

For Gatsby Teacher Fellowships

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