

Dear Headteacher,

We are delighted to have offered a conditional place to a student on the **Secondary Science**: Salaried without Endorsement, to commence the PGCE programme at The Open University in September 2024. The student-teacher has applied for the unendorsed route which means they are looking for a school to endorse them for the duration of the programme.

Why endorse a PGCE student from the OU?

- English medium Secondary schools receive a 100% salary grant for endorsing a student on the Welsh subject route and 50% salary grant for endorsing students on the D&T, Science, Maths, English or ICT routes and
- Welsh medium schools receive a 100% salary grant for the 6 secondary subject pathways on offer.
- A “grow your own model”, shaping the next generation of teachers in your school.
- Supporting the diversification of the profession in Wales.
- Access to professional learning opportunities, close to practice research projects, mentoring and coaching.

Further information regarding the programme and the salary grant can be found on the [OU ITE Partnership](#) website, but in the meantime, please find below a summary of the student’s qualifications and experience.

If you are interested in endorsing a student and require further information, please don’t hesitate to contact the PGCE Wales Team by emailing Wales-PGCE@open.ac.uk

On the following page you'll find further information regarding the student-teacher.

Personal Profile

I believe that teaching is a powerful tool for personal and societal transformation. My teaching philosophy is rooted in the idea that every student has the potential to excel when provided with the right guidance and opportunities. I believe in the importance of active learning, critical thinking, and practical application of knowledge. My goal is to instil a love for learning in my students by making the subject matter relevant and interesting. Furthermore, I recognize the diverse needs and backgrounds of my students, and I am dedicated to differentiating instruction to accommodate various learning styles. I foster a classroom culture that promotes respect, open dialogue, and collaboration among students. As an educator, I am a lifelong learner myself. I continuously seek professional development opportunities to stay current with best practices in teaching and learning. I believe in the importance of assessment and feedback to improve my teaching methods and enhance the learning experience for my students. In conclusion, my teaching philosophy centres on creating a supportive, inclusive, and dynamic learning environment that equips students with the knowledge, skills, and mindset necessary for success in their academic and personal pursuits. I am excited about the opportunity to make a positive impact on the lives of my students and to contribute to the broader field of education.

Work Experience

Teaching

2015–2018 Reach for the Stars: Computational Models for Teaching and Learning in Physics, Astronomy and Computer Science (GK-12 program/NSF)

Centre for Interdisciplinary Exploration and Research in Astrophysics (CIERA)
Department of Physics and Astronomy, Northwestern University (NU), USA

This program places STEM graduate student fellows in K-12 science classrooms for the academic year with the goal of enriching their education and strengthening their development as researchers by advancing their communication and teaching skills. GK-12 fellows will adapt concepts of computational thinking and actual computational modelling tools from their research work to classroom activities connected to the existing math and science curriculum

(<http://gk12.ciera.northwestern.edu>).

The lessons developed for this program can be found at:

<https://sites.northwestern.edu/gk12/?s=lessons>

2012–2015 Teaching Assistant (TA)

Centre for Interdisciplinary Exploration and Research in Astrophysics (CIERA)
Department of Physics and Astronomy, Northwestern University (NU), USA

Classes taught:

Physics Discussion Electricity and Magnetism 136;

Physics lab course Mechanics 136-1;

Physics lab course Electricity and Magnetism 136-2;

Physics lab course Modern Physics 136-3

2008 Teaching assistant (TA) in Calculus II

Aristotle University of Thessaloniki, Department of Physics, Greece

Education Qualifications

Postdoctoral fellowships

09/01/2021 – 09/01/2023 Lyman Spitzer, Jr. Postdoctoral fellow, Department of Astrophysical Sciences, Princeton University

09/01/2018 – 09/01/2021 PCTS Postdoctoral fellow, Princeton Centre for Theoretical Science, Princeton University

09/01/2012–06/22/2018 Ph.D. in Astrophysics, 06/22/2018

Centre for Interdisciplinary Exploration and Research in Astrophysics (CIERA)
Department of Physics and Astronomy, Northwestern University (NU), USA

Thesis: Dynamical evolution of eccentric systems. From binary star and planetary systems to massive black hole binaries

Advisor: Vicky Kalogera

2011–2012 MSc. in Advanced Physics

Department of Physics, University of Crete, Greece

Thesis: Vorticity production and survival in radiative magnetized Friedman Universes

Advisors: Christos G. Tsagas (Aristotle University of Thessaloniki), T. Tomaras (University of Crete)

2006–2011 BSc. in Physics and Astrophysics

Department of Physics, Aristotle University of Thessaloniki, Greece

Thesis: Rotating, magnetized, relativistic media

Advisor: Christos G. Tsagas (Aristotle University of Thessaloniki)

Achievement and Interests

- 1) 09/01/2018 – 09/01/2021 PCTS fellowship, Princeton University
- 2) 09/01/2021 – 09/01/2023 Lyman Spitzer fellowship, Princeton University
- 3-7) 09/01/2018 – NASA Einstein fellowship; Harvard CfA Postdoctoral Fellowship, Berkeley TAC fellowship; Stanford SLAC fellowship; U. of Toronto CITA fellowship (all declined)
- 8) 2017 – The Holt award from Northwestern University. Recognition of a graduate student woman in the STEM fields.
- 9) 2016-2018 – NSF GK-12 Fellow for three consecutive years (<http://gk12.ciera.northwestern.edu/about/>)
- 10) 2014-Mavroyannis Scholarship in Theoretical Physics; Awarded to a Greek PhD student in theoretical physics.
- 11) 2011-Manassaki Scholarship; to a Greek National PhD-student with the highest GPA among applicants.
- 12) 2009 State Scholarship (IKY) Aristotle University of Thessaloniki, Department of Physics, Greece. Won the scholarship funded by the State Scholarship Foundation (IKY) (highest GPA for the two semesters of the year 2009 course program).
- 13) 2008 State Scholarship (IKY) Aristotle University of Thessaloniki, Department of Physics, Greece. Won the scholarship funded by the State Scholarship Foundation (IKY) (highest GPA for the two semesters of the year 2008 course program).
- 14) 2007 State Scholarship (IKY) Aristotle University of Thessaloniki, Department of Physics, Greece. Won the scholarship funded by the State Scholarship Foundation (IKY) (highest GPA for the two semesters of the year 2007 course program).
- 15) 2002-2006 Distinctions in National Mathematical Olympiad National Mathematical Olympiad, Greece. Advanced in the third (out of four) phase of the National Mathematical Olympiad for five consecutive years

References: Can be provided upon request by e-mailing Wales-PGCE@open.ac.uk