

## Remote learning

In the education sector we are used to change. It is the one thing that is guaranteed when you go into the teaching profession! Change will be a theme throughout this *Focus on*.

The hope of this issue is that it begins to draw out some of the positive learning experiences that have emerged through the COVID-19 pandemic since March 2020. Now, nearly two years on from this first lockdown, schools are considering many different elements of their workings, such as supporting learners who have missed a significant proportion of their school education and how to provide for those who are still off school due to COVID and related matters, as well making the transition back from online to face-to-face teaching as the norm.

I know from my own need to move science teaching to online it was a real challenge. I managed to undertake practical work with my undergraduates and postgraduates most weeks. They were basic activities using household and readily available items but practical work nonetheless. However, we developed ways of working that benefited both the learners and the staff: for example, making greater use of interactive online tools such as *Padlet*, *PearDeck* and the Microsoft suite of resources. The challenge for us now is not to 'throw the baby out with the bathwater', and to work out what is worth retaining as we move forward.

This issue highlights some of the ways in which teachers overcame adversity to provide very positive and engaging science learning for their classes. We see that there are opportunities to have 'visitors'

(and indeed 'visit' places) that may not have been possible before. Change is often difficult but sometimes it offers the opportunity to rethink and make things better.

Change is also afoot with *Primary Science*! This is the last *Focus on* that I will write as Editor of the journal before handing over to Robert Collins from Strathclyde

University. I am optimistic that this too will see positive changes to the publication and that as readers you will see it continue to be supportive of developing practice. I have reflected on the last 5½ years of being in the position of Editor and the changes we have seen over that time. Personally, it has given me the opportunity to work with some fabulous authors – some writing for the first time and others far more experienced than me. It has allowed me to meet people at conferences who were previously names and not faces. The sense of involvement in the primary science community has grown through my involvement with ASE. I hope

that, as with the response to teaching through the pandemic, the new Editor will identify the 'baby' to be carried forward as he shapes and progresses the publication in the forthcoming years.

And, although not typical for a *Focus on*, I would like to finish with some thanks: to the readers who have enjoyed the articles and found them supportive of their practice, to the Editorial Board who have enabled me to do this role, and to all the authors who have written for *Primary Science* over the years. It has been an absolutely pleasure.

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