

# Science Teacher Education

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The **Association**  
for **Science Education**

*Promoting Excellence in Science Teaching and Learning*

An ASE publication for all concerned with the pre-service education, induction and professional development of science teachers

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# Editorial

● Paul Denley

## Welcome to Issue 83 (at last)!

I am sorry that this issue is a bit late in publication and is rather shorter than usual. In part, this is due to changeover in editorship and partly perhaps reflecting the pressures of the world around us, with not having a vast reservoir of material to hand to put this together.

Anyway, I would like to say what an honour it is to have taken over as Interim *STE* Editor from Rob Toplis. My thanks to Rob for all he has done in his term of office. I've enjoyed reading some really interesting articles and editorials reflecting the (sometimes crazy) world of science teacher education while he was at the helm.

Many of you will know that ASE is reviewing its services to its members and particularly the content and availability of its journals. There will be a survey of the membership coming up in early 2019 to seek views about this and outline some possible models for future structures. Without going into detail here, one option is to think of some sort of journal that might replace *STE* and include articles not only about science teacher education but also science education research as well, thus potentially drawing on some material that traditionally has been published in *School Science Review*. For this reason, my appointment as Editor is just for one year to allow the consultation process to run and for it to become clearer what the future of *STE* is to be.

So, to this issue. We have an article from **Louisa Aldridge** about routes into teaching from the viewpoint of someone involved from the school side of the partnership. In his final editorial, Rob wrote of one of the aims of *STE* being to provide a forum for discussion. This article invites a response perhaps from someone coming from the Higher Education side. A few years ago, we were being threatened by the then Secretary of State in England (whatever happened to him?!)

with his vision of teacher training moving into schools. Louisa's article suggests that, while there might be differences between a more school-based approach such as a SCITT and the 'traditional' model, they may both be fit for purpose and respond to the needs and experiences of trainees.

The other major article by **Kate Andrews, Paul Beaumont, Emma Bissett and Kath Crawford** takes us away from the stress (for many) of the everyday world of initial teacher education, to a summer school designed to improve subject knowledge and confidence in trainee teachers and recently graduating science students. The programme described looks exciting and the evaluation presented shows the success of this event and some factors influencing that. The idea of extending the model geographically and to the primary phase is put forward.

Our **Ask a Researcher** contribution to this issue is based on an interview that Rob carried out with Professor Ian Abrahams about his own activity and reflections on where science education research is or should be going. Some food for thought there too.

We have a couple of **news** items. One is about the eagerly awaited new edition of the *ASE Guide to Secondary Science Education* and the other gives a short report on the ASE Futures Conference held last summer.

Finally, we have a **book review** of *Explaining Primary Science* – an ambitious volume aimed at beginning primary science teachers.

Please look out for and respond to the publications survey when it comes out in the New Year and help us to shape the future!

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