



Editorial

■ Marc Neesam

As we come to the start of a new academic year for many, this issue of *ASE International* looks forward after the worldwide disruption that the Coronavirus pandemic has caused (and, in some regions, still causes) for education and the life chances of young people all over the world.



This issue considers lessons learned from lockdown by looking at **inclusive lockdown science** and the benefits of having a **COVID-aware classroom** which is provided by our partners Gratnells whom I thank for their continued support that allows us to continue to distribute this journal to you, our members.

As part of looking back to look ahead, we also have reflections of a programme focused on providing professional development in **geoscience teaching** in six countries around the world. The article presents an analysis of the programme one year after launch, including a reflection of the impact of the pandemic with a view towards the future.

Articles on the **school science curriculum**, **reading science books** and **making environmental studies engaging** are included to support you in thinking of your current practice and reflect on how your practice may change in the future.

We are also pleased to include in this issue an article from **Deidre Morey**, a teacher in Australia, who gives her views on teaching primary science. The ASE welcomes having our international members sharing their experiences, which allows all of us, regardless of where we teach or support education, to reflect on our own practice.

If you want to write an article about your experience, whether a teacher, an education adviser, a teacher trainer, or in a different role connected to science education, do get in touch via e-mail.

Looking forward, I am pleased that, in January 2021, I will welcome you to the first online version of the International Day as part of the ASE Annual Conference. While it is disappointing not to be able to meet and talk to many of you in person as usual,

Special Edition of *ASE International* – August 2021

Guest Editor: To be announced

For issue 13, due out in August 2021, we are inviting articles on the theme of 'Practical Work in International Science Education'.

Submissions can be focused on the rationale, practice, logistics, impact, future or any other aspect of practical science.

Submissions that include reflections of teaching practical science during the height of the pandemic remotely, or as schools reopened, will also be gratefully received.

Articles are welcome from anyone involved in science education, particularly teachers from outside the UK.

Please contact: international@ase.org.uk





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I hope that you will take this opportunity to engage with the Conference remotely and encourage members, and non-members, who usually cannot attend due to travel or expense reasons, to take part. More information about the day, and the Conference, can be found at

<https://www.ase.org.uk/events/ase-annual-conference-2021-online-in-january>

The ASE International Group is in the process of finalising the programme. Everyone who has had their proposal accepted has been notified or soon will be. The volume of proposals, even with the uncertainty of the impact of the Coronavirus on the Conference, made the job much harder this

year due to the restrictions of holding the event online. I want to thank everyone who submitted a session proposal and, even if your session has not been selected this time, there will be further opportunities to present at other ASE events in the future.

I hope that, whether you are back teaching, due to go back, or are supporting teachers, the next few months go well. I hope to see you (even if remotely) in January at the International Day of the ASE International Conference 2021.

Marc Neesam, Editor of *ASE International*.

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