



Editorial

● Alex Sinclair ● Jane Turner

The previous special edition of *STE* was produced during the early lockdown period and consequently focused on the impact and longer-term implications of the pandemic on teacher education in the UK. Since then, the use of online platforms to deliver Continuing Professional Development (CPD) and training has become a new way of life. Alongside every other organisation, ASE has become expert in delivering online conferences and webinars in this short period. The ASE Futures Conference was no different, and ran virtually across two days in July. The articles within this issue have been drawn from those presenting and give a flavour of the rich diversity of interests held by Futures members, and those involved in Initial Teacher Education (ITE) and who develop and lead CPD. While the proposals for the conference were submitted before the Coronavirus outbreak, it will come as no surprise that a number of articles make reference to its effect on research and practice.

Colin Forster and Jude Penny report on research undertaken to examine final year undergraduate ITE students' use of questions to promote children's observation and curiosity in primary science.

Emily Perry raises an important and unresearched question, of personal relevance to many Futures members, about the role and professional development of CPD leaders and developers. She considers how they learn and enact their roles and the choices that they make in their practice.

There is a strong theme around science capital running through the remaining articles. **Sally Spicer and Dave Jones** provide us with an update of the research that they first introduced in issue 85 of *STE*. One year on, they detail how the science capital of their most recent PGCE students has influenced their attitudes to and confidence in teaching primary science.

The following three articles examine a range of strategies to incorporate different scientists into the primary curriculum. **Alison Trew, Ruth Shallcross and Kate Redhead** explore two resources developed by the Primary Science Teaching Trust (*Engineering Our World*, and *I bet you didn't know...*) and consider them from both science capital and social justice perspectives.

Alex Sinclair reviews teachers' use of *Standing on the Shoulders of Giants* and makes suggestions for how learning about famous and contemporary scientists may benefit children's learning.

Maria Dent and Neil Radford discuss students' perceptions of celebrity scientists and the influence these have on their aspirations. These views are contrasted with those of five celebrity scientists. In addition, they provide a framework for teacher educators to help them work with science teachers, scientists and celebrity scientists.

We hope that you will all be attending the online ASE Annual Conference in January (details on p. 48) and would like to draw your attention to the Futures sessions on Saturday (9th January 2021) at 13:55 and 15:15. The focus of these sessions is 'Conversations around supporting educators with Blended Learning'. The success of these open-forum type sessions will depend on contributions from the Futures community. If you have any experience or expertise in this area and would like to be involved, we would love to hear from you. Please e-mail one of the Editors.

We would both like to wish you all well for the rest of this academic year and look forward to speaking with you either virtually, or in person when the situation permits.

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