



Editorial

● Alex Sinclair ● Jane Turner

To start this edition, we would like to introduce ourselves as the new Editors of *STE*.

While we have had the privilege of carrying out this role for the last 5 editions, this has only been in an interim capacity.

We appreciate that one of our first jobs is to convene an Editorial Board. If this is something you would be interested in, please contact Jane Hanrott on janehanrott@ase.org.uk in the first instance.

As this will be a brand new Board, as well as agreeing editorial strategy, one of our first tasks will be to agree operating procedures – how often and how we meet, different roles, etc. Please do get in touch if you would like to be part of the future of *STE*. We welcome interest from Futures members from all areas of teacher education.

Looking back at previous Editorials, it is clear to see that the focus of most articles was understandably about the impact of the COVID-19 pandemic. Since the last edition, there seems to have been some return to ‘normality’ for schools and colleges, and many ITE institutions are now, if not already, returning to in-person teaching, which is good news; but the short- and long-term implications of the pandemic are still high priority for science educators in all phases.

Perhaps most prescient for Futures members is the future of initial teacher education. The DfE’s ITT Market Review brought about strong reactions from the whole sector, and we are now waiting to hear the outcomes of the consultation process. You can read the ASE’s response to the Review on p.6, which was written by the Futures Committee. The Committee has also arranged sessions at the 2022 ASE Annual Conference on the afternoon of Thursday 6th January based around this, and

other, similar themes. One of these sessions, *The Initial Teacher Training Market Proposals and Review: where are we now?*, will feature Sam Twistelton, a member of the advisory group that contributed to the Review.

Many of the articles for this edition came from sessions presented at the Futures Online Conference back in June 2021. The theme of the conference, and many of the presentations, was diversity, inclusion and equity in science education. Our keynote speaker, **Felicia Mensah** from Columbia University, provides our first article. In this she discusses her work with future teacher educators and how she helped them to engage in conversations about race and racism in teacher education.

Next is **David Shakespeare’s** article, which focuses on science curricula. He has compared a large number of international science curricula, focusing on language, ideas about progression and the way in which substantive and disciplinary knowledge is handled.

Dr. Laura Colucci-Gray challenges us to consider the purpose of a curriculum for science. She proposes an argument for science education where the rationale by which curricular decisions are made moves beyond the instrumental to embrace a science curriculum concerned with the condition of being a citizen. It is a thought-provoking piece with real relevance to current debate about science curricula.

Leigh Hoath has worked in both secondary and primary phases of science education. Her opinion piece looks at the perceived differences between primary and secondary science curricula and proposes that a more unified, cohesive and collaborative approach to expressing and enacting science teaching and learning would overcome many of the reported issues around primary/secondary transition.





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Dr. Kendra McMahon's article unpicks the research behind Ofsted's review of research. She suggests that adopting a wider view of the 'learning sciences', which includes findings from neuroscience, may be necessary for moving forward conversations about science education. She stresses the importance of language, emotions, hands-on learning and enquiry in primary science.

Pete Robinson provides a fascinating reprise of a memorable session presented by Dr. Nasima Hassan, Maaria Ahmad and Romaiza Nassim, relating experiences and feelings that young Muslim women have encountered within their education and training, including possible actions to enable teacher educators to become changemakers.

Should these articles have left you wanting more, please bookmark the 7th and 8th July 2022, when the Futures Conference travels to Birmingham University. In addition to this, we would welcome pieces for the next edition of *STE*. Our vision is to increase the range and style of pieces that are offered to readers. If you feel you have something to say about the future of science teacher education, please contact either of us to discuss what you have in mind.

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