

# Editorial

Welcome to May *EiS*.

When I joined ASE last year, nobody could have guessed what challenges lay ahead of us in 2020, as Covid-19 spread across the world.

As in many countries, we have had to adapt to new ways of teaching. Teachers and support staff have bravely kept schools open for vulnerable children and those of key workers, while supporting other young people continuing their learning at home. Many education consultants and technicians have lost valuable income, while student teachers face cancelled placements and grapple with how to prepare for their first term as NQTs. And many of us have had to juggle our work with home schooling, family commitments, illness and, in some cases, family tragedy. Nobody has been left untouched by the pandemic.

Despite the darkness of recent weeks, there have been many actions providing hope for the future. Within our own community, we have seen an outpouring of positivity and offers of assistance. This has enabled us to launch several new activities to support our members and the wider community, ranging from our popular Coronavirus resource hub on the ASE website, to our recent Open Access journals offer and new online events. The sense of camaraderie binding us together as science educators has been inspirational, and we are proud to be part of this community.

That sense of positivity is reflected in this issue of *EiS*, where we bring together a number of ideas and perspectives on how to support teaching and learning in the current crisis, including a selection of practical activities for primary and lower secondary students, hand-picked to support home schooling, as well as ideas for supporting older students with special needs, trainee teacher and teacher educator perspectives on how to cope during the pandemic, and a focus on doing outdoor science beyond the school grounds. We also offer a key article on how to deal with the new assessment requirements in schools.

So – what does all this mean for the future of science education? The latest Wellcome Science Education Tracker, published in March, found that only 41% of young people aged 11-18 in England consider an understanding of science to be important to their everyday lives. If the last few weeks have highlighted anything, it is that the need for a strong future pipeline of scientists, engineers and medics, together with wider scientific literacy for all, has never been clearer. Having a strong and well-supported science education community is vital in making this happen.

No doubt there will be further challenges to come over the next few months, but we stand ready to face them together. Please do continue to get in touch if you would like our help or to offer your support.

We look forward to 'seeing' you at one of our virtual events soon!



Hannah Russell  
Chief Executive

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Editorial Contact:  
Jane Hanrott  
Janehanrott@ase.org.uk

Advertisement Manager:  
Rebecca Dixon-Watmough  
Rebecca@ase.org.uk or call 01254 247764

Typesetting: Karen Dyer

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Call 01707 283000  
info@ase.org.uk  
www.ase.org.uk

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