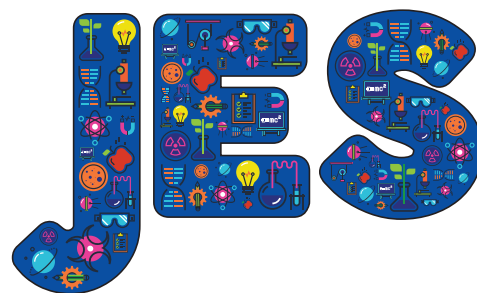


Editorial



● Sarah Earle



The articles in this issue of *JES* all provide different perspectives on science education by exploring experiences for different age groups, from early childhood and older primary pupils, to secondary-age students collaboratively working with primary phase teachers. The article authors also include a wide range of researchers and practitioners, working within and outside of the classroom. The number of practitioner perspective articles in this issue is a positive sign, perhaps demonstrating increasing engagement with research in this open-access publication. *JES* welcomes and supports practitioner authors, so please do get in touch if you would like to share your work with a wider audience.

This issue begins with a research perspective from the early years. **Linda Ahrenkiel, Morten Rask Petersen** and **Helle Hovgaard Jørgensen** explore how a mapping of science practices (the things that children do, such as sort, count, measure, question) can help to explain and support science in early childhood education and care settings.

The next two articles explore out-of-class science activities with older pupils. **Margaret Ritchie, Anna Maria Mackay** and **Clinton Jackson** consider how to support primary teacher confidence by inviting them to work with secondary school students in a summer STEM academy. Whilst the next author, **Ravina Winch**, a teacher in a middle school, investigates embodied cognition to support environmental education with 11 and 12 year-olds as part of a science lunchtime club.

The final two articles take a closer look at science lessons with primary pupils. **Jules Pottle, Tina Whittaker, Sinead Carroll Knight, Jo Guillon** and **Chris Wemyss** use their experience of picture books to explore the development of science vocabulary. **Rebecca Ellis** and **Jo Moore** draw on cognitive science research on retrieval practice to consider how the Explorify resources can consolidate and support learning.

JES is indebted to its Editorial Board, who volunteer their time to review articles for each issue. The Editorial Board list will now be published in each issue, to both recognise their work and also to show the current range of expertise. With this in mind, we would welcome new international board members and authors, so do e-mail the Editor if you would like to find out more.



Editorial board for the *Journal of Emergent Science*, June 2023

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Dr. Sarah Earle is Editor of the *Journal of Emergent Science* and Reader in Education at Bath Spa University.

E-mail: s.earle@bathspa.ac.uk

Twitter: @PriSciEarle