

Focus on...

'How to' science

First a word of thanks! Whether due to our call encouraging new writers in our last issue, or the enthusiasm for writing for us of the many members we met at the January ASE conference, the positivity of response for this issue's theme has been fantastic!

We start with two articles that uniquely discuss things using the lens of those most immediately tasked with delivering science provision in primary schools – teachers and future teachers. Jennifer Crompton-Muir shares insight into the SEERIH Masterclass approach from her view as both teacher and developer on the programme. Student teacher voice is then offered in the next piece by Chambers, Collins and Chisholm. Both articles highlight unique findings and some food for thought on how practitioners might best be supported in learning about primary science implementation in the classroom.

Effectively developing a broad scientific learning frame of mind speaks to the need for interdisciplinarity. Our next articles discuss the use of two new approaches that support interdisciplinary teaching in science. Richard Davies and Jo Trowsdale speak passionately about the development of the Trowsdale Art-Making Model for Education (TAME) system while Alex Farrer writes with similar enthusiasm about her use of *Sketchbook Science* in schools. Both approaches share an affinity with the use of the arts to support scientific literacy in teachers and young learners that I am sure readers will find inspiring.

The need for unbiased truth and purposefulness will always remain a strong basis for any classroom approaches claiming how to enhance science learning. The following two articles deal with current and very contemporary issues indeed. Naseem and

Hassan hold a mirror up to the accepted history of Western science in their excellent piece on decolonisation of the science curriculum. Having been part of the audience at their recent ASE conference presentation, I am confident that, like me, readers will find their article fascinating. Following this, Rachel Sawle speaks about chauvinism in school science – or to be more exact 'zoochauvanism' – a context that will both surprise and engage.

“

Effectively developing a broad scientific learning frame of mind speaks to the need for interdisciplinarity.

Our final articles put literacy at the forefront of how to develop science learning in class. Fay Lewis, Juliet Edmonds and Jane Carter discuss the use of science-based literacy materials, while Andrew Croydon introduces us to the popular character Ellie from ABPI. Finally, Mandy Hartley convinces as to the power of story in science teaching. As pragmatic as they are enthusing, all three describe separate, yet exciting, ways in which literary resources – old and new – might enhance and support the development of science learning in the primary classroom.

It has been a pleasure to curate these articles for *Primary Science*. As always, I hope you enjoy reading this issue. And please, keep submitting your articles!

Robert Collins