



Editorial

● Alex Sinclair ● Jane Turner

At the time of writing this editorial, it is the summer break for most in education and an opportune time to look back both at this year and what may be coming in the future.

This academic year has seen the release of several influential reports related to science education and this edition of *Science Teacher Education (STE)* contains articles analysing a number of these.

The first is related to Ofsted's Research Review for Science. Because of the cross-phase nature of the Review, questions were asked about how the Review's recommendations should be interpreted, especially for those in primary and Early Years settings. As a reaction to this, primary science specialists from the Primary Science Quality Mark, the University of Manchester's SEERIH and ASE were brought together to identify and explore emerging issues from the Review. As a result, they produced the guidance report, *A response to the Ofsted Research Review: Guidance for primary schools* (Turner *et al*, 2022). The article is written by **Sarah Earle**, one of the lead authors of the report. She outlines how the guidance was put together and the key emerging themes of the Review from a primary perspective, and gives recommendations for how the report can be used.

The second article focuses on the '10 Key Issues in children's learning in primary science in England' (Bianchi, Whittaker & Poole, 2021). **Lynne Bianchi** offers greater detail on how the report was constructed and the five-step process that was undertaken. She reflects on its impact so far by providing brief case studies from schools, higher education institutions and other organisations, outlining how they have been using it.

Nag Chowdhuri *et al* provide our third article. Following on from the publication of *The Science*

Capital Teaching Approach back in 2017, the eagerly-awaited primary version (the *Primary Science Capital Teaching Approach*) was published this year. This article gives a precis of the approach while highlighting its implications for those in teacher education, as it moves teachers to consider developing their teaching in line with goals of equitable science teaching and learning.

Rob Butler outlines the important work that ASE is undertaking as part of its Diversity and Inclusion journey. He explains how ASE has used the Diversity and Inclusion Progression Framework (developed by The Science Council) to judge the organisation's strengths, alongside identifying stories of success. He then makes suggestions for our next steps.

A successful ASE Futures Conference was held at the University of Northampton on the 7th and 8th July. For many, it was the first face-to-face conference since the pandemic. It reinforced the important role that ASE plays in connecting like-minded professionals, alongside providing an opportunity for old friends to meet. The next edition of *Science Teacher Education* will contain articles based on many of the Conference sessions.

Have a lovely and restful break!



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