



# Editorial

● Alex Sinclair

Whilst writing this, I am struggling to hear myself think. The noise of rain on my conservatory roof, from another torrential downpour, is making the sunny ASE Futures Conference that was held at the University of Northampton back in June seem like a distant memory. Many of the articles in this edition of *STE* have come from the conference presentations, and reading them has helped to remind me about the quality of the authors' sessions. (Perhaps best not to remember that I had COVID for the second day of the conference and was worried that I had passed it on to the Science Ofsted Lead – and others – when I gave him a lift from the train station to the venue!) You will notice the variety of themes that are covered, which reflects the varied and interesting roles that Futures members and *STE* readers have.

**Jane Essex's** article looks at the tensions that trainee teachers can face when being asked to promote a rigorous science education based on excellence that may be at odds with an inclusionary practice. She details her work with trainees and outlines how she has helped them to consider that these aspects are not mutually exclusive and that there are ways to 'bridge the (apparent) gap'.

The Education Endowment Foundation (EEF) is due to publish its primary science guidance report.

**Katie Luxton's** article describes the process of systematic review that the EEF has adopted to answer the question: 'What approaches are most effective to improve pupil outcomes in primary science, in what context, and how?' She highlights the problems of bias when looking for appropriate evidence and the approaches they have used to mitigate this.

Due to COVID and my early departure from the Futures Conference, I missed **Leigh Hoath's** stirring presentation but, fortunately for me and all *STE* readers, she has written an article with her colleague Heena Dave, in which they reiterate the argument that she presented, that action to deliver the Department for Education's Sustainability and Climate Change Strategy, launched in April 2022, must be evidence-informed, evaluated and based on education-specific practice.

**Stuart Naylor**, writing on behalf of the ASE Mary Anning Project team, discusses the evaluation of a set of teaching resources that have been developed to enhance 9-11 year-old children's understanding of some aspects of evolution, the nature of science enquiry and the strengths and limitations of scientific knowledge, using Mary Anning and her fossil discoveries as a backdrop. He discusses how teaching approaches are influenced by the provision of suitable teaching resources.

**David Shakespeare** contributes an article that will be of interest to all *STE* readers who lead short, in-service training sessions for teachers. He focuses on aspects including the training environment, conversations, relationships and activities that might lead to better participant reactions, and encourages professional teacher trainers to share the detail and practicalities of the techniques that they use.

**Tina Whittaker's** article describes how the Science Across the City project, based in Stoke-on-Trent, has created a non-hierarchical community of practice whose agenda has been to close the Key Stage 2 (ages 7-11) attainment gap in science for children in the area. She shares how the project has helped to build a sense of identity, purpose and belonging, alongside identifying a shared direction and set of values.

Rosalind Driver will be a familiar name to *STE* readers. Her work in the constructivist movement in the 1980s and 90s shifted thinking towards appreciating the active role that students play in learning and which influences teaching practice today. The **final article** in this edition of *STE* presents another of her legacies: the Rosalind Driver Memorial Fund, which provides scholarships for doctoral students at King's College London. Five Ros Driver scholars, Kate Greer, Lucy Wood, Shirin Hine, Sophie Perry and





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Liam Cini O'Dwyer, describe their research, and their enjoyment of the process of research, showcasing a wide range of academic interests in science education practice and policy, and encouraging others involved in science education to consider doctoral studies.

We are hoping in future editions to have an 'e-mail' section, in which readers respond to the articles that feature in *STE*. Please contact us at the e-mail addresses below if you have comments about any of the points raised in this issue.

Perhaps the biggest, and most emotive, change in teacher education has been the introduction of the Core Content Framework (CCF) and the subsequent reaccreditation process for Initial Teacher Training (ITT – or should it be ITE?) providers. Discussions around this theme will be the focus of articles for the next edition of *STE*. We would be interested in hearing about your experiences of implementing the CCF and reaccreditation, alongside any thoughts that you may have about their effect on the quality and number of trainees.



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