



Editorial

● Jane Turner ● Alex Sinclair

You will have noticed that, in the last few months, there have been some big changes at the Association for Science Education. ASE has a new logo, a new membership structure and pricing, and a revised coherent offer for all members. The changes confirm ASE as a welcoming and inclusive community of support for science educators, whatever their role, and one that supports career-long professional learning for all. This edition of *STE* illustrates this very well.

The issue opens with reflections from ASE members at the beginning of their careers in an initial teacher education institution. **Emily Montenero and Tina Darji** reflect on their experiences starting as NQTs (as they were called then) through to becoming science leads in their respective primary schools.

Next is a fascinating report from the **Science Ninjas Team** about a project that has focused on the importance of partnership, support and professional development when helping primary science leads to implement practical and science enquiry learning.

Dr. Colin McGill from Edinburgh Napier University evaluates the impact of a CPD programme for chemistry teachers to develop subject-specific knowledge and teaching approaches. He discusses the impact of the chemistry content on participants' learning, and also the professional benefits of the community that developed between them.

The final two pieces look to the future. **Claire Seeley and Emily Perry** reflect on the difficulty of providing impactful professional development for teacher developers, who have a unique role in the science education community. They highlight the direction that ASE Futures is taking and how you can become involved.

Jane Turner draws *STE* readers' attention to the publication of the Primary Curriculum Advisory Group (PCAG) **Framework for a Future Primary Science Curriculum**, an example of ASE members shaping education policy and developments, and enacting the ASE commitment to ensure that its members' voices are heard and that the Association is recognised as an authority in excellence in science education.

We started this short editorial referring to some of the recent changes at ASE, and *STE* is also going to change, moving from an online journal format to an online hub to increase accessibility and topicality. ASE is currently advertising for a new Editor/Curator for this online hub – if you are interested in the role, please visit www.ase.org.uk/news/we-are-recruiting-science-teacher-education-ste-editor to find out more.

So, this is the last edition in this format and the final one that we as Editors have produced. It has been a privilege to edit members' articles over the last few years. Each one has taught us something new and strengthened our knowledge as science educators, and also our understanding of how fortunate we are to belong to the vibrant, dedicated and supportive community that is ASE. We would like to thank Jane Hanrott whose skill (and tact) in co-ordinating ASE journals is unparalleled. It has been an honour to work with you, Jane. We look forward, as ASE membership grows, to the ASE Futures hub growing too, becoming a place for those whose role it is to support the professional learning of others to share their learning, their wisdom and enthusiasm for science education.



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