

Happy New Year to all *STE* readers! Apologies for the late publication of this issue; while we had some articles in hand, other copy came in much later than I had anticipated. As with many educational journals at this time we are suffering from a lack of articles for publication and so we are looking to our readers for action. At the ASE Annual Meeting in Liverpool, members of the Editorial Board met to discuss ways in which we could be more pro-active and productive in bringing in more articles from schools, universities and informal learning centres.

First and foremost, we require articles. *STE* covers aspects of ITT and CPD and we are looking for all types of article from reports, reflections and reactions to INSET and ITT training to individual professional development, where you might, perhaps, have been inspired by a book or a talk and so tried new approaches or strategies in the classroom. We would be particularly interested in reactions from teachers and consultants involved in piloting the Key Stage 3 Science Strategy, especially as the roll-out nationally is imminent.

Secondly, we are looking for people who would like to take a more regular active role in *STE*, in seeking out authors to write articles, in involvement in possible workshops and talks at the 2003 ASE Annual Meeting in Birmingham, and also for a few of these active members to join our Editorial Board. We have recently had a magnificent response to our request for book reviewers and so

we hope that we shall get a similar response for articles and active helpers. Please contact Chris Harrison or one of the Editorial Board in the first instance.

This issue contains a range of articles most of which focus on aspects of teacher training. Bob Kibble produces yet another excellent idea for us all to try in our classrooms. It is interesting to see how, through the fun medium of devising songs, trainee teachers and possibly the pupils in their classrooms can create the opportunity to reveal and hear the misconceptions that arise within many topic areas. Christine Khwaja's article on Ideas and Evidence is another that provides stimulus for school classrooms as well as the ITT area and is one very much in vogue following the introduction of the new National Curriculum in schools. Wynne Harlen reports on the pros and cons of electronic communication supporting ITT work and Ian Milne gives us an interesting comparative view of two ITT courses. Other pieces, such as Tina Jarvis's and Philip Nicholl's articles give us an insight into the way young teachers reflect on their training and approach their own professional development. We would welcome future articles, from both experienced and inexperienced teachers, on how they reflect on their practice and training, how they have been pro-active with their own professional development, and what support and help they have had or wished they had had on their journey...

**Chris Harrison**

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