

Staff changes at ASE!

We are excited to announce some changes in the staff team, with the welcome addition of two new staff members and some changes amongst existing staff.



Following the departure of Jo Williams from ASE/ Millgate, **Laura Townsend**, currently Membership Lead and IT Support

Co-ordinator, will be moving across to become Head of Booksales and IT. Laura has a creative writing background and keen interest in publishing. She is looking forward to bringing her experience within membership to

help inform future ASE and Millgate publications. She will join the existing team of Karen Dyer and Natasha Kirkwood in supporting ASE's resource publications and the ASE/Millgate bookshop.

Jane Hanrott will be stepping back from her journals administrative role after many years, focusing on her ASE journal and book copy editing and proofreading responsibilities.



To supplement the publishing team, we are pleased to welcome **Pauline O'Conner** as our new Publishing Assistant, from

1st May. Pauline's role, based at ASE HQ, will be to take on the journals administration, together with the ASE/Millgate book order fulfilment responsibilities.



We also welcome **Melanie Bennett** to the HQ team in a new position, Membership Officer. Melanie will be taking over the membership-related tasks from Laura.

We very much look forward to this new staffing team and wish Pauline and Melanie the best of luck in their new roles at ASE!

1851 Trust: Protect our Future

Climate and sustainability education are soon to become part of the school curriculum, yet many young people and teachers are feeling ill-equipped and powerless to play their part in the vital action needed to tackle the climate emergency. In response to this, the education charity, 1851 Trust, has declared its ambition to help 1 million young people take action to protect nature, people and the planet through its new *Protect Our Future* platform.

New research amongst 11-16 year-olds commissioned by 1851 Trust and environmental charity Hubbub reveals that more than half of children (51%) are worried about what the planet will be like in the future. However, the research also found that almost a third (31%) of 11-16 year-olds say they are unclear on what measures they can take to be more environmentally friendly, which is acting as a barrier to them taking action. Only a quarter

feel that climate change is something they can fix, while 14% said that they don't feel as if their actions will make a difference.

Teachers are feeling similarly at a loss as to what they can do to support learning in this area, with 70% saying that they do not feel equipped to teach about climate change effectively (see <https://www.teachthefuture.uk/teacher-research>).

The *Protect Our Future* platform aims to inspire and help young people to understand their role in tackling climate change, empowering them to become independent thinkers and problem-solvers. The resources for young people and teachers will be free to use, rigorously researched and packed full of science-based knowledge, inspiration and practical actions, so they can take the lead in climate conversations and take action to help shape a more positive future for the planet.

Protect Our Future is a collaboration between 1851 Trust and forward-thinking young people, schools, universities, brands and charities. It will provide a more holistic education experience, with an emphasis on out-of-the-classroom learning. A pilot programme is bringing together 13 secondary schools, in partnership with Reckitt and Hull City Council, to work together over the next 18 months to help accelerate low-carbon projects to meet Hull's net zero ambitions.

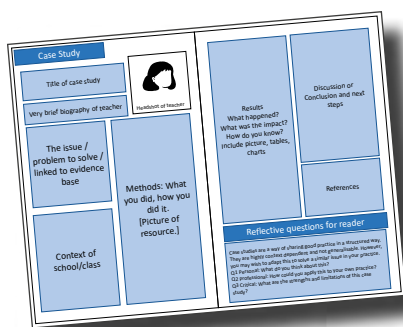
Now the charity is calling for more partners to support the expansion of the *Protect Our Future* programme to other areas of the UK and to accelerate the development of much needed resources for teachers. The platform is set to launch in June 2022.

To find out more about partnering with 1851 Trust on *Protect Our Future*, contact lyndsey-lee.dunwoody@1851trust.org.uk and, to sign up for updates on the *Protect Our Future* platform, visit: <https://protectourfuture.org>

An exciting new member benefit: SSR is changing!

We are delighted to announce an exciting new member benefit – a new format for *SSR* being launched in June! Following on from feedback from readers, we are splitting each issue of *SSR* into two components: *SSR in Practice* and *SSR in Depth*. Also as a result of feedback, we are bringing these pairs of issues out three times a year, so that members will receive 6 publications, two each per term.

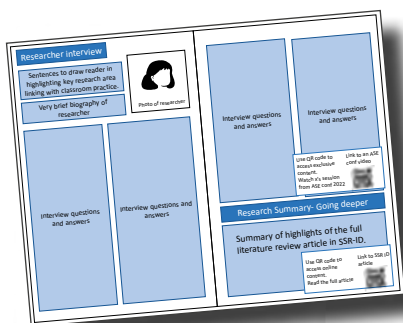
SSR in Practice will be a termly, magazine-style, professionally-reviewed journal focusing on science education in the classroom. Article styles in *SSR in Practice* will be clearly structured with writing briefs (frameworks) provided to support inexperienced writers. *SSR In Practice* is a journal that we hope members will be able to both read and contribute to. It aims to provide CPD for both readers and contributors and will draw on the expertise of the whole ASE community and wider science education network. It will be largely commissioned and curated by the Co-Editor, supported by several ASE national committees (11-19, Technician, Research and Health & Safety).



The first issue of *SSR In Practice* will include:

- science leadership article
- case studies of classroom practice
- practical ideas
- advice for early career teachers
- a Moss Safari centrefold
- application of primary CPD to secondary practice

- examples of STEM careers
- real-life science for context/hinterland
- education researcher interview
- journal club
- updates on the implementation of the Welsh curriculum and major educational reform in Scotland
- talking point about how schools and FE can work in partnership to develop the technical STEM pipeline.



ASE's longstanding, academically peer-reviewed *SSR* journal is not disappearing. Longer articles, often research-based, sometimes themed and including more detailed science notes, will now appear, online, in *SSR in Depth*, which will also be issued termly alongside *SSR In Practice*. Our aim is to encourage more members to engage with this in-depth content by linking to selected in-depth articles from *SSR In Practice*. ASE has been publishing articles relating to research-informed practice for many years and we will be dipping back into the archive via *SSR In Practice*, where a regular *Journal Club* article will support readers in how to approach the reading of longer in-depth articles. The *SSR* archive is accessible to *SSR* readers via the ASE website (www.ase.org.uk).

Authors may continue to submit articles or proposals for *SSR In Depth* by sending articles or proposals to ssreditor@ase.org.uk

The interlinking of the two components of *SSR* will be developed over time and

the new format will allow the inclusion of more topical articles in *SSR In Depth* that may explore, in more depth, issues raised in *SSR in Practice*.

The inaugural edition of *SSR in Practice* would not exist without the support of the Interim Co-editor and ASE Chair-elect, Helen Harden, the current Editor, Geoff Auty, members of the national committees, authors, reviewers, current *SSR* Editorial Board members, and the online fast feedback group. We would like thank these already very busy professionals for their time and expertise.

If you would like to get more involved, we are looking for more reviewers. Please e-mail Jane Harrott at janeharrott@ase.org.uk if you are interested.

We are also seeking to develop a way for teachers to quickly and easily submit proposals for articles in *SSR in Practice*. Watch this space!

New awards for RSci and RSciTech

We are proud to announce the following awards, granted since February 2022.

RSci

Kam Yu Chow

RSciTech

Heather Rogers

Caroline Morgan

Sarah Wright

Eirini Savvidou

Andrew Jones

Rhiannon Fowler

Samantha-Jayne Randall

A manifesto for young people's learning and the environment

The National Association for Environmental Education (NAEE) is celebrating its 50th year of supporting schools and teachers in their work, helping young people to learn about environmental and sustainability issues and what we might do about them.

We have recently been involved in helping the DfE think through policy responses to the demands made during COP26. These included calls for more and better education about climate change and the other environmental threats that we face, such as the already serious and rapidly growing threats to biodiversity and habitats, as well as the need for more education about the impacts that these are having on people across the planet.

The calls stressed that these must not be an add-on to what is currently being taught, but instead an integral part



of what every subject sets out to do. The DfE's strategy was launched on April 21st.

In response to COP26, NAEE wrote a manifesto for young people's learning and the environment. Its purpose is to build on existing work in schools and further stimulate change in thinking and practice. Doing this means that young people can be even better prepared to meet the social and environmental challenges that they will face through their lives, and be ready to contribute to solving them. The manifesto is

aimed at school leaders and governors, teachers, pupils and students, and is relevant to policymakers, administrators, inspectors, teacher educators and NGO education teams. It was launched on April 28th and a copy can be found here: https://naee.org.uk/wp-content/uploads/2022/04/NAEE_MANIFESTO_2022.pdf

The manifesto sets out 16 commitments to guide institutions to become more sustainable, and improve the education that pupils and students receive. It is built on four principles that are at the heart of what is important for schools to do in relation to young people's learning and the environment.

William Scott, NAEE Chair of Trustees, **Nina Hatch**, NAEE Executive Director, and **Justin Dillon**, NAEE President.

Professor Chris King

We are sad to announce the death of Professor Chris King in February 2022. Chris was a great friend to ASE, serving on the SSR Associates panel and contributing to ASE publications over many years. His long-time friend and colleague, Susan Burr, wrote the following tribute:

Chris was a kind person, with a dry sense of humour, a teacher at heart who wanted to share his knowledge. In addition to producing many workshops offering courses to would-be geology teachers, he worked with colleagues to put together a website of activities entitled *Earth Learning Idea* – a fantastic resource open to all.

I was privileged to work with Chris at the Earth Science Education Unit at Keele University as part of a group of educators who delivered workshops to Scottish schools. Chris was an Earth Science education enthusiast and passionate about the message being delivered in schools. The workshops were always practically-based and were specifically designed using Scotland's geology.

Chris also gave sessions at the ASE Annual Conference; again, he wanted to share his expertise with delegates. He also organised a major speaker with an Earth Science background to present a lecture.

Hopefully his legacy will remain, as pupils and teachers are enthused by Earth Science. Youngsters will gain a lifelong interest and may even become geologists.

I remember two things: firstly, his tales about his life as a young geologist – when in Tasmania we went through the mining area in which he had worked and he took a picture to remind him; secondly, the pile of blue trays that I have with all my workshop materials. My last workshop with him was the online Scotland beneath your feet, in November 2021.

Rest in peace, friend.

Interested in ASE publications?

New Chair of Publications Group needed!

We are looking for a new Chair of Publications Group, to commence on 1st September 2022, for a five-year term. If you are interested in science education publishing, passionate about books and resources, and want to work with a team of dedicated committee members and the ASE publishing team, then this is a role for you!

Alongside the responsibilities that come with being Chair, duties include liaising

with the staff team and other ASE groups regarding publications in hand, possible new titles, the identification of gaps in the market, and keeping a watching brief over ASE resources, either for sale or as membership benefits on the ASE website, and the ASE journals, in consultation with the journal editors and their Boards, as well as direct involvement in the decision about the winner of the ASE Book of the Year Award.

It is one of the most rewarding of the committee chair positions, with a tangible outcome of your work in the form of published books and journals!

If you are interested in finding out more, please contact elections@ase.org.uk

Our huge thanks go to James Williams, Chair of Publications until the end of last year, and to Leigh Hoath, who has stepped in as Interim Chair until the end of August.

June

8th June: Webinar – An Inspector Calls: Preparing for an 11-19 Ofsted science 'deep dive' – Online event

This session will address what it is like to be inspected, what will Ofsted be looking for and what evidence will they be looking for?

11th June: ASE Scotland Conference

Kinross High School, KY13 8FQ.

A face-to-face event which includes two parallel strands for primary along with physics, chemistry and biology sessions for secondary, as well as an 'All' strand that has something for everyone! There will also be a fantastic exhibition, with suppliers demonstrating their latest exclusive offers and resources. Please visit our live digital timetable at: <https://asescotlandconference2022.sched.com/>

17th June: ASE Northern Ireland Biennial Conference Online – Post-pandemic recovery

Our biennial NI event will include five concurrent workshops encompassing areas of interest for primary, post-primary and technicians. There will also be the option to access recorded workshops after the event. Please visit

the live digital timetable at: <https://aseni22onlineconf.sched.com/>

20th June: Tackling issues around transition – Online event

Join a panel of primary and secondary science educators to discuss the challenges and expectations teachers face around transition...

21st June: Using Maths in Science to promote progress

Blakesley Hall Museum, B25 8RN.

Promoting progress in maths and science using vocabulary and ideas to enable pupils to make links and apply the knowledge they have gained.

29th June: ASE Technicians' Conference South

University of Surrey, GU2 7XH.

The Conference will feature practical lab-based sessions, the majority of which are being presented by technicians, for technicians. Please visit the live digital timetable at: <https://asetechnicianssouthconf22.sched.com/>

29th June: ASE South East Conference

University of Surrey, GU2 7XH.

Our regional conference has a great selection of sessions to whet the appetite of primary and secondary

educators, and a fantastic exhibition, full of suppliers demonstrating their latest exclusive offers and resources. Please do browse the live digital timetable at: <https://asesoutheastconference2022.sched.com/>

30th June: ASE Primary Science Hub

Harris Garrard Academy, DA18 4DW.

Every half-term, we aim to facilitate tailored primary science CPD for the SE London and Kent region to support new and experienced primary science subject leaders

July

7th – 8th July: ASE Futures Conference

Northampton University, NN1 5PH.

Our two-day 2022 conference takes place in a stunning location and offers an evening meal onsite on the Thursday evening, with the option of onsite accommodation too. The timetable is currently being co-ordinated and will shortly be available to view at: <https://asefuturesconf2022.sched.com/>

For the full event listing visit: <https://www.ase.org.uk/Events>

For any conference queries, please e-mail conferences@ase.org.uk