



## Editorial Sarah Earle

**W**elcome to the new look *Journal of Emergent Science*! In line with the ASE's other journals, *JES* has had a bit of a facelift. The new sleek style does not mark a change in content: we still aim to publish open-access research for, and by, our audience of early years practitioners, primary school teachers, teacher educators and researchers.

In the first article, **Havva Gorkem Altunbas and Joy Parvin** provide a review of research arising from the Children Challenging Industry (CCI) programme, which has been working with primary schools for nearly 30 years. Exploration of pre- and post-programme questionnaires provides insight into the children's interest in science and STEM careers after linking with local companies. The third article also explores innovative ways to work with scientists, as **Jamila Hussain and Vince Wilson** provide a practitioner perspective on setting up an out of school science club for local families.

**Emma Whewell and Helen Tiplady** take us outdoors with their pre-service primary teachers, with a participatory action research project aimed at building the skills and confidence needed to teach science outside. With training that provided both the opportunity to reflect on challenges such as risk assessment or behaviour concerns, together with the experience of learning outdoors, the project supported the pre-service teachers to experience science in a way that they could see themselves implementing in their future practice.

The final contribution is a test case for our new article type. In adding a 'collective article' to our list of *JES* options, the aim is to support more practitioner voices to be heard. A range of short (200-300 words) contributions are brought together to consider how a particular topic is enacted in different contexts. In this issue, **Julie Horsburgh, Rachael Newham, Danielle MacLeod, Darren McTurk, Graeme Robertson, Jayne Ross and Sarah Earle** describe stories of primary science practice from classes where children are a mix of ages. The unique nature of mixed-age classes means that each teacher's description of their context can demonstrate a different way of making it all work for the children in that class.

In this issue, we have four different article types to celebrate:

- Research Review: summary of an established project or a review of current research in the field;
- Original Research: both small-scale research and larger projects welcome;
- Practitioner Perspective: considering application of research from the viewpoint of the practitioner; and
- Collective Article: bringing together a range of perspectives from multiple authors.

Contributions for any of these article types are welcome for the next issues. Please find submission deadlines below, or get in touch to discuss ideas: [s.earle@bathspa.ac.uk](mailto:s.earle@bathspa.ac.uk)

Issue	Submission to editor	Review and updating	Publication
JES 29	By 5 <sup>th</sup> September 2025	September/October	November 2025
JES 30	By 30 <sup>th</sup> January 2026	February/March	April 2026

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