

Editorial

Welcome to the latest edition of *EiS*!

The sun is shining and I'm feeling inspired and motivated following our ASE National Committees day. Kindly hosted by St. Mary's University in Twickenham, it proved to be a fantastic opportunity for our committees to meet and make new connections from across the ASE family. Fundamentally, it was an opportunity for us to explore and delve into the challenges that our community faces and to begin to outline priorities and activities that will shape our next strategic plan. The feedback from the day was really positive, with many members commenting on the sense of community and support that is unique to ASE. We'll report more on the strategic plan towards the end of this year. Meanwhile, if you're keen to experience the ASE community for yourself, do take a look at our many events coming up over the summer (see pages 5 and 6).

This issue throws a spotlight on transition: transition between primary and secondary schools can be a very challenging time for many pupils. A new school, new friends, different teachers, new subjects, maybe a longer journey, often a transition to a much larger school and, possibly for the first time, children will be taking lessons in science labs. This issue of *EiS* takes a look at some of the ways in which we can support children to ensure that this transition is as smooth and stress-free as possible. Rob Butler, Field Officer and Co-leader of the Inclusive Science Education Group, also provides some really useful practical tips to support young learners with additional needs (see pages 13 and 17).

Passion for subject, a desire to ensure that young people achieve their full potential, and a continuous effort to find new ways to support learning are themes that unite our community and remain throughout our careers, and this issue is packed with examples of initiatives, approaches and individuals that are doing just this.

Thanks, as ever, to all those who have contributed to this issue and the many activities and services that we provide here at ASE, and thanks especially to our outgoing Chair of Trustees, Ali Redmore, who has given so much to the Association over the years. She will be much missed by all, although we strongly hope that she will continue to be a close friend and keep in touch with ASE.

I wish you all a very enjoyable summer term. Have a restful summer break and see you all in September!

Cover credit: see article on page 24



Lynn Ladbrook
Chief Executive

Contents

Page

- 4. News
- 8. Life as a new Primary Science Subject Leader Early Career Teacher
- 10. ASE Chair's update: Out and about
- 12. Chair of Trustees – a reflection
- 13. SEND: Useful tools
- 14. Feature: Primary/secondary transition
- 18. Opinion: Diversity and inclusion in STEM
- 20. #ASEConfAsia2023 – Excellence in Science Learning for All
- 22. Greening our young people through open schooling – the SEAS way
- 24. The Prep Room
- 28. ASE Bookshelf
- 30. Resources

Education in Science (EiS) is the ASE house magazine and is published four times a year. It is sent to all members as one of the many benefits of membership. The contents of this magazine do not necessarily represent the views or policies of ASE except where explicitly identified as such.

Editorial Contact: Jane Hanrott
Janehanrott@ase.org.uk

Advertisement Manager:
Rebecca Dixon-Watmough
Rebecca@ase.org.uk or call 01254 402368

Typesetting: Karen Dyer

Printer: The Manson Group, St Albans

Publisher: The Association for Science Education (ASE), College Lane, Hatfield, Herts. AL10 9AA. Registered charity no. 313123

Call 01707 283000
info@ase.org.uk
www.ase.org.uk

© ASE 2023

ISSN 0013-1377