

Get involved!

As an 11–19 ASE member, *SSR in Practice* is YOUR journal. Why not get involved? We are looking for reviewers, authors and writing mentors.

All articles in *SSR in Practice* are professionally peer reviewed. We are looking for more teachers, heads of science/principal teachers, technicians, senior leaders and ITE professionals to add to our list of professional reviewers. The review process is summarised opposite. If you are interested in becoming a reviewer please complete and submit the SSR Reviewer form (see www.ase.org.uk/ssr-resources for this link).

We are also launching a brand-new article submission process starting with case studies, practical ideas and hinterland articles. Look out for news updates in your ASE update emails (if your department is a member but you are not currently receiving any update emails make sure that the person in your department who took out the membership has registered your email).

Writing for *SSR in Practice*

If you have a case study, practical or hinterland idea that you would like to develop into an article, go to www.ase.org.uk/submission-guidelines and download the writing brief to find out what is expected. Then complete the submission form linked to that page. If your idea is accepted, you will hear back from the Commissioning Editor, who will advise you how to proceed.

Remember, you do not have to have written before to become an *SSR in Practice* author. We are building a small team of writing mentors, initially to offer support for case study writing.

Supporting as a writing mentor

If you are interested in becoming a writing mentor, please contact us via ssreditor@ase.org.uk. For this role it would be beneficial to have writing experience and expertise in supporting and developing teachers.

Peer review

If you are thinking of submitting an idea for an article, the thought of being peer reviewed may seem daunting at first. It may help to think of the process as more like coaching. It is a real opportunity for personalised feedback. As one of the authors for this issue put it:

I genuinely thank you all for your input and suggestions to improve the overall article. Greatly appreciated.

Reviewing process

SSR in Practice is a practitioner-focused, blind peer-reviewed journal. Peer reviews are sought from those professionals working in and with schools, such as classroom teachers, heads of science (and principal teachers), technicians, whole-school leaders and those delivering initial teacher education or working as advisers or consultants. Where appropriate, university-based reviewers may also be used.

Articles usually undergo two reviews, which allows reviewers to be selected with different areas of expertise. In addition to commenting on general review points, reviewers may be asked to review an article from a particular perspective that matches their professional expertise (e.g. checking subject content as a physics specialist or assessing clarity as an early career teacher).

The review process:

- 1 The reviewer is contacted with a request to review a specific article within a given two-week window.
- 2 The reviewer accepts or declines the request. Deadlines may be amended upon agreement with the editor.
- 3 The reviewer receives a review form and an anonymised copy of the article.
- 4 The reviewer reads the article and responds on the form to a series of general questions as well as any specific review requests from the editor. The reviewer may also choose to add comments to the article if helpful.
- 5 The reviewer returns the review form (and annotated article if applicable) to the editor.

Please note that, following the review and after author amendments, all articles are fully copy edited, so reviewers are not expected to carry out a full linguistic check.

All practical-related articles receive an additional health and safety review by members of ASE's Health and Safety Group.

