**‘All things to all people’ vs ‘To thine own self be true’: What sorts of science teachers do we want in schools?**

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What sorts of science teachers do we want in schools and how should science teachers deal with student diversity? When I used to interview aspirant teachers, whether for primary or secondary initial teacher education courses, I used to look for two things – sufficient subject knowledge and a genuine interest in the education of pupils. Nowadays, the emphasis in schools in the UK is increasingly on a narrow conception of education, namely one in which traditional subject knowledge is valued, as measured in school examination performance. This chapter will look at what the aims of school science education should be, at the neoliberal forces that shape school science and at what science teachers can do to enable learners of science both to learn science and to choose to engage with it outside of and beyond their schooling.

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