

Editorial

A decade has passed since this fast-moving campaign came into being, and five years since the first ASE *Primary Science* Special Edition dedicated to its impact. Here we are, back with this bumper issue, which tells of many different science shares, in different spaces, accommodating many different types of pupils. Underpinning each are the core values of inclusion, collaboration and learner-centred science learning.

I'd like to acknowledge and thank the Association for Science Education for their willingness to support us in publishing again, in this journal that is so fitting to represent teacher and educator voices about 'what works' when the campaign is adopted into schools.

What you'll notice across the 11 articles is a recognition of the need to upskill and support teachers first and foremost in their awareness of high-quality working scientifically pedagogy. The opening up and delving deeper into how to support pupils to ask, investigate and share scientific questions is what GSSfS has become renowned for. Not just in England either – now with reach into 52 countries and strategic work with ministries of education in Europe, we find ourselves pushing a global drive to enhance practical work and real-world experiences for young people.

Place-based approaches flavour these articles, and you'll read of garden-based learning with the RHS,

hospital school learning, home-school learning and science sharing that simply has few boundaries in terms of where it happens. The joy of science enquiry and the wonder of asking and exploring questions leaps off the pages with many explaining how GSSfS can provide an opportunity to practise scientific vocabulary, develop oracy, teamwork and critical thinking.

What you'll read about delivers impact. Rigorous evaluation has shown that pupils participating in GSSfS gain statistically significant advantages in their personal resilience and metacognition. Modest but consistent advantages throughout all 12 metacognition items, including greater perceived autonomy, intrinsic motivation, and use of reflexive and creative learning strategies, are things to really celebrate.

Greater pupil curiosity and GSSfS pupils expressing stronger engagement with science and personal interest-driven learning are things that we should all be proud of, gaining greater equity as no significant differences across gender or socioeconomic groups are found.

Enjoy the read, feel the impact, feel the joy, and most of all keep sharing!

Professor Lynne Bianchi, GSSfS Founder & Director
Vice Dean SREDIA, The University of Manchester