

Impact Statement Canvas for Science Pathways

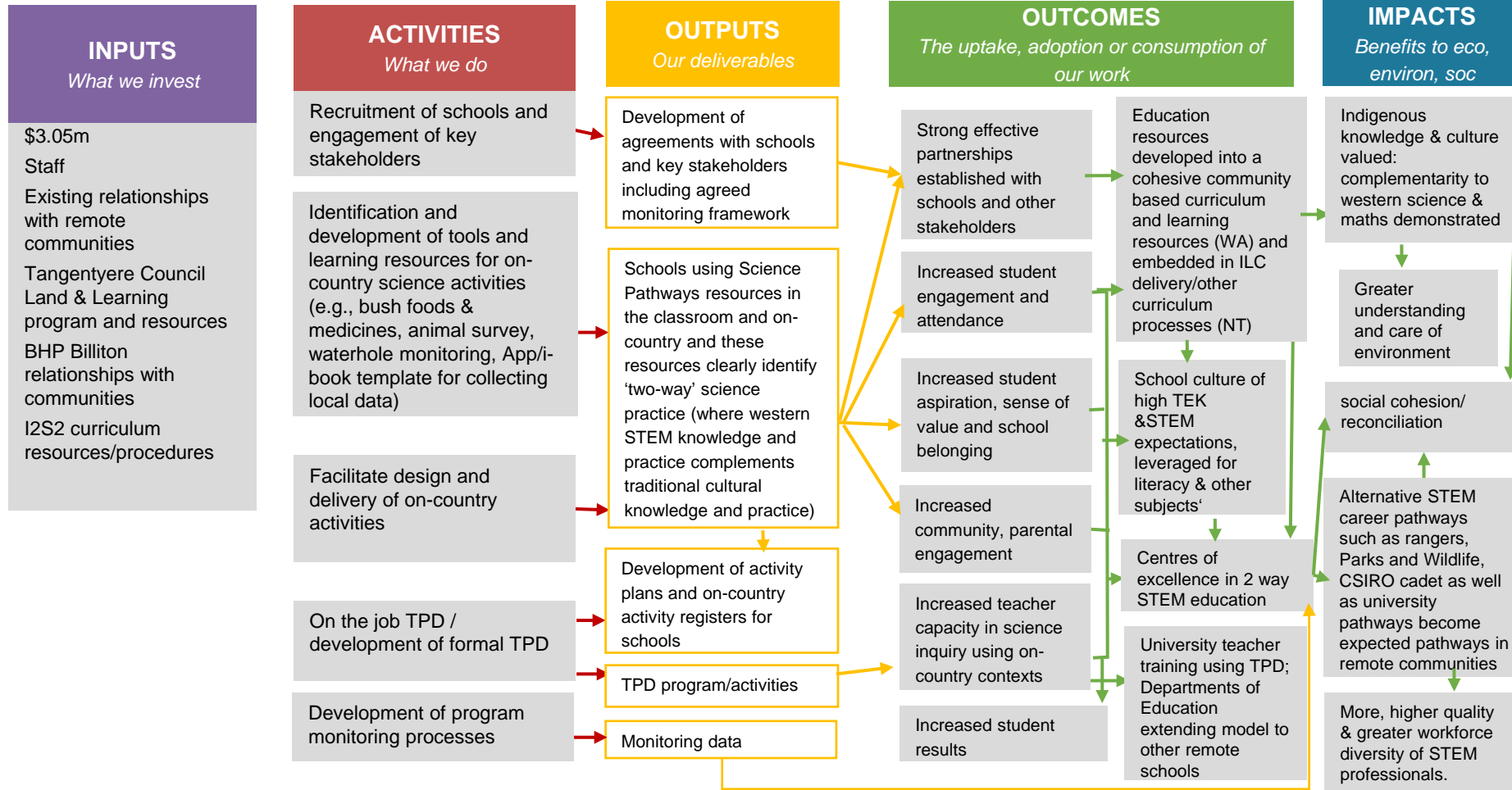
PARTICIPATION: CSIRO, BHPB
Tangentyere & I2S2 resources

SP Team,
Schools, Stakeholders

Schools, Elders, Stakeholders
Principals, teachers, students

Teachers, Stakeholders, Jurisdictions
Students, Elders, Family, Community

Universities, Community
Jurisd's, Schools, Students



Assumptions

Local communities have rich cultural practices that can provide the content for STEM education. The diversity of communities and jurisdictional differences mean that approaches will be customised to the specific circumstances of the communities. They include different histories and resources such as: the existence of local Indigenous ranger groups; presence of nearby national parks, reserves and IPAs; and levels of involvement of Elders and other community members in teaching students about country. There are many intricacies with engaging with communities and TEK. A substantial investment in partnership development is essential. A key aim of the program is to identify localised pathways to support students to stay on country.

External factors

NT has a strong emphasis on the Indigenous Land and Culture Program. WA has a strong focus on partnering with ranger groups and other organisations (e.g. Parks and Wildlife, Greening Australia, EON Foundation) In some communities literacy and numeracy are very low. Many communities are committed to Direct Instruction. High mobility is a particular challenge in terms of transience of some students and staff turn-over