

Impact Statement Canvas Inquiry for Indigenous Science Students

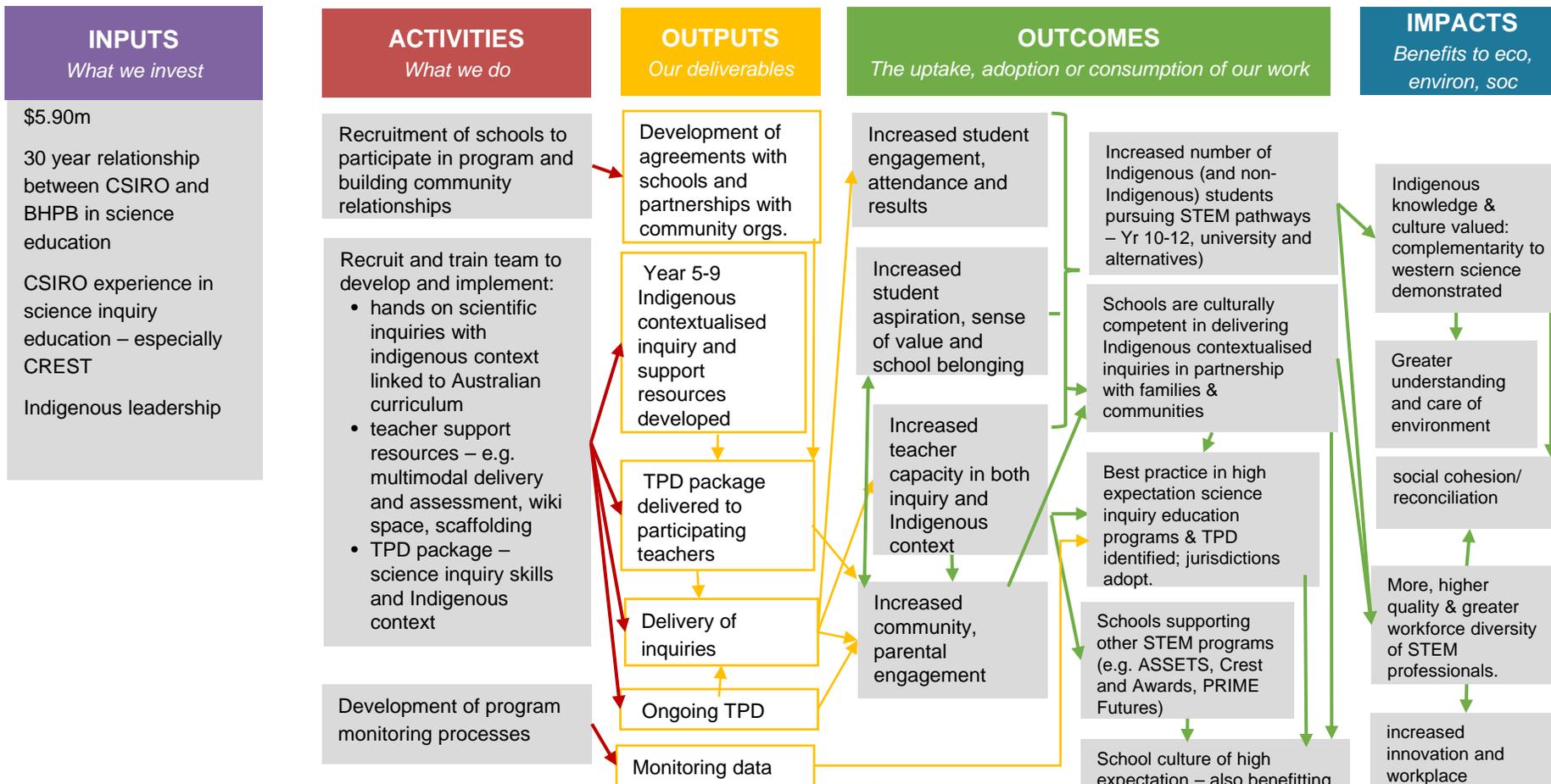
PARTICIPATION
CSIRO, BHPB

I2S2 Team,
Technical Experts

I2S2 team, Dept Officials,
Principals, Teachers

I2S2 coordinators, Teachers
Students, Elders, Family, Community

Universities, Community
Jurisdictions, Schools



Assumptions

Indigenous leadership is critical to program success including development of Indigenous inquiry. Indigenous assistant teachers know the cultural context so are important partners. They may need capacity building in western science context.

Using multi-modal ways to demonstrate and improve success in science will encourage students to improve their literacy and encourage schools and teachers to raise their expectations.

To improve pathways to university we need to work through middle school and into year 10.

Both VET and university pathways should be supported, tailored to individual student skills and aspirations.

Inquiry pedagogy is consistent with Indigenous pedagogy

External factors

The Aboriginal and Torres Strait Islander cross curriculum priority is an important support for the program's focus on Indigenous context.

The level of non-Indigenous parental support for Indigenous content in schools is untested.

There is a lack of curriculum demonstrating Indigenous scientific inquiry skills.

Most teachers of Indigenous students are non-Indigenous so role modelling of high expectation STEM programs by non-Indigenous teachers is important.

Family support for education achievement varies.

There are systemic pressures that channel Indigenous students to VET.

Policy imperatives with literacy and numeracy can result in science pedagogy having lower priority