# Responding to the readings

This proforma is one way of actively engaging with your reading. If you have other ways of getting the most from your reading let your colleagues know in the readings discussion folder where you can also attach your reading responses.

Choose *one* idea from your readings:

* 1. articulate the idea, clearly and simply;
  2. analyse its relationship to your practice as a teacher; and
  3. describe an implication for your future practice as a teacher.

It helps your learning to be creative: draw a concept map (<http://cmap.ihmc.us/> ), draw a picture, insert a video

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| Idea | ‘Instruction that supports students from non-dominant cultural groups to be successful in school science needs to value the students’ languages and cultural backgrounds, take account of the nature of science and connect science to the experiences of students’ (Hackling et al. 2015:29). Aboriginal and Torres Strait Islander students and students from remote areas often fall through the cracks and don’t complete schooling due to having difficulty engaging in the curriculum as it does not accommodate for cultural differences. |
| Relationship | One of my biggest concerns regarding my evolving practice as a teacher, and becoming a teacher is not being able to provide an inclusive environment that all students from all backgrounds are able to have the same engaging lesson. My biggest goal is to provide a learning environment that all students can excel in, and that requires me to provide a pedagogical approach that provides different experiences for students from different cultures. By educating myself in scientific practices and connecting this to their cultural experiences can provide an opportunity to relate it to something all students will understand. |
| Implications | An implication for my future practice is ensuring that when planning my learning experiences in science, that I do so based on the students in my classroom. Rather than planning broadly, consider who is in the class, and whether they’re from an Aboriginal or Torres Strait Island descent, or possibly English as an additional language. The goal would be to provide a science experiment that is relatable to them and not a foreign concept. |
| How applicable are these principles to your teaching in classroom where you may not have any indigenous children (that you know of)? | Relationship building through cultural competency (Hackling et al. 2015:30) – This practice still strongly aligns with my pedagogical approach to teaching, and science teaching. I believe building relationships with every student is critical as it also allows me to find common interests, and possibly align a lesson or topic on something engaging to them.  Collaborative, active and inclusive approach, and student ownership and agency in learning (Hackling et al. 2015:31) – These two practices also will be implemented in my classroom science teaching regardless of who populates the class and their cultural descent. Collaborative and inclusive learning is vital to student engagement in my belief, and student ownership of their learning is critical to driving their motivation. As students become accountable for the direction of their learning, they will represent their understanding more passionately, and engage in critical discussion further.  Most, if not all of the principles are applicable to my future teaching practice, and I would strive to implement them in some way into my teaching in the future. These are useful in any classroom context regardless of culture and physical capability. |

**References:**

Hackling M, Byrne M, Gower G, and Anderson K (2015) ‘[A pedagogical model for engaging Aboriginal children with science learning’](https://d2l.deakin.edu.au/content/enforced/1058832-EPS735_TRI-1_2021/Hackling,%20et%20al.%20(2015).%20A%20pedagogical%20model%20for%20engaging%20Aboriginal%20chidren%20with%20science1.pdf?_&d2lSessionVal=BoyqiERg2fSBkzgzYdNMumHJi&ou=1058832), *Teaching Science,* 61(1):27-39.