

Scitech Supports STEM Teachers in the Pilbara

Scitech's Pilbara Teacher Support Program has introduced innovative teaching and learning methods into the classrooms of 22 primary school teachers in Karratha during Term 3.

Presented in partnership with Chevron Australia, the Pilbara Teacher Support Program provides coaching sessions, lesson planning and contemporary classroom ideas to teach integrated, cross-curricular science, technology, engineering and maths (STEM) skills and knowledge.

The theme for Term 3 is "Dive into the big blue" with a focus on environmental impacts on the Pilbara's sea and waterways. Fun and creative resources introduce an inquiry approach to learning, including how to make biodegradable plastic with mashed potato or water filtration systems using easily sourced materials.

Kalieu Selby, Scitech's Chief Executive Officer said, "Scitech's professional learning programs bring the real world into the classroom. Core STEM subject areas are taken out of their siloes and integrated into comprehensive lesson plans. Mix in the 21st century competencies of problem solving, critical and creative thinking and communication, and you have a holistic and balanced approach to teaching and learning."

"The impact of this approach is clear when you have engaged students who respond positively to relevant and inspiring lessons, delivered by confident teachers with multi-disciplinary skills."

COVID-19 provided the opportunity for the Pilbara Teacher Support Program to adapt its delivery method by introducing a combination of digital and face-to-face sessions. This has increased the opportunity for more interactions between teachers and Scitech's professional learning consultants to deliver a deeper experience with lasting impact.

Chevron Australia and Scitech have partnered since 2006 to deliver unique STEM education programs to regional schools. Launched in 2013, the Chevron Pilbara Teacher Support Program provides mentoring, professional development and networking opportunities in the region.