





In2science aims:

-  To generate enthusiasm for Science (especially the enabling subjects of Chemistry, Mathematics and Physics) in students in the middle years of their education (Years 5-10).
-  To place university students in schools to act as positive role models to school science and mathematics students inspiring them to achieve their potential.
-  Through the role models, promote the value and rewards of Science and Mathematics as a positive career choice.
-  To foster links between schools and universities.

Our Sponsor

In2science is proudly funded by:



"Education is not just about Knowledge (what I need to know) and Skills (what I need to be able to do). It is about Motivation (how much I want to be able to know and do) and Confidence (my belief that I am able to know and do). If peer mentoring can develop motivation and confidence then it can have a profound impact"

Topping & Ehly (1998) peer- assisted learning

In2science Patron:

Dr Alan Finkel AM, Chancellor Monash University

In2science Board Chair:

Dr Barry Jones AO

Further information can be found on our website:

www.in2science.org.au

Communication is the key

Peer mentoring has been proven to be most effective where there is a sharing of expectations and effective communication between the Mentor and the teacher. Many Mentors are happy to bring items to the school and to make presentations to the students, supporting the class teacher in any way they can.

"Having a Mentor has provided me with the flexibility to bring some of my imaginings to fruition. They provided invaluable assistance in the conduct of hands-on activities both in the classroom and beyond. They developed quality relationships with students and supported deeper student learning through their work with individuals and small groups"

Science Teacher

Contact the In2science Team

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Information for School Teachers

"I had some students who have never liked science before and after this semester they say they really enjoy science. Main advantage is that they relate to the mentor differently to the teacher."

Class teacher

In2science is an exciting and innovative program that gets to the heart of Science and Mathematics through the use of university students as peer role models to engage with school students (Y5-10) and teachers.

Starting in 2004, **In2science** now operates jointly from the faculties of Science seven Victorian universities. **In2science** has many partner government primary and secondary schools in both the metropolitan and regional areas of Victoria.

Who are the Mentors?

They are university students from the science faculties at the partner universities in Victoria. They have completed at least one year at university and have coped with the difficulties of transition from school to tertiary education. All Mentors undertake **training** to prepare them for the experience prior to commencing their placement. This involves learning about effective communication and how to engage with school students. Mentors are **volunteers**, receiving only their travel expenses.

How much time?

Mentors are in schools for one morning or afternoon per week (approx 2-3 hours). Placements run for 10-11 weeks each semester. The Mentors get to know the students; encouraging them to achieve greater success while sharing enthusiasm and energy for science learning.

How does it work?

University students apply to be involved in the program and are interviewed by the **In2science Team**. Prospective Mentors are then matched up to schools involved in the program. Placements are offered based upon a match of the Mentor's area of study, timetable and the requirements of the school.

Each school designates a **Link Teacher** who works closely with the **In2science Team**. An **initial visit** to the school occurs before placements begin to familiarise Mentors with the school, meet the classroom teachers and learn about the work their classes will be doing.

All Mentors have a valid **Working With Children check**.

Mentors work with the same classes each week under the direct supervision of the teachers, to help improve and extend the experience of the subject within the classroom. Teachers **must** allow the Mentor to interact with the students either through practicals, group work or project work where the Mentor can provide considerable assistance, exploring and understanding the activity being undertaken. At the same time, they are acting as Science or Mathematics role models.



Benefits for teachers and students

- ☀️ Raise students aspirations in maths and science
- ☀️ More freedom to manage the learning environment
- ☀️ Opportunity to try/learn new experiments supported by a Peer Mentor
- ☀️ Develop new teaching resources and projects
- ☀️ Lessons which are more enjoyable and easier to manage
- ☀️ Improved opportunity for oral work and efficient learning
- ☀️ Increased student engagement
- ☀️ An opportunity to learn about university study and courses
- ☀️ The opportunity to discuss the latest issues in science
- ☀️ The chance to gain some subject specific professional development
- ☀️ The opportunity to make links with university science faculties
- ☀️ Free classroom assistance and support.

