

THE NATURE OF AGRICULTURAL INDUSTRY SCHOOL PARTNERSHIPS: A PRIMARY SCHOOL CASE STUDY

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KEYWORDS: agriculture, industry school partnership, agricultural education, ecological systems theory, primary school

With severe workforce shortages present across the agricultural supply chain, exploring and improving ways to increase student interest in the sector is paramount (Azarias et al., 2020). Industry school partnerships are one approach used to increase student awareness of, and interest in, careers (Mann et al., 2018; Shergold et al., 2020). Whilst industry school partnerships are not a new concept, limited research seeks to understand these partnerships as a whole system, considering the influence and interconnection between stakeholders (Flynn, 2015; Leonard, 2011). The research we are presenting seeks to theorise industry school partnerships as an ecological system, applying Bronfenbrenner's (1976) Ecological Systems Theory to this partnership, rather than the developing learner.

This talk will present interview data from teachers and industry partners, and survey data from students, in a case study of an industry school partnership designed to improve year 5 and 6 students' knowledge of agriculture and aspiration for a career in the sector. By including an incursion and excursion related to electrical energy sources in agribusinesses as part of the physical sciences unit of work for these students, they were exposed to multiple agricultural practices and careers. The data will explore the nature of the partnership including key principles identified by teacher and industry participants and how their objectives were met.

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Proceedings of the Australian Conference on Science and Mathematics Education, The University of Tasmania, 30 August – 1 September 2023, page 59, ISSN 2653-0481.