EAST ADELAIDE SCHOOL STRATEGIC DIRECTIONS POWERFUL LEARNERS R-7 2020

PRIORITIES	TARGETS **Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate**	ACTIONS **Agreed expectations of what teachers, SSOs and leaders will do to support students to achieve targets**	EVALUATION MEASURES **The data, evidence, processes and timelines to be used to monitor/measure/evaluate progress towards achievement of the Targets and/or effectiveness of strategies**
Students use Deep Thinking for Deep Learning (DT4DL) to become critical and creative thinkers through an emphasis in STEM.	Students are problem solvers and solution seekers, who use deeper thinking and rich questioning strategies Students select from a range of high impact strategies such as, thinking tools to organise their thinking, seek solutions and solve problems. Students work collaboratively in solving problems Students continuously develop computational, system thinking and design skills	**Leaders Group** • Monitor/track implementation of priority • Co-ordinate PD including mentoring • Guide peers level teams for successful implementation of thinking tools, questioning strategies, the Solution Fluency design process and the assessment process • Model best practice in the teaching of STEM through collaborative team teaching • Guide the development of team STEM Learning Design to reflect an interdisciplinary approach • Build leadership capacity through STEM Mentors and STEM 500 Teacher in implementing LDAM. **Teachers** • Collaboratively plan learning for an interdisciplinary approach to STEM through a maximum of 2 major units of work (1 for receptions) that are purposeful using thinking tools, questioning (BiTL science, English and Maths etc) and using Solution Fluency design process and assessment rubric • Use student voice to co-design STEM learning that is challenged based & focusing on the school's direction of sustainability • School showcase of STEM learning within the wider community (Showcased at Grandparents Day Term 3) • Use the dispositional survey results to continuously work on STEM dispositions and capabilities for all students.	Students articulate and demonstrate their learning in a range of ways. Students consistently select tools for effective problem solving and solution seeking Students confidently use the Solution Fluency design process Collection of dispositional/ perception data Teachers provide evidence of the implementation of STEM, thinking tools & assessment through learning design Students clearly articulate purpose of STEM learning Teams use co-constructed learning design, thinking tools and assessments