EAST ADELAIDE SCHOOL STRATEGIC DIRECTIONS   STEM   R-6 2023

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 applying solution fluency (6Ds) in the endeavour to find solutions to real world problems.	Students are problem solvers and opportunity 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. Students apply engineering practices when designing and creating.	**Leaders Group** • Monitor/track implementation of strategic direction • Co-ordinate mentoring through team teaching and buddies F-6 • Guide teams for successful implementation of thinking tools, technology both digital and design, 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 collaboratively designed STEM Learning Design to reflect an interdisciplinary approach • Build leadership capacity through the team expertise • Team review and reach agreement to the tools and assessment tools we could be using to support the STEM work • Time to plan what the T in STEM could look like in team time (Week 0) **Teachers** • Collaboratively plan learning for an interdisciplinary approach to STEM using thinking tools, questioning (BiTL science, English and Maths etc), the Solution Fluency design process and assessment rubric, integrating Writing purposefully and to create an authentic audience for students	Students articulate and demonstrate their learning through the use of IT and digital technology tools. Students consistently select tools for effective problem solving and solution seeking Students clearly articulate purpose of STEM learning. Students confidently articulate the Solution Fluency design process. Collection of dispositional/ perception data using the STEM dispositional data as self and peer assessment tool Teachers provide evidence of the implementation of STEM, thinking tools & assessment through learning design. Teams use co-constructed learning design, thinking tools and assessments.

		- Use student voice to co-design STEM learning that is challenged based & focusing on a whole school direction - Sharing of STEM learning - Build STEM dispositions and capabilities for all students. - Drawing upon the science, technology, maths curriculums.	