Day in the Life of a 7 Year Old

MAKING STEM REAL - POST PILOT REPORT **LEARN - CREATE - PLAY - GROW**

Summary Report *Day in the Life of a Seven-Year-Old* **Pilot 2019**

Vision
To encourage curiosity in year 2 students in all schools across Australia by providing adaptable, practical and skills-based STEM related activities within their curriculum to raise awareness around future career pathways in STEM.

Program Objectives
- Encourage *curiosity in the STEM disciplines with year 2 students* using their daily routine to promotes awareness of how STEM careers impact the world immediately around a child's day to day life.
- Support *teaching and learning in the Australian Curriculum* around Science, Mathematics and Technologies by embedding this program as in curriculum activities that have a *Design and Technology focus* and are *easy to use*.
- Focus on *developing students 21st Century skills* aligned with the general capabilities – *Critical & Creative Thinking* and *Personal & Social Capability* including collaboration, innovation and entrepreneurship.
- Promote a *common understanding of STEM* amongst students, teachers and parents and the significance of this for future employability.

The Measures of Success
- Overall program was valuable when assessed against the key objectives of the program.
- Students thinking about future jobs had broadened to consider STEM careers, and they were actively engaged in the program.
- Teachers found the content relevant and easy to use.

Who Participated
- 25 schools participated in the pilot from across Australia, including 12 public schools, 12 private schools and 1 independent school.
- More than 850 students involved in the course activities.
- A number of the schools participating ran the program within composite classes so in 2019, students from prep to grade three were involved in the program.

The Results – Overall Program Value
- 95% of schools who responded would recommend the program to others.
- 90% of schools who responded would participate again.
- The program received average ratings of 2.6 or greater out of a possible score of three when assessed against the program objectives criteria.

"The 'Day in the Life of a 7-Year-Old' program really helped to make relevant links to STEM ideas and how we use them or are influenced by them every day. The students loved the hands-on element of experimenting and whilst preparing them to look at constantly designing and reflecting on their ideas". Pilot School 2019

"Having a STEM program that had structure and purpose was a refreshing change to just completing challenges. The students really enjoyed the hands-on activities and incorporation of iPads. Students loved the visitors who came in and talked about their jobs and activities they complete on a daily basis. Real-world context gave the students an understanding of how STEM is connected to our everyday lives". Pilot School 2019

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The Results in more detail

Overall Program Value

- All elements of this area received average ratings of 2.6 or greater out of a possible score of three.

- The general trend of comments highlights that the students enjoyed the program as a learning experience, and it did extend their thinking

- Key improvements include:
  - More work is required to modify the course materials to be suited to the target age group.

  - More work is required to make the linkages between program activities and STEM careers and the impact in their daily lives more explicit for the students.

  - Timeframe for this program was somewhat compressed, there is clarity required around the interpretation of modules versus lessons.

  - Timing in term 4 was challenging.

Students Perspectives

Student Engagement
- Ratings against the key criteria ranged from 2.4 to 2.7 out of a possible three.

- The key improvement in this area is around the complexity of activities for year two students, which required increased effort from teachers in making connections.

Student awareness of STEM careers and the impact to their daily lives
- Ratings were 2.1 and 2.7 out of three.

- The lower rating of 2.1 was recorded against student thinking about their jobs in the future

- The higher rating 2.7 assessed students shift in their breadth of thinking about STEM in their daily lives.

- Comments provided suggest that it was difficult to see a shift in career thinking due to the limited timeframe of the program

Teachers Perspectives

- Ratings ranged from 2.5 to 2.9 out of a possible three.

- The highest score of 2.9 was in response to the inclusion of the bursary student visit (or other professional) as a part of the program.

- Comments for this section supported the ongoing inclusion of the bursary student or guest visits and the quality of the physical resources.

- The opportunities for improvement are in the written course materials as well as the timing of the program and timeframe to complete the modules.
  - Modifying content to improve age relevance and make connections easier for the students.
  - In term 4, time availability is very tight, would prefer to run in other terms
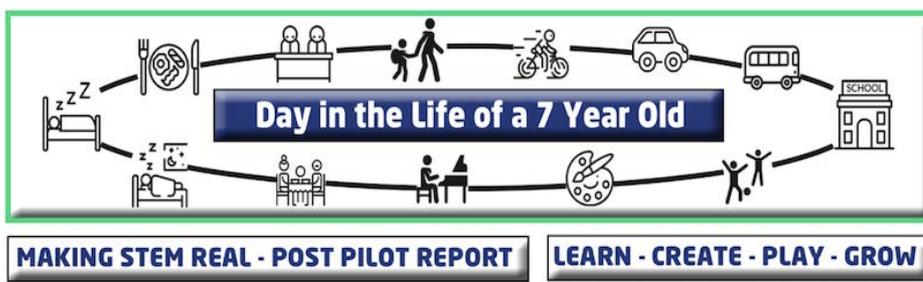
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Next Steps:

- We have received and noted nominations from our 2019 schools who wish to participate again – Thank you, we will be in touch soon!

- Key program information for 2020:

2020 Program Plan	Term	Key Dates
Course Materials being reviewed and updated	Term 1	Revised materials available to schools in May 2020
Registrations to participate in the 2020 program	Term 2	Registrations to be received by 8 May 2020 for term 2 commencement
Distribution of Materials, Teacher Training, & Program Logistics	Term 2	Completed by 5 June 2020
Program Go Live – Schools may elect to run the program in term 3 or 4 of 2020, or term 1 of 2021.	Term 3	Commencing July 2020, October 2020 or January 2021

If you wish to **register your expression of interest** to participate in the 2020 Program or would like more information, please **contact Jane Smith at jane.smith@api.edu.au**

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Who is behind the Day in the Life Program?

Facilitated and sponsored by: The Australian Power Institute (API) and it's Member Organisations

Program kindly supported by: