# Final activity

### Peer-review checklist is done by Irina Adamovich

STEM School Strategy			Re	Remarks /			
	_	1not	2	3	4	5compl	Comments
		IIIOt		3	4	etely	
Learning Objectives and Assessment							
Learning Objectives and Assessment							
The STEM School strategy includes both formal and informal approaches.			$\boxtimes$			_	s told about formal approach
The activities included in the strategy promote the reflection							
of students in order to impact the students' everyday life and							
future professional career choices.							
There are clear leaning outcomes defined with the activities mentioned.		$\boxtimes$				underdevel with an agr	is in a small oped community ricultural local . There are not ibilities.
The plan mentions how students will be guided towards these specific objectives.					$\boxtimes$	Teachers at between streemployers. should be eorganize so	re a direct link udents and future Therefore, they encouraged to often ocializing with businessmen from
STEM skills							
The activities planned present the skills currently on demand in a very innovative and participative pedagogical approach.				$\boxtimes$			
The plan also includes soft skills, which will be presented as part of the activities				$\boxtimes$			
The skills that will be presented throughout the activities correspond to emerging professions			$\boxtimes$				



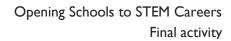


Type of events											
The School plan engages students through diverse STEM career awareness events/activities.							I				<ol> <li>The visit to local businesses.</li> <li>Visiting school of applied sciences</li> </ol>
School to work programs are integrated in the school plan								$\boxtimes$			
The events are specifically adapted to the school									$\boxtimes$		
The activities are connected to emerging professions.								$\boxtimes$			
The activities are assessed by the participants for further improvement								$\boxtimes$			
Career-counselling activities are integrated in the classroom							ı		$\boxtimes$		1. Increase the number of teaching activities in which there will be conversations with experts, advisers, professionals.
Tools and Ressources											
Some of the activities are developed in collaboration with industries or external stakeholders such as professional career counsellor or career center								×			
Some of the activities are developed in collaboration with parents to promote STEM career awareness		]					$\boxtimes$				
Different type of resources are available in the school in order for teachers/students to be better informed about STEM careers							$\boxtimes$		]		
People and places											
The school plan presents practical tips to parents, so that they can increase their children's interest in STEM at home							$\boxtimes$		]	1.	The visit of parents as a eer presenter,
The activities planned give opportunity to students to discuss directly with STEM professionals				]				×		+ V	ia Skype
Gender equality											
The school plan provides equal gender opportunities		]						×	]	acti	Organize girls' npetitions in traditional male ivities Organize exhibitions, tures or presentations about men in science
The activities promote gender-equal assessment processes and tools							$\boxtimes$		]		





	Level 1: None or almost inexisten t knowledg e nor applicati on in the school	Level 2: Basic knowledg e and applicati on in the school	Level 3: Excellent applicati on at the school level	Not applica ble	Comment (Optional)
A. Teachers and school educators (including heads of school and career counsellor) awareness of the current STEM jobs and on the different career pathways to reach them.  E.g., Teachers and school educators regularly organize talks with STEM professionals, during which these professionals inform students about the internship and apprentices opportunities from the company where he/she works		X			
B. Multi-stakeholder discussions within the school in order to promote STEM career awareness at the School level. E.g., regular meetings are organized	X				







between teachers, heads of schools					
and career counsellors to organize					
common STEM career awareness					
activities	V	_		_	
C. Creation and usage of external	X		Ш		
partnerships to promote STEM subject					
choices and careers.					
E.g., Parents, community members,					
employers, outside experts etc.					
Parents are involved by inviting them					
to give a guest lecture.			V		
D. Promotion of gender equity at			X		
school level.					
E.g.,					
If group activities are developed,					
boys and girls are distributed					
equally					
Gender sensitive supporting					
documents are used					
Female role models are invited to					
classrooms		_			
E. Organization of career orientation			Χ		
events to promote STEM careers.					
E.g.,					
Science and Technology Career					
Fairs/Meetups					
Career Talks					
Career Exhibitions					
Workshop  - Integration of the concept of	X				
F. Integration of the concept of	^	Ш	Ш	Ш	
mentorship in schools. E.g., Students have different					
opportunities of mentorship where					
they can discuss directly with different					
STEM professionals.					
G. Communication about school to	П	X			
work programs and guidance of the		Λ			
students towards these programs.					
E.g., Networking with researchers is					
enhanced during workshops on					
astronomy exploration. In particular,					
at the end of the activity, students are					
able to ask questions to the					





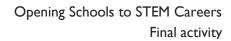
researcher, specifically about his/her professional activity and everyday work tasks.			
H. Leadership in career orientation in STEM education. E.g., My school has already a STEM strategy at the school level and regular meetings are organized in order to discuss results and adapt it.	X		





## 2. Can you identify the changes needed to improve the situation of your school to the next level?

	Changes needed to improve the situation for each of the elements listed below:
A. Teachers and school educators (including head of school and career counsellor) awareness of the current STEM jobs and on the different career pathways to reach them (Modules 1 and 2)  B. Multi-stakeholder discussions within the school in order to	<ol> <li>Your answer here</li> <li>Train STEM teachers to independently and often use ways to develop students' awareness of the importance of STEM careers.</li> <li>Monitor the work of teachers and engage the best as a career guidance coordinator</li> <li>Your answer here</li> <li>Creating a team of teachers who will deal with</li> </ol>
promote STEM career awareness at school level (Modules 3 and 4)	the different factors that are important for STEM careers  2. Increase the number of teaching activities in which there will be conversations with experts, advisers, professionals.  3. Teachers are a direct link between students and future employers. Therefore, they should be encouraged to often organize socializing with successful businessmen from the local
C. Creation and usage of external partnerships to promote STEM subject choices and careers (Module 5)	community.  2.3 Your answer here  1. The visit of parents as a career presenter,  2. The visit to local businesses.  3. Visiting school of applied sciences  4. Skype meetings with other teachers from other cities or countries
D. Promotion of gender equity at school level (Module 4)	<ul> <li>2.4 Your answer here</li> <li>1. Through socializing this type, promote gender equality in the STEM community: <ul> <li>Organize girls' competitions in traditional male activities</li> <li>Organize exhibitions, lectures or presentations about women in science</li> </ul> </li> </ul>







E. Organization of career orientation events to promote STEM careers (Module 7)	<ul> <li>2.5 Your answer here</li> <li>Some special days can serve as an overture for the presentation of STEM careers</li> <li>1. Nikola Tesla's birthday</li> <li>2. Mihajlo Pupin's birthday</li> <li>3. World Science Day is celebrated in November</li> </ul>			
F. Integration of the concept of mentorship in schools (Module 5)	2.6 Your answer here  It's very difficult to perform.			
G. Communication about school to work programs and guidance of the students towards these programs (Module 6)	2.7 Your answer here  Our school is in a small underdeveloped community with an agricultural local population. There are not many possibilities.			
H. Leadership in career orientation on STEM education. (Module 3)	<ol> <li>2.8 Your answer here</li> <li>Invite business representatives from cities around the area to demonstrate what they are doing.</li> <li>Organize a job fair.</li> <li>Encourage teachers to promote websites of successful firms that have organizational levels for collaboration with schools.</li> </ol>			





3. Can you identify the mechanisms or interventions to help you achieve change? You can also include resources and sources of support to make the transition.

This information can be **intangible** (such as information about local and regional employers, experiences about how to use STEM skills in real life activities, etc.) but it can also **tangible** (university brochures, leaflets about internships, biographical/professional information about a presenter, content plan to develop a workshop, etc.).

	Identify the mechanisms or interventions to help you achieve (1) the changes you described in Section 2 and (2) your STEM career learning strategy at the school level (for each of the elements listed below):
A.Teachers and school educators (including heads of school and career counsellor) awareness of the current STEM jobs and the different career pathways to reach them	<ul><li>3.1 Your answer here</li><li>1. The professional development team puts on the plan training for career guidance.</li></ul>
B. Multi-stakeholder discussions within the school in order to promote STEM career awareness at the School level	<ul><li>3.2 Your answer here</li><li>1. Set yourself up as a mediator between a teacher and a professional</li></ul>
C. Creation and usage of external partnerships to promote STEM subject choices and careers	<ol> <li>3.3 Your answer here</li> <li>1. Plan the days when parents will present their professions</li> <li>2. Plan the days when visits to local businesses will be organized.</li> <li>3. Arrange visits to the School of Applied Sciences, arrange transportation, provide funds</li> </ol>
D. Promotion of gender equity at the school level	<ul><li>3.4 Your answer here</li><li>1. Posters on the walls are a great way of promotion.</li></ul>
E. Organization of career orientation events to promote STEM careers	Deciding which form of events is appropriate for our school.  1. Provide space and resources. 2. Call exhibitors. 3. Advertise an event.
F. Integration of the concept of mentorship in schools	1. If there is a need, there will be some solution. :/
G. Communication about school to work programs and guidance of students towards these programs	<ul><li>3.5 Your answer here</li><li>1. There is a possibility of cooperation with the local health, police and fire department</li></ul>



A. Leadership in career	3.6 Your answer here		
orientation on STEM	<ol> <li>All organizational things</li> </ol>		
education			





















































