SCIENCE AND TECHNOLOGY

The students at Fowler Road SSP have special learning needs within the behavioural and emotional areas as well as learning difficulties. All come to Fowler Road with varied past and present experiences of Science and Technology in their home school settings.

At Fowler Road Science and Technology is presented in two main ways:
- as a specialist RFF subject; and
- as part of the class theme for the term, linked with other KLA's such as English, HSIE, and Creative and Practical Arts.

In the Science and Technology KLA there is an emphasis on co-operative learning and problem-solving; hands-on activities; sharing equipment, ideas and knowledge; and a willingness to test ideas without necessarily achieving a result. Due to the cumulative aspect of learning and skills acquisition in Science and Technology, it is necessary to cater for a variety of stage levels in multi-age classes.

Science and Technology education provides opportunities for students to become creative, critical, innovative and enterprising as they engage in Science and Technology content and processes. In particular, we aim to develop in students:

- The ability to manage their everyday lives in a rapidly changing world
- An enthusiasm for ongoing learning of Science and Technology
- A greater understanding of their world and the things that influence it
- The ability to find, evaluate and use information effectively
- The capacity to use and understand the language of science
- The skills to select and use a range of technologies
- Positive and informed values and attitudes towards themselves and others.

The content of Science and Technology reflects the diversity and balance found in the scope of the syllabus and is drawn from the syllabus strands:
- Built Environments
- Information and Communications
- Living Things
- Physical Phenomena
- Products and Services
- Earth and its Surroundings.

Topics and learning experiences are chosen because they facilitate achievement of the syllabus outcomes and related 'big ideas', are of interest and relevance to students, allow hands-on involvement, may be extended or modified to suit the needs or abilities of individuals and can be catered for using the limited resources of a small school.

From Kindergarten onwards students become more competent in their ability to apply the processes of:
- designing and making
- investigating
- using technology, independently, in new contexts and using technology.

Students participate in the process of \textit{investigation} by observing, classifying, exploring, predicting, testing, modifying and applying understandings to reach a conclusion. In \textit{designing and making}, they explore needs, generate ideas, model, test, produce and reflect upon a product. In \textit{using technology}, students use a range of technologies, including computers, to find, organise, manipulate and store information, in order to support their understandings of a design task and to enhance investigation.