Comparative overview of STEM teachers' **competences** required explicitly and implicitly in **4 EU contexts**.

Policy

Teacher training

Practice

The ELITe' s approach for STEM teachers' professional learning foresees inquiry and reflective skills practicing through **inquiry based learning** (IBL) methodology supported by digital means, as a way to facilitate teachers' competence development.

Thematic areas that reflect current policy orientation on the broader aims of STEM education and STEM teachers' professional learning needs in GR, NL, ES, BG.

A place-based approach taking into consideration national policy requirements and practice.

Insights on the space for intervention for supporting STEM **teachers' competence development**: critical factors and aligned to them recommendations

26 digital scenarios for STEM professional learning activities addressing **9** thematic areas.

IBL methodology supported by digital means in STEM professional learning activities for inquiry and reflective skills practicing needs.

Guidelines for STEM teachers' inquiry and reflective practice.
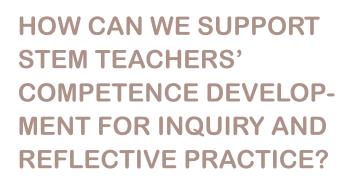
Process indicators for IBL skills development in professional activities under IBL methodology.

Context-based outcome – and sub – indicators for evaluating the initiatives for STEM teachers' competences development.

Indications on the links among IBL skills practicing and development of STEM teachers' competences.

Expected outcomes on STEM teacher's competence development for addressing teachers' roles as lifelong learners, facilitators of students' learning and members of educational communities.
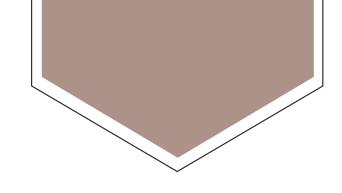
Thematic areas	GR	NL	BG	ES
Dealing with inclusion and diversity	*		*	*
Teaching STEM for skill development	*	*		*
Incorporating RRI in STEM education	*			*
Innovative STEM methodologies	*	*	*	*
Opening up school science	*	*	*	*
Assessment challenges in STEM	*	*	*	
ICT enhanced STEM learning and teaching		*	*	*
Confronting challenges of new curricula			*	
Enhancing teachers-parents collaboration	*	*	*	*

HOW CAN WE SUPPORT STEM TEACHERS' COMPETENCE DEVELOPMENT FOR INQUIRY AND REFLECTIVE PRACTICE?

ELITe aims **to inform curriculum development in STEM professional learning activities,** by providing **evidence on the links between inquiry skills practicing and teachers' competence development.**

The underlying concern is to **support STEM teachers develop knowledge, skills and attitudes for inquiry and reflective practice**, so as that they can effectively address their roles as **lifelong learners, facilitators of students' learning and members of educational communities**.

elite

Enhancing Learning In Teaching by e-inquiries

A 3-year project co-funded by the ERASMUS+ programme of the European Commission