



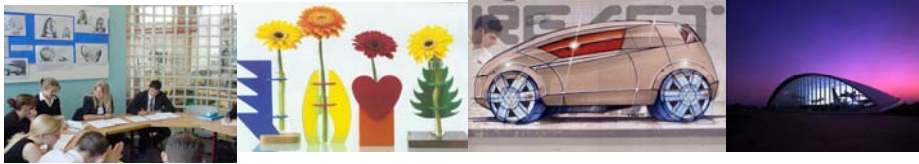
Making a case for

Mary Southall and Kevin Jones

www.attainmentpartnership.org.uk

Attainment
Partnership

ap



session objectives

- to introduce you to the latest DATA resource
- to provide a range of ideas for raising the profile of D and T
- to discuss how to create curriculum equality for D and T



Quick Step Guides

Order online: www.data.org.uk or telephone: 01789 470007

The D&T Association has released a brand new series of practical guides, each easy to pick up and packed full of concise information about different aspects of the subject. The guides contain useful information for heads of departments and teachers in an easily assessable, quick-to-read format that answers readers' questions and points them exactly where they need to go.



Making your case for...

– better funding, appropriate class sizes, adequate technician time, CPD, new technologies, broader option choices, curriculum equality, and raising the perceived status and value of D&T. It's about winning the argument before it happens.



Designing your new D&T department

– how to make sure you get what is best for you and how to gain funding, steer the planning and design, costs and functions of your new department. Includes H&S information, sources of advice and information and how to deal with architects and the building trade.



Head of department survival guide

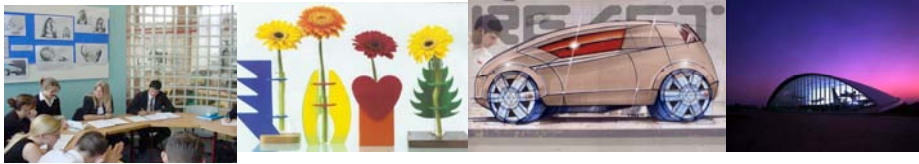
– surviving your first few weeks and the longer term, and addressing such things as: leadership and management, communication, department meetings, people management, your team, planning, moving forward, supporting staff and celebrating your department.

Each title: Members £9.99 Non-members £14.99

Look out for further titles in the series:

Get that new job – applying for jobs in D&T as an NQT, aspiring head of department, applications and interviews top tips.

Making D&T the best lesson of the week – how to get your students to leave their lessons with a spring in their step.



Contents

Design and Technology	1
Funding	4
Appropriate class sizes	7
Technician time	9
Refurbishment	11
Design Mark	13
Broader option choice	15
More training	18
Curriculum Equality	21



Making a case for ...

Funding

We could all do with more money to improve the teaching and learning opportunities we offer. How do we go about getting it? It is important that everything you request or bid for is related directly to improving learning. Any case for more funding needs to clearly identify the potential impact on learning. Consequently a case for funding needs to directly relate to your department development plan.

Some useful websites

<http://www.grants4schools.info/portal/index.asp?sP=index.html>

<http://www.fundingeducation.co.uk/grants-for-schools.html>

<http://www.teachernet.gov.uk/management/schoolfunding/>

<http://www.fundraisingskills.co.uk/schools.html?gclid=CPCEml-OlaECFSU8IAodnXkCPA>

<http://www.fundraisingschools.co.uk/>

You will need to find out the following, in order to make your case:

- How the funding is allocated in your school.
- What formula is used?
- How much do you get compared to other subjects?
- How much funding do other D&T departments in the local area get?



Quick step guide: Making a case for ...

More Training case study

Jill was always keen to keep up to date with the latest pedagogy. She read about a school that was trying to get all their teachers involved in action research. Consequently, she decided to set up a 'research group' in her school looking at effective teaching strategies. The research group involved 'like-minded teachers' getting together and planning an action research project across different subject areas. She realised that if she enrolled at a local university then the project could be submitted towards 1/3 of an MA. Two years later four members of the group had successfully completed their MA with two going for AST status. The findings of the research were fed back to the school, and consequently a list of the 'top ten effective teaching strategies' for this particular school was circulated.

A template for request for funding

Paragraph 1

Introduce the reason why you are writing – be clear and concise, e.g. 'I am writing regarding the funding issues in the design and technology department'.

Paragraph 2

Have a clear and detailed statement about the specific funding requirements e.g. cost of equipment/training, unit of work materials for each year group.

Paragraph 3

State how the school / students will benefit from the funding.

Paragraph 4

Request an action, e.g. 'We would like to invite you to our next department meeting on (give all the details) to discuss funding in more detail'.

Additional information

- provide data to show how much funding is given to similar departments
- provide evidence of subject content being impacted by insufficient funding
- provide details of impact on motivation and enjoyment of students



Checklist/evidence

- ✓ Unsatisfactory nature of current situation
- ✓ Costing for identified refurbishment in current year (together with development plan)
- ✓ Potential impact on learning (e.g. being able to comply with NC, meeting the needs of GCSE criteria, health and safety issues, allowing a range of curriculum opportunities)

Making a case for ...

Design and Technology

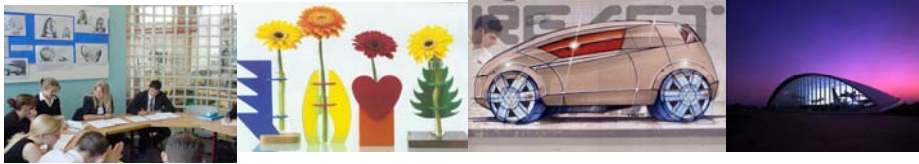


We all know the value of our subject. We all know there are many people who don't! It's important that we can communicate to a variety of different audiences why D&T is the most valuable subject on the curriculum. Unless we make it absolutely clear we may never change the current perception and status.

You need to counter any negative or ill-perceived comments on design and technology. **These should help...**

Attainment
Partnership





making a case for design and technology

Why is this so important?

- people's perceptions of the subject - 3 key stakeholders!
 - most parents / teacher colleagues did NOT experience design and technology, hence don't know it
 - new UK government don't seem to value design
 - industry **does** value the skills developed in D&T
 - students see it as fun but not a serious career choice
 - not all students will become designers BUT EVERY student will be a consumer of design!
-

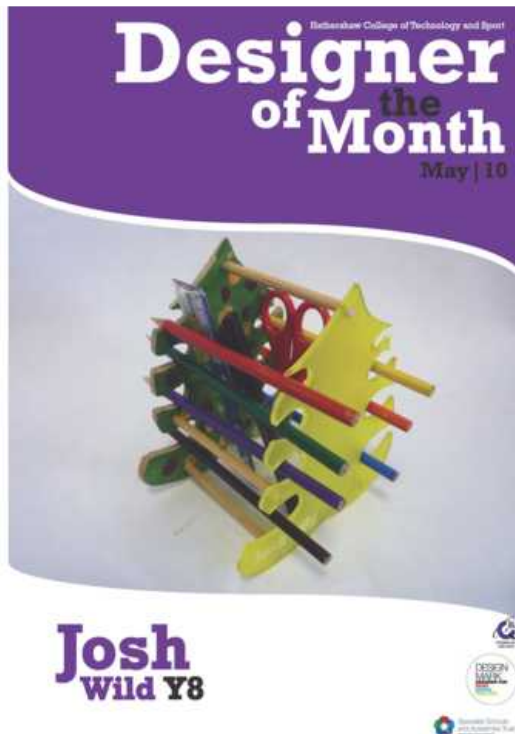
Attainment
Partnership





what can you do next week?

- celebrate student success - designer of the month
 - tidy up and have clean surfaces for design work
 - create a corporate identity
 - introduce a parent and child Saturday morning club
 - introduce 'praise cards' to send home to parents
 - introduce STEM activities with maths and science
 -
-



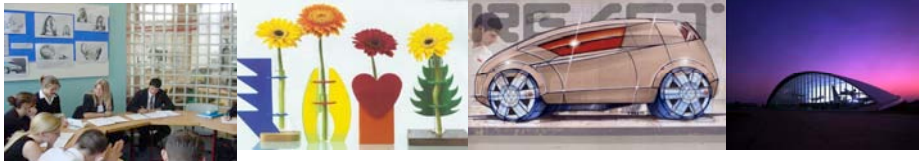


what can you do next week?

- introduce design strategies
- subscribe to design magazines
- invite Governors into the department
- use students to produce a library of digital videos (Jerudong 'youtube' channel)
- become a member of D&TA

Attainment
Partnership

ap

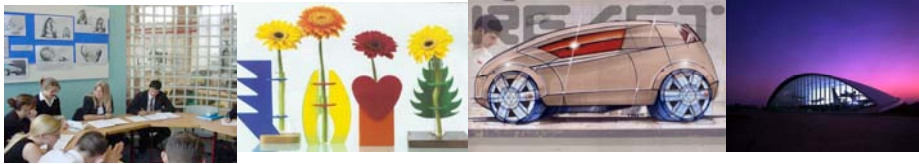


what did you do that made a difference?

- quick wins!

Attainment
Partnership

ap

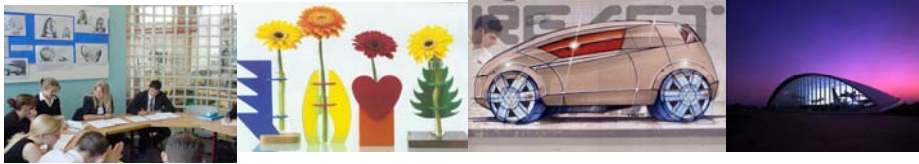


what can you do within the next year?

- develop a shared vision for the subject
- create a design process 'wheel' for every room - children need consistency in order to learn!
- make sure everyone knows you are a single department - don't refer to focus areas, **only** to design and technology
- change displays termly
- create gallery of pictures (designs as well as outcomes) on website
- enter national / international competitions
- celebrate professional design!
 - fill your department with designed products
 - display current and past designers

Attainment
Partnership

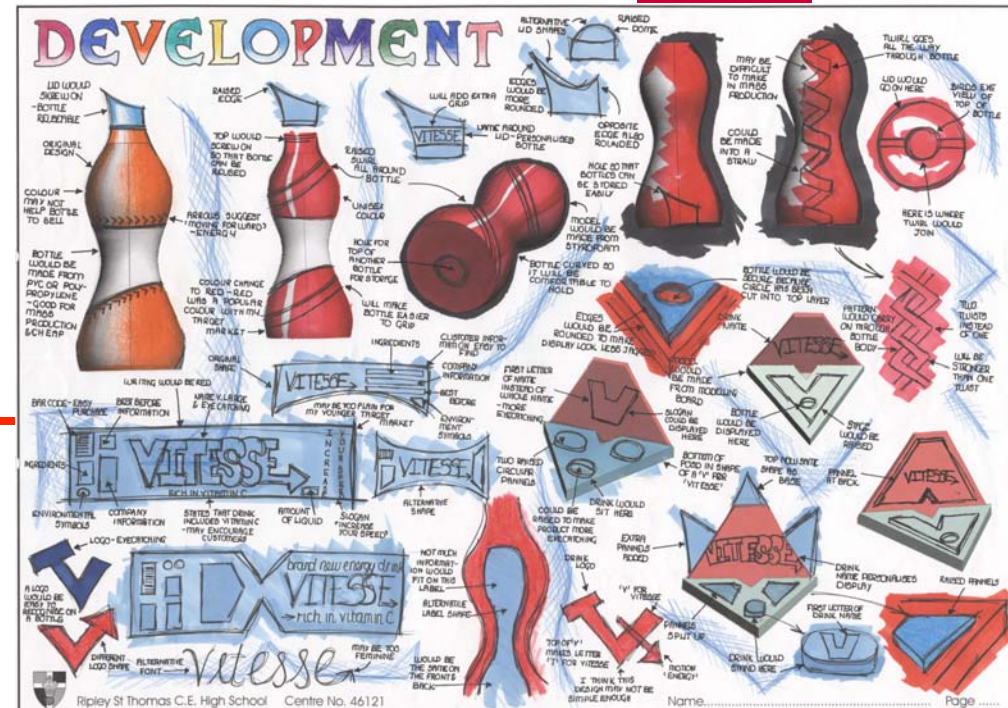


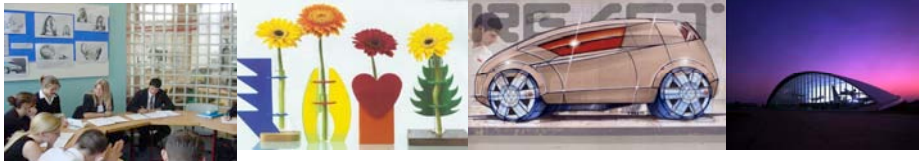


what can you do within the next year?

- introduce more 'youth technologies' into your teaching and learning
- create a team of student ambassadors
- create a rolling powerpoint to be displayed in the school foyer
- produce high quality pamphlets for parent's evenings
- develop a dynamic introduction to design and technology
- move away from 'design and make' for every experience

Attainment
Partnership

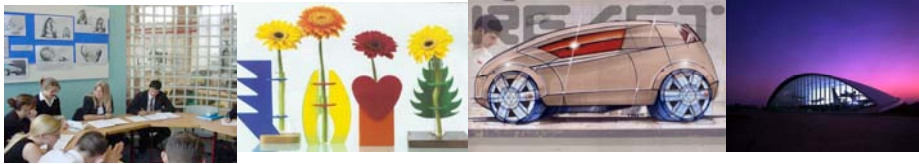




what did you do that made a difference?

- medium term goals

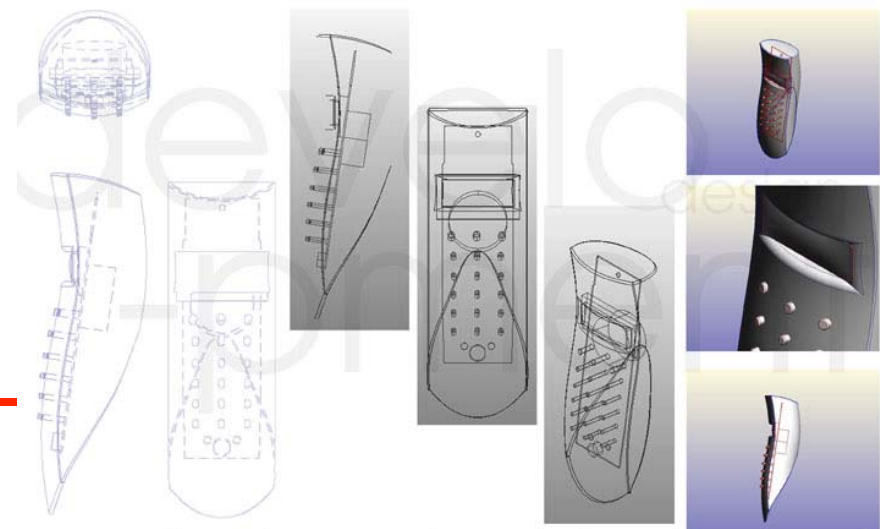
Attainment
Partnership



what can you do within 3 years?

- work with professionals - designers, engineers, chefs...
- design your space!
- students to deliver assembly on famous designers
- generate internal design competitions
- introduce a design and technology evening - interactive sessions
- apply for the 'design mark'
- create a team of student observers
- create a space for a professional designer

Attainment
Partnership



design development





what did you do that made a difference?

- longer term planning!

Attainment
Partnership

ap

Teachers:

'Without design and technology how are we ever going to ensure our students become better consumers?'

'Nationally it is the most popular subject at GCSE – doesn't that say it all?'

'The hand is the cutting edge of the mind.'

'D&T is the only subject that applies the knowledge and understanding in YOUR subject in a meaningful way.'

Attainment
Partnership

Parents/Governors:

'Everyone should have the chance to experience and develop their creativity when they are young' – Government Annual report

'We need to ensure we continue to produce the engineers, architects, designers, but also the plumbers, carpenters this country needs.'

'Design is the process of making things better for people.'

'Design and making requires much greater intellectual effort than the pure analysis required for maths, science or literacy.'

'Design correctly harnessed can enhance life, create jobs and make people happy – not such a bad thing.'

Students:

'In every walk of life you will use the skills and understanding gained in D&T.'

'Tell me something is not designed in some way?'

'Creativity is more important than knowledge.'

'Design is not just about how something looks, but how it works.'



We need to re-educate!

Why don't you ...

- print these statements and display them in your classroom

Everyone should have the chance to experience and develop their creativity when they are young

Tell me something is not designed in some way?

- ensure as many people as possible read them – use school newsletters, display boards, parents...
- Invite parents and governors to a 'design and technology' evening where the best of D&T is on display and students can answer questions
- Make a 'graffiti' wall. Ask pupils: D&T is the best lesson of the week because.... Print the best comments and display them with photos of pupils holding their designed and made products
- Get your students to design and make promotional materials aimed at different stakeholders





Making a case for

Mary Southall and Kevin Jones

www.attainmentpartnership.org.uk

Attainment
Partnership

ap

Making a case for ...

We all know the value of our subject but is it getting the curriculum time it deserves? Are other foundation subjects seen as more valuable? Has your curriculum time remained constant or is it slowly being eroded? It is crucial everyone knows the value of design and technology.

If students, staff and parents were to prioritise the subjects, where would design and technology come in your school?

If it is not in the top few, it is time to do something about it! **Three simple areas to look at are:**

Curriculum equality



Your promotional materials

Is your branding effective?

- Use your GCSE or A Level student to put together a total marketing strategy for the subject

Is your message loud and clear?

- Bring your team together for a 'vision day' – design a clear vision for this subject

Opportunities to re-educate in relation to this subject?

Do all the teachers and governors understand what D&T is?

- Ask if you can deliver a workshop at a staff meeting to clarify key aspects and misunderstandings

Do **all** the students and parents understand the value of D&T?

- Ensure that during the first few weeks of the year the units focus on understanding the value of your subject
- Get students to design leaflets that can be published to give out to parents

Using your best ambassadors?

At every opportunity you can think of make sure your students 'sell' our subject.

For example:

- Open evening
- Feeder schools
- Department tours
- Year 11 to talk to Year 9 about options
- Year 9 'buddying' Year 7



Additional ideas

Cross-curriculum planning, teaching and learning might provide the vehicle you need for teacher, learners, parents and governors to realise the value of our subject and for us to ensure curriculum equality.

One school in Manchester has decided to teach the curriculum through design and technology. History comes alive when the food technology teacher and the history teacher work together to teach menus, recipes, local food production, sourcing products etc.

Similarly, STEM activities (for examples see <http://faraday.theiet.org/>) allow the application of mathematics and science through design and technology activities.

Entering more competitions always helps raise the status of your subject.

Design your own competitions and challenges for D&T Week in June.

Work with the community on design and technology activities making others see the real value.

**If you want curriculum equality
you may have to 'fight' for it!**

Association
Partnership

