Making a case for ....

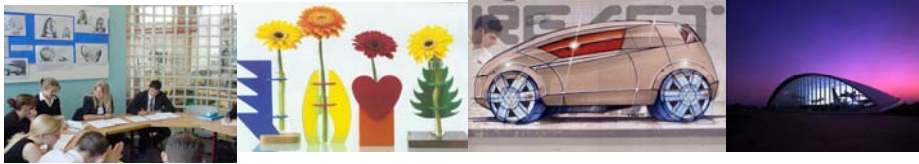Mary Southall and Kevin Jones

www.attainmentpartnership.org.uk
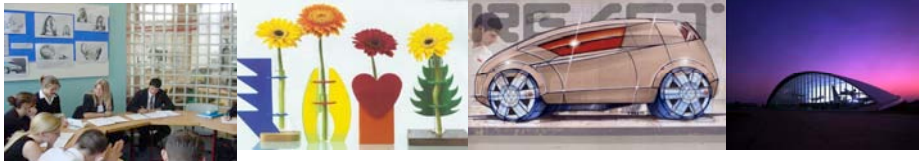
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Kevin and Mary, what do we do?

- Working in a variety of schools **every week**
- The **Design Museum** (write and deliver secondary CPD)
- The **Victoria and Albert Museum** (write and deliver secondary teaching and learning materials for design and technology)
- The **Design Council** (member of the national 'Design Skills' advisory panel and chair of schools steering group) including **chief moderator Design Mark**
- Specialist Schools and Academies Trust **SSAT**
- Qualifications and Curriculum Development Authority **QCDA**
- **IET Faraday** STEM materials (write and deliver)
- Buffalo State University, New York USA (write and deliver CPD)
- South East Asia international conference (present keynotes)
- **D&T Association** (write publications, deliver CPD)

session objectives

- to introduce you to the latest D&TA resource

- to provide a range of ideas for raising the profile of design and technology

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Secondary D&T resources

Quick Step Guides

A new series of booklets with all the essential information you need to help you in your professional work.

NEW this Autumn

Making a case for ...

Head of department survival guide

Designing your new D&T Department

Your department: is it working?

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.

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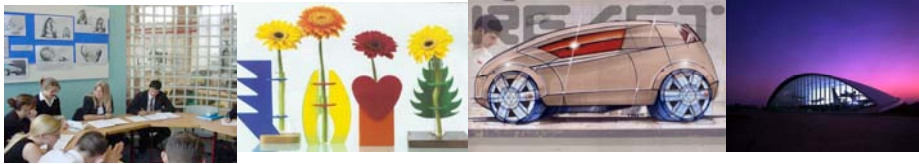
Designing your new D&T department – how to make sure you get what is best for you and how to gain funding, steer the planning and design, costs and functions of your new department. Includes H&S information, sources of advice and information and how to deal with architects and the building trade.

Your department: Is it working? – how to conduct a review of your department and an honest assessment of how it inspires, supports and provides for students and staff; or not! It also looks at assessment and inspections and how to make yourself a truly effective HoD.

Contents

Making a case for ...

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=CPCEmI-OlaECFSU8lAodnXkCPA
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)
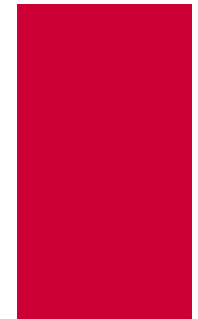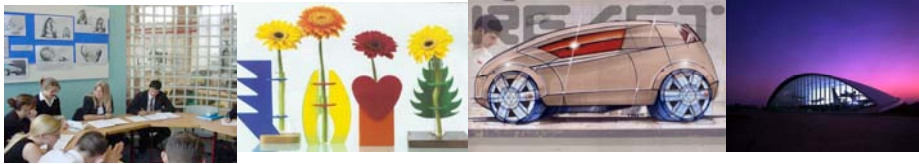
Making a case for ...

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...

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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

- students see it as fun but often not a serious choice

- new UK government don't seem to value design

- industry **does** value the skills developed in D&T

- not all students will become designers but **EVERY** student will be a consumer of design!

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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.**'

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.**'

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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?

- Actively involve as many people as possible – in D&T Week or through press coverage

- 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

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- what you can do next week

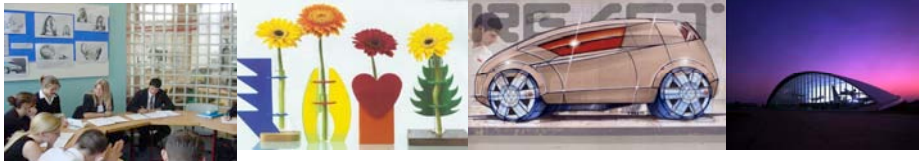- what you can do next year

- what you can do within 3 years

what can you do next week?

- celebrate student success - designer of the month

- create a corporate identity

- introduce a parent and child Saturday club

- introduce 'praise cards' to send home to parents

- introduce STEM activities with maths and science

Designer of the month award

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 (your own 'youtube' type channel)
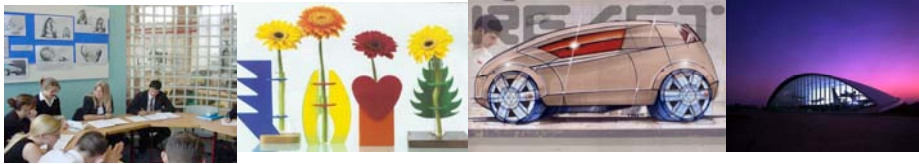
- become a member of D&TA

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

- celebrate professional design!

  - fill your department with designed products
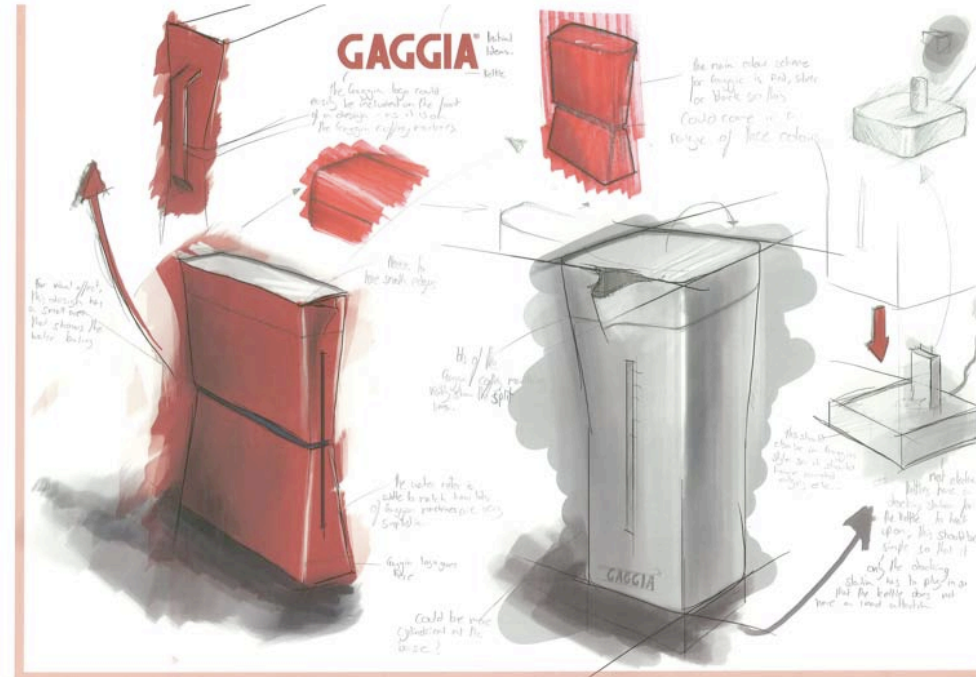
  - display current and past designers
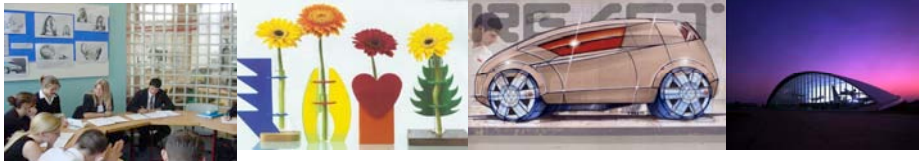
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what can you do within the next year?

- 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

- design and produce high quality materials

- develop a dynamic introduction to design and technology in the autumn term

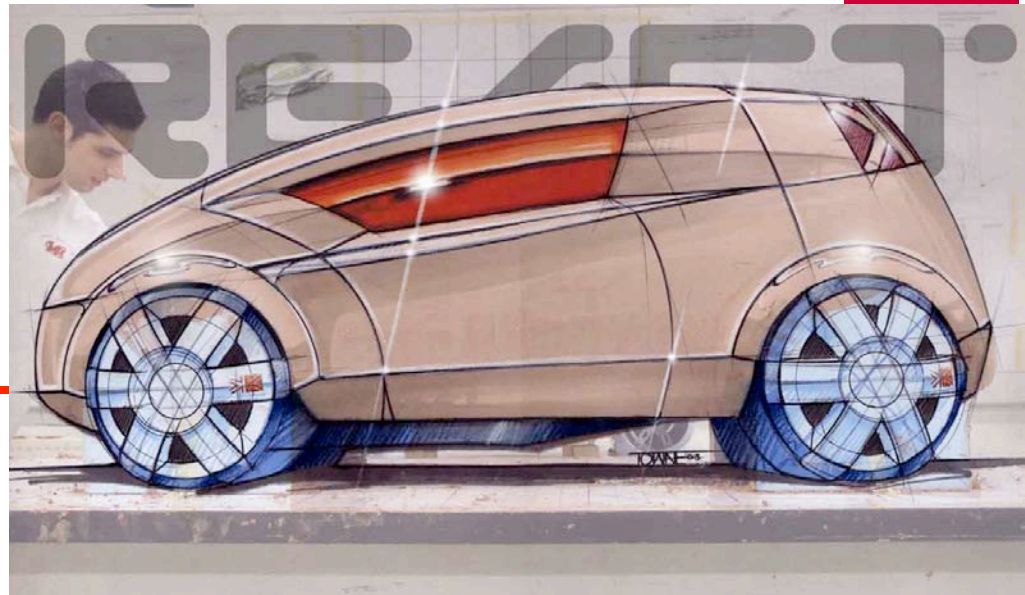- move away from 'design and make' for every experience

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what can you do within 3 years?

- work with professionals - designers, engineers, chefs...

- design your space!

- generate internal design competitions

- apply for the 'design mark'

- create a team of student observers

- create a space for a professional designer

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"THE BEST WAY TO PREDICT THE FUTURE IS TO DESIGN IT." - BUCKMINSTER FULLER

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