welcome

MA extended professional development

Middlesex University

Mary Southall / Kevin Jones

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Attainment Partnership Ltd

- Kevin Jones

  - deputy head

  - AST

  - 98 taking A. level design and technology

  - SSAT National Subject Leader: Technology Colleges

- Mary Southall

  - HoD / senior teacher

  - AST

  - 100% grade A's at A. level

  - commissioner teacher: London Challenge

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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)
- Detroit area Education Department, USA
- Buffalo State University, New York USA
- South East Asia International Schools conference
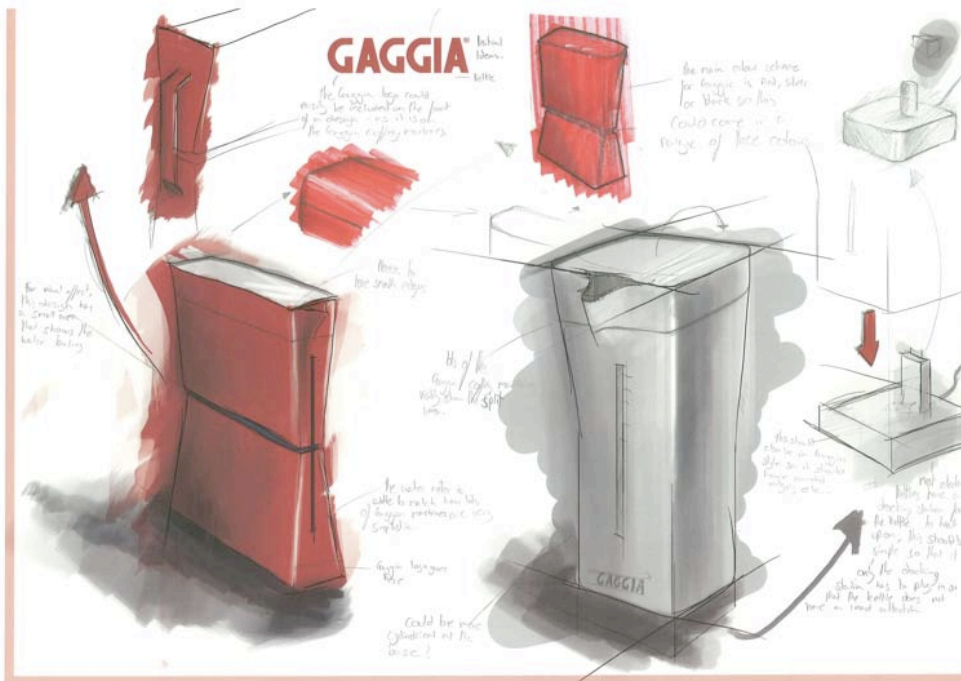- **D&T Association** (write publications, deliver presentation, deliver CPD)

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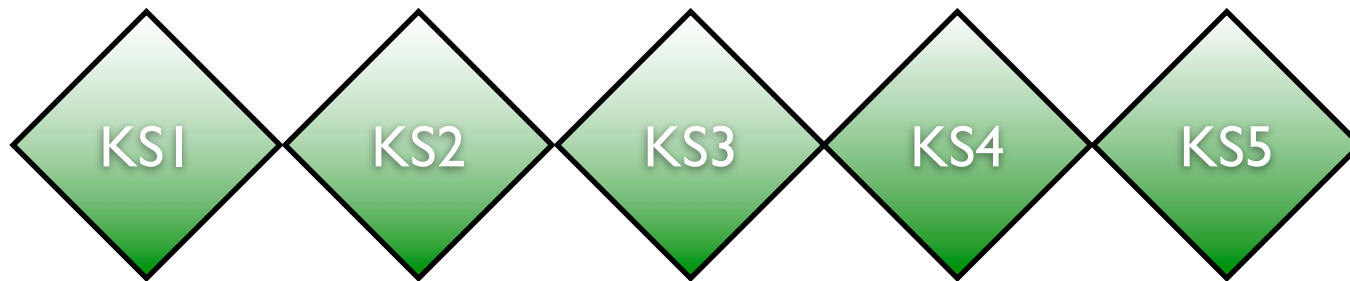
National context - general issues

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National context

- first country to have a design based curriculum compulsory for ages 5-16
- now optional at KS4 (complacent?)
- progression of learning
- important to build on the good practice of leading Primary schools

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'our children don't like designing they only like making!'

issues facing design and technology

- all things to all people

- still an infant in terms of other subjects: no single bedrock!

- many teachers still struggling with what it is, lack of professional development

- too many key bodies with self interests

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issues surrounding the teaching of design

- rotation systems
- lack of passion for design
- make first design, then do rest of folder
- lack of emphasis on designing
- jumping through hoops
- lack of development
- appropriate / desirable projects
- little structure to designing

design development
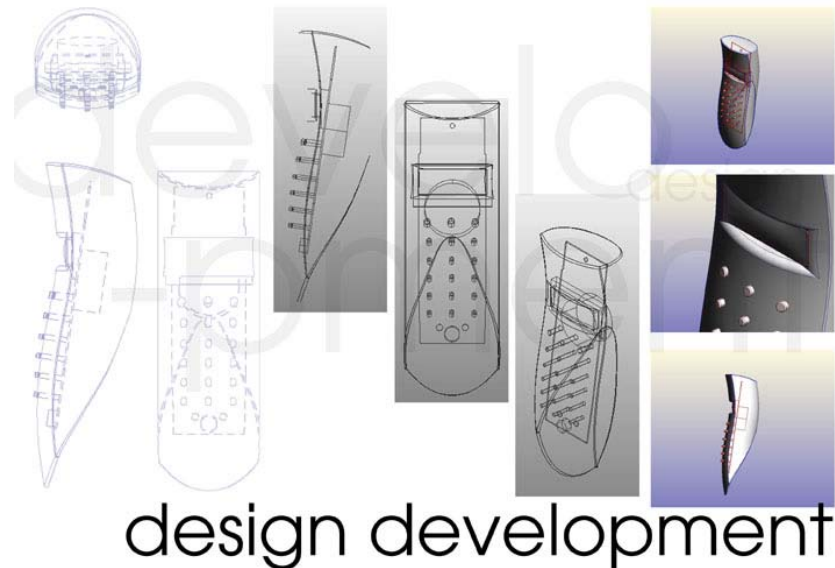
design process

- do students really understand the process of designing?

- do they know how the different elements fit together?

- do they understand the 'big picture'?
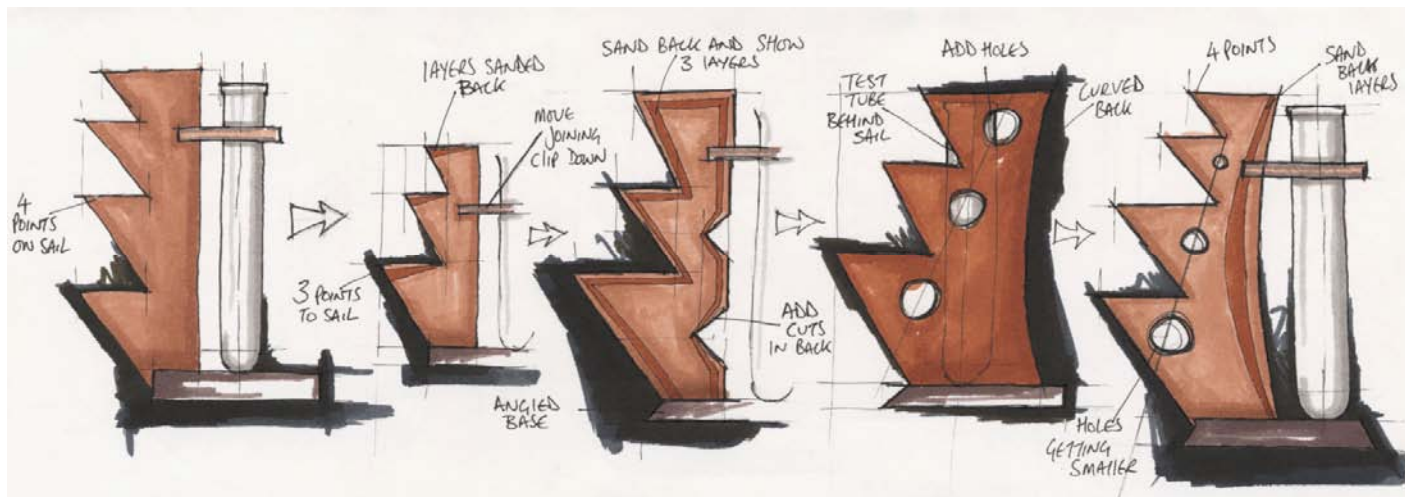
national strategy

- first form of professional development to help teachers teach 'design'

- provides creative approaches to designing

- looks at assessment and progression

National context - industry issues

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issues facing the design industry

- Design Council - Government agency promoting benefits of design

- UK seen as a global leader in design industry

- BUT what's on the horizon?

- China !!!!

- design industry generates £11billion to the UK economy

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GOOD **DESIGN** **PRACTICE**

design council

higher skills for higher value

3 recommendations

- develop a 'design mark' for outstanding design delivery

- create regional centres of excellence

- provide database of designers willing to work with schools
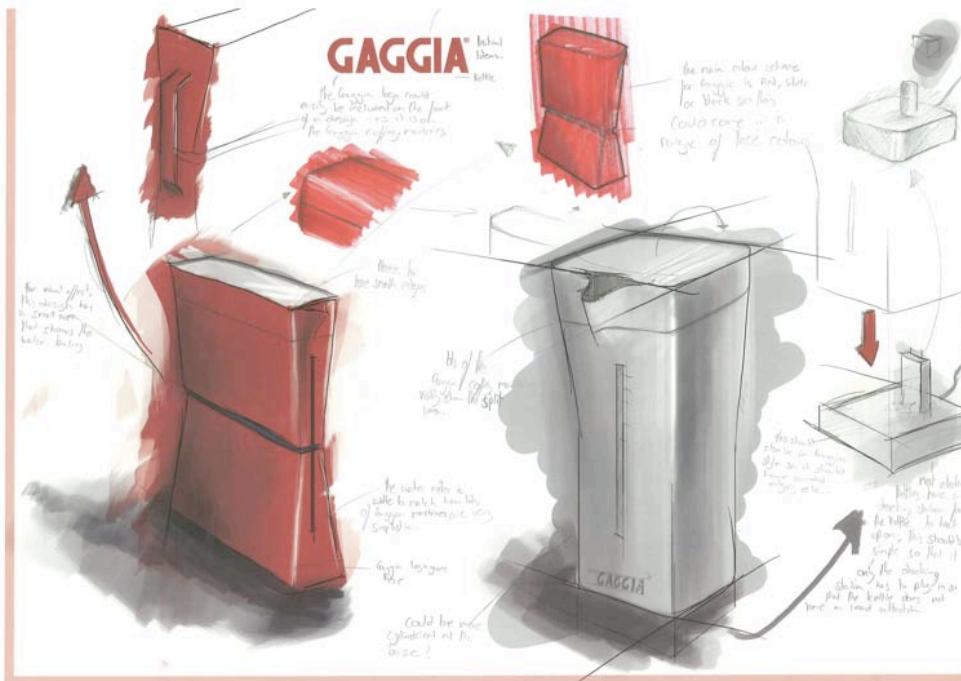

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National context - 'new' curriculum

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national curriculum vision statement

In design and technology pupils **combine practical and technological skills with creative thinking to design and make products and systems that meet human needs.** They learn to use current technologies and consider the impact of future technological developments. They **learn to think creatively** and intervene to improve the quality of life, **solving problems as individuals and members of a team.**

Working in stimulating contexts that provide a range of opportunities and draw on the local ethos, community and wider world, pupils identify needs and opportunities. **They respond with ideas, products and systems, challenging expectations where appropriate.** They combine practical and intellectual skills with an understanding of aesthetic, technical, cultural, health, social, emotional, economic, industrial and environmental issues. As they do so, they **evaluate present and past design** and technology, and its uses and effects. **Through design and technology pupils develop confidence in using practical skills and become discriminating users of products. They apply their creative thinking and learn to innovate**

Design and Technology – The National Curriculum for England, DCSF/QCA

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KS3 design and technology

Programme of Study for Key Stage 3

The importance of design and technology

- Key concepts
- Key processes
- Range and content
- Curriculum opportunities

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intentions of the re-write

- Aimed to provide greater flexibility for teachers
- Less content
- Important statement, key concepts, key processes, range of content and curriculum opportunities
- Whole school approach to teaching and learning
- 2008 statutory requirement for year 7
- Systems and control and RMT (plus one from food and textiles)
- Whole department planning requirement
- Assessment key to the planning process

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problems with implementation

- Takes time and discussion to get your head around the whole document
- Might require different curriculum models – not necessarily traditional rotation system
- Requires a very different approach to planning your curriculum
- Year 7 first, but needs to be a whole KS3 approach

National context - Specialist status

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specialist dimension

- Technology and Engineering Colleges

- greater ethos towards 'design' and 'technology'

- commitment to sharing practice with partner schools

- impacting on whole school improvement

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thoughts for your module?

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MA Module - Design and Technology

Action Enquiry for School Improvement

- PDT 4090 (Carina)

Developing Professional Practice

- PDT 4170 (Audrey, Bilhar,)

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Roles

- Ian Terrell - Programme Leader

- Mary and Kevin - Specialist Module Leaders

- our role - support, formative assess

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What this course is all about

- Independent study

- school improvement

- developing research knowledge and expertise of a practitioner enquirer

These modules should...

- fit in with and focus on your professional development

- build up over the year and include collaborative group discussion input

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style of learning

- Collaborative group of enquirers - support each other, assess each other, provide quality assurance and validity

- This is called an 'Action Learning Set.'

- Facebook group

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Communication methods...

- facebook
- text messaging
- skype
- email

Developing Professional Practice

1. Needs Section	1000 words or equivalent
2 Plan Section	1000 words or equivalent
3. Evidence Section	5000 words or equivalent
4. Impact Section	4000 words or equivalent
5. Ways Forward	1000 words or equivalent

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Action Enquiry for School Improvement

1. Introduction, Focus and Overview   500 words
2. Needs Analysis and Justification   1000 words
3. Professional Autobiography   1000 words
4. A Critical Review of the Literature   2000 words
5. Exemplar Models of Practice   1000 words
6. The Methodology of Action Research and Justification   1000 words
7. The Methods of Data Collection and Analysis and Justification   1000 word
8. The Evidence   1000 words
9. The Analysis of the Evidence.   1000 words
10. Impact of the Action Research Project   1000 words
11. Learning Outcomes Evaluation.   1000 words
12. Conclusion and Ways Forward   500 word

Total

12000 words

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Key information

- 12,000 words

- be completed by September 2011

- will be formatively assessed throughout by Mary

- summatively assessed and moderated

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Start reading!

- Research methodology

- Current Literature

- Action Enquiry

- Design and Technology Journal

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Deadlines this term...

1. Needs Section   1000 words   Dec 1st?
2. Plan Section   1000 words   Jan 1st?
3. Evidence Section   5000 words   Apr 1st?
4. Impact Section   4000 words   July 1st?
5. Ways Forward   1000 words   Sep

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Research questions...

- Need to measurable

- Need to be 'tight'

- Need to be succinct

- Language you use is so important

- Example - 'what causes Turkish children's underachievement?'

- 'An investigation into a whole day STEM activity on developing team working skills'

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Last few things ...

- Everyone has a handbook?

- Examples of good assignments will be available

- You know the deadlines

- Everyone has an assessment criteria sheet

- You can email me through anything at any time and I will formatively assess it

- The 'tighter' your research question the easier the research process

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