

Newsletter

Spring 2013

www.naaidt.org.uk

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Message from Pam Bolton President 2012-2013

Despite being a time of great educational change we seem to be 'waiting' on many major decisions making this very much is a time of uncertainty.

Schools are adjusting to Academy status, changes in Local Authority organisation and lack of decisions regarding the curriculum makes for a very difficult time for all of us. As an Association we have been busy responding to the DfE EBacc consultation and The Education Funding Agency (EFA) New Build proposals.

As a community we were all delighted with the government's announcement in the summer that D&T will remain part of the National Curriculum at Early Years and Foundation Stage as well as in the Primary Phase. We are however still waiting for the detail of the Programmes of Study (due anytime now) and an announcement for Key Stage 3. Whatever happens we all know that D&T remains an important part of children's education and we need to look for exciting and engaging quality activities both within and outside the curriculum.

Discussions with The Design and Technology Association regarding closer working relationships continue. In today's uncertain educational climate we all have to re adjust and maximise opportunities available so it makes sense that we should be working together in the common interest of our subject. All NAAIDT members will transfer to D&TA consultant membership during this year. Consultant members will be a major part of the restructured D&T Association, offering advice and training to teachers both nationally and locally. We will endeavour to keep everyone as up to date with progress as we can.

With very best wishes

P.J. Bolton

National Curriculum Update:

Early Years and Primary: D&T will remain part of the National Curriculum at Early Years and Foundation Stage as well as in the Primary Phase. Detail of the Programmes of Study is expected soon.

Secondary: No news yet of the new Secondary National Curriculum. Many promises about statements on KS3 since last June have failed to materialise. The focus appeared to switch to KS4 and it appears that the Secretary of State may be trying to control what happens in KS3 by defining what happens in KS4 and what assessments are being set up at 16 years of age.

The DfE website www.education.gov.uk for KS3 curriculum was last updated on 25 November 2011 and still quotes the 2007 programme of study and lists those Attainment Levels (L1-8 and Exceptional Practice). Watch this space!

Key Stage 4: The move to the EBacc is gathering pace - In the core academic subjects that make up the English Baccalaureate - English, mathematics, sciences, history, geography and languages – the Government intends to replace current GCSEs with new qualifications, to be called English Baccalaureate Certificates. The Government will be moving away from the competition between awarding organisations to sell their qualifications in these subjects. Instead of schools choosing between a number of competing GCSEs in these subjects, a competition will be held to identify a single suite of qualifications, offered by a single awarding organisation in each subject, for a period of five years. - Ofqual has already indicated that it has grave concerns about this see www.ofqual.gov.uk

The impact of the **E.Bacc** has been dramatic in a large number of schools, with a reduction in the opportunities for students to take D&T by either matching these in option columns against other more academic subjects (e.g. MFL) or simply removing some or most of them from the options completely. This has even happened to some highly successful departments with the explanation almost always about the national shift in political intentions / policy. In a few schools the opportunity has been taken to simply remove failing departments from the KS4 assessment figures. As a result of these sorts of option changes, the Gender imbalance in the different material aspects of our subject is returning. A big 'thank you' to members who have lobbied their MPs regarding the impact of the EBacc on D&T. Copies of the responses received are on the website. Interesting news breaking this morning regarding the unease within government re the EBacc <http://www.bbc.co.uk/news/education-21261443>. It is a debate that is crucial to follow.

The **ICT National Curriculum** has been 'disapplied' with schools free to develop their own curriculum. In some schools this means that D&T work in programming, control or PICs has become more valued - this includes those programmes that use flow diagrams to develop as well as those that have a computer assembler or higher level like language.

Vocational Course: The number of schools still running vocation courses has plummeted as a result of these not being recognised for league tables, even though the same schools recognise the important part they played in maintain motivation and relevance across the curriculum..

School leaving age: The move of an increase in the school leaving age to 17 (2013) and then to 18 (2015) remains BUT the definition of how this may be delivered is slow in being defined by DfE. It appears from information on the DfE site which has not changed since April 2012 that this 'education' may be in a school, college or in work-based training. Ironically - Local authorities have clear statutory duties in relation to post-16 participation - to secure sufficient suitable education and training provision and to support young people to participate. The 'September Guarantee' helps local authorities to fulfil these duties, and it is for them to agree with their partners – especially schools and colleges – how the process will operate in their local area.

Building Bulletins:

<http://www.education.gov.uk/schools/adminandfinance/schoolscapital/buildingsanddesign/baseline>

Schools will be essentially expected to be designed on the basis of exemplars produced for DfE. A set of guidelines for architects have been developed to replace BB81 for Design and Technology. The status of the former document is unclear, though risk assessments will remain key in establishing what can safely be installed and therefore what process can be carried out.

Further information on Priority Schools Building Programme can be found at

<http://www.education.gov.uk/aboutdfe/executiveagencies/efa/schoolscapital/a00209336/priority-schoolbuilding-programme>

Thanks to Jonathan Gershon



STEM update: www.stem.org.uk

STEM retains its government funding until 2015. The local STEMNET Advisory service will:

- Provide a secondary school service. That is they will meet with HoD's (at least 2 people in each school) to establish STEM needs. Schools should nominate a STEM lead.
- Provide STEM ambassadors in both Primary and Secondary phases.
- STEM club funding stopped in July but Gatsby is now funding contract holders enrichment and enhancement activities (network and support). Contract holders have to hold 3 network meetings for teachers a year (i.e. one per term)
- Contribute to the Big Bang event at Excel Centre in London March 14th -17th 2013
<http://thebigbangfair.co.uk>
- Organise local Big Bang events in June and July to correspond with Science and Engineering week.



www.nationalstemcentre.org.uk

The National STEM Centre works with partners to improve STEM education, and includes the UK's largest open collection of resources for teachers of science, technology, engineering and mathematics. The collections feature contemporary and archive materials, in addition to online resources through the [eLibrary](#). Which contains resource materials for both Primary and Secondary including all the 'Licence to cook' materials

Register for the weekly *PlaybackSchools* (Teachers TV Archive) Newsletter from the National STEM Centre at www.nationalstemcentre.org.uk

Our archive of materials formerly based at Ironbridge has now been sent to the National STEM centre in York who are in the process of cataloguing it and making it accessible. They are however always looking for materials and have recently requested 'Craft, Design and Technology in Schools: Some Successful Examples, by HMSO, 1980'

If you have this publication and are willing to donate or loan to the library they would be very grateful to hear from you. Contact <http://www.nationalstemcentre.org.uk/contact/form>, their full current 'wish list' is available at <http://www.nationalstemcentre.org.uk/what-we-offer/collections-wish-list>

Thanks to Barry Lewis

Ofsted: www.ofsted.gov.uk

The new Ofsted framework was introduced in September 2012. In summary schools will see the following key changes:

- 'Good' is now the minimum standard that Ofsted expects from schools. The current 'satisfactory' judgement is replaced with 'requires improvement' where schools are not inadequate but are not yet providing a good standard of education.
- A school must have 'outstanding' teaching to be judged 'outstanding'. Over time schools must show that 'outstanding' teaching is helping pupils make excellent progress.
- Inspectors will focus sharply on those aspects of schools work that have the greatest impact on raising standards
- Increased emphasis on pupils progress with special focus on disadvantaged pupils and the use of pupil premium
- Ofsted will continue to focus on four key aspects of a schools work (Achievement, teaching, behaviour and safety, and leadership and management) and also consider spiritual, moral, social and cultural (SMSC) development of children.
- Grading on a four point scale Outstanding (grade 1) Good (Grade 2) Requires improvement (grade 3) and inadequate (Grade 4)
- Notification of inspection immediate Schools being telephoned the afternoon prior to a visit.

Where can you get further information? www.ofsted.gov.uk

- The framework for school inspection from September 2012
- The school inspection handbook from September 2012
- Meeting technological challenges 2011 The most recent D&T subject report from Ofsted
- A training resource (PowerPoint and Pdf) for teachers of Design and Technology in Secondary schools useful for department meetings looking at comparing your department with national statistics, challenge in D&T in your school, creating the most effective teaching in D&T, ensuring best learning in D&T, effectively meeting the training needs for all those who teach D&T in your school. www.ofsted.gov.uk/resources/subject-professional-development-materials-design-and-technology
- Aiming for outstanding in Design and Technology (document) Looking at the criteria for Outstanding in D&T and how it can be achieved email pam.bolton@btinternet.com for a copy

Thanks to Ken Poucher

Health & Safety

D&TA is working with all of its RDTHSCs in identifying equipment which is unsuitable for use in schools. Some workshop equipment whilst suitable for hobbyists is manifestly inadequate for use in schools because of poor guards, unsuitable switch controls or generally flimsy and inaccurate construction. It is hoped that a dialogue with the major equipment suppliers can result in clearer descriptions of machines at the point of sale in terms of its suitability for use in schools and colleges. If any colleagues have first hand examples of unsuitable or unsafe equipment, please contact bernard.cooper@hants.gov.uk .

D&TA and NAAIDT have been working together to develop new safety training courses for site staff in schools, effectively expanding the availability of training for a broader range of equipment. Although initially provided for site staff and technicians in schools, this new training will provide valuable support for teachers who plan to teach vocational construction courses in the future. Check the D&TA H&S RDTHSC website for details.

Thanks to Bernard Cooper

National Association of Advisers and Inspectors in Design and Technology
January 2013

Resources:

Design for Life online learning resources at the V&A www.vam.ac.uk/designforlife

Useful resources developed from a three year national Design for Life museums project. The V&A worked with regional museums in Bolton, Brighton, Manchester, Sheffield and Gateshead. Each museum has developed book-able design sessions for schools around their collections. For those of us remote from these centres the main V&A website provides links to these activities and also offers generic design learning resources



New Initiative to engage youth employment in the food industry:

A new campaign has been launched to encourage 16-18 year olds to consider the exciting range of careers on offer in food and beverage manufacturing, as sector which has been perceived as being boring, low paid and all about 'hairnets' and 'wellies'.

The careers campaign went live at the 'Big Bang-science, engineering and technology fair' at NEC, Birmingham earlier this year where over 45,000 students, teachers and parents visited during the event. There are three fun 'You tube' videos entitled: Sugar Rush, Chilli Baby, and Awkward questions. The website <http://www.tastesuccess.co.uk> provides more information about the range of careers on offer within the industry and what's involved.

European Food framework:

The European Food framework is now available to download from www.europeanfoodframework.eu

The framework outlines the core skills, knowledge and understanding for young people in the areas of Diet (food and drink), Active lifestyles and Energy balance. The framework aimed at young people aged 5-16 years throughout Europe can be used as:

- an audit tool in schools to help plan lessons
- Support for curriculum development
- A guide for those developing resources for young people.

Five pilot projects were undertaken to produce resources to support the framework.

For details of these and other resources and to sign up for their newsletter can be found at www.europeanfoodframework.eu

Visible Learning for Teachers: Maximising impact on Learning by John Hattie

John Hattie's (Professor and Director of Melbourne Education Research Institute at the University of Melbourne, Australia and honorary Professor at The University of Auckland, New Zealand) ground breaking book 'Visible Learning' synthesizes the results of over 15 years research involving millions of students and represents the biggest collection of evidence based research into what actually works in schools to improve learning. This is proving to have a big impact on teacher inset and CPD in schools. A must read offering concise and user friendly summaries of the most successful implementation of visible learning and visible teaching in the classroom