# MENTOR DEVELOPMENT: Understanding the ITE Partnership Curriculum

## Design and Technology

Subject rationale

It is important that BSTs understand the reasoning behind why D&T is taught, the principles of the design process and how to work safely. By understanding these fundamental points at this early stage, robust teaching and learning can take place which can be built upon progressively. BSTs are introduced to D&Ts place within the curriculum, its potential for cross curricular links and strategies which support teachers to safely facilitate some practical activities. They explore sequencing within D&T and focus on fundamental types of tasks which align with the national curriculum and prepare pupils to design, make and evaluate. Through learning D&T during the sessions BSTs build upon their curriculum knowledge, sequencing learning and their own portfolio of examples which support them to teach in school and their future planning.

## **Sequencing the subject for each phase**

Phase 1: During this phase BSTs are encouraged to explore what the subject entails, it’s context in the curriculum and understand the principles which define an effective Design and Technology activity.

Phase 2: Building upon the understanding of the subject during phase 1 BSTs experience the specific types of activity in the D&T curriculum, notably investigate, focus tasks, and a design, make, evaluate challenge. Through hands on activities BSTs develop knowledge of investigation activities and how to manage a safe environment using appropriate tools and equipment to solve problems.

Phase 3: Here, BSTs broaden their knowledge of designers in the ‘made world’ in which we live. BSTs apply the knowledge gained in phases one and two to complete a design, make, evaluate challenge.

### How mentors can support BSTs in school

* ​​​​​​​​​​​​​​​​​​​​ ​​​​​​​Show BSTs existing SOWs for D&T in the primary setting.
* ​​​​​​​Ensure the BST knows where to find D&T resources.
* ​​​​​​​Consider ways for cross curricular work, for example with maths if teaching fractions could this combine with making biscuits in food? Can shapes and measuring be combined with making structures? How things move in science to make vehicles which have a source of renewable power?
* ​​​​​​​Provide opportunity for observation in different year groups to see progression of D&T.
* ​​​​​​​Through discussing planning and observing expert D&T teaching, consider pupils’ opportunities to engage with ‘disciplinary concepts’ of D&T.
* ​​​​​​​Share and discuss preparing a risk assessment for a D&T sequence of learning.
* ​​​​​​​Model how to give formative feedback to children about their learning, focusing on questions that support children to evaluate their learning and suggest improvements to their work.

### Indicative open access reading

1. Cross, A. (2008) Exploring Teacher Activity in Primary Design and Technology Lessons. Available at: [Exploring teacher activity in primary design and technology lessons | Design and Technology Education: An International Journal (ljmu.ac.uk)](https://openjournals.ljmu.ac.uk/DATE/article/view/1126)
2. Severs, A. (2019) 6 ways to get D&T right at primary (TES) Available at: [6 ways to get D&T right at primary | Tes Magazine](https://www.tes.com/magazine/archive/6-ways-get-dt-right-primary)
3. Ofsted (2011) Meeting technological challenges? Design and technology in schools 2007–10. Available at: [Meeting technological challenges: school design and technology provision - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/meeting-technological-challenges-school-design-and-technology-provision)