

Sponsored by NAAIDT

Gaining support and supporting others

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Seminar aims

- ◆ Professional skills and strategies for support
- ◆ Identifying the issues
- ◆ Where to get support
- ◆ Setting targets for improvement
- ◆ Funding and organising support
- ◆ Keeping up to date
- ◆ AST support case studies

Independent Consultancy Hugh Johnson

Consultancy

- London Challenge
- Local Authority work
- Regional Subject Adviser
- Interim management & courses
- Resource development

Training & CPD

- Pro/ENGINEER & Pro/DESKTOP accredited trainer
- West Midlands Digital D&T Support Centre
- Registered Design and Technology Health & Safety Consultant

Lecturing

- Post 16 Engineering & MA tutor - SHU
- BA Design & Technology Education - NTU
- PGCE Design & Technology / Engineering - NTU

Independent Consultancy work 2008-9



In the last year –

- ◆ London Challenge – 13 days in Newham schools supporting subject leaders, teachers and students
- ◆ Pro/ENGINEER and rapid prototyping courses for teachers as part of West Midlands Digital DT Support Centre
- ◆ Regional subject adviser work for New Curriculum – conferences and teachers meetings
- ◆ MA tutoring on SHU course
- ◆ Lecturing at NTU on BA DT Education course and PGCE DT and Engineering courses
- ◆ Developing teaching resources – Design Decisions resource
- ◆ Health & safety training and BSF advice – Isle of Man, Derby City ...

THE NATIONAL
ASSOCIATION
OF ADVISERS &
INSPECTORS IN
**DESIGN AND
TECHNOLOGY**

AST work

Martin Chandler



Primary

- Projects
- Advice for co-ordinators
- D&T courses

Secondary

- Working with HoDs
- Observations
- Project assistance
- School visits
- Local network



Pro/desktop

- Training teachers
- Use of rapid prototype machine

Teacher training

- PGCE workshops
- PGCE visits
- GTP observations

AST work 2008-9



In the last year –

- ◆ London Challenge - One day per week in Bethnal Green Technology College, working with all the department improving the teaching and learning. !!!!
- ◆ Pro/DESKTOP and Techsoft courses for local schools
- ◆ Primary support for established projects.
- ◆ One day per week support for new, young head of department in a school that is underperforming.
- ◆ London Challenge - Supporting a young teacher to develop her teaching.
- ◆ Development work in my own department

What type of help or advice do I need?

- ◆ CPD / staff development
- ◆ Leadership development – coaching/mentoring
- ◆ Development of teaching and learning
- ◆ Intervention
- ◆ Study support
- ◆ Self-review and development planning
- ◆ Curriculum development

The context

The role of a local authority advisor or inspector, advisory teacher, advanced skills teacher or leading teacher or a person working as an independent consultant require a range of skills which are different from those required to be an effective teacher in a school.

Profile for support

- ◆ Has sound subject knowledge/experience
- ◆ Has good interpersonal and communication skills
- ◆ Understands the emotional side of change
- ◆ Listens and hears
- ◆ Is able to adapt style to different audiences
- ◆ Is proactive
- ◆ Is reflective
- ◆ Acts as a change agent
- ◆ Challenges and supports

“Don’t waste time
watering stones”

Funding and organising support

- ◆ New Curriculum – Regional Subject Adviser Support – free until March 2010
- ◆ Join up with other schools to share costs
- ◆ Get involved in ITT – use the money to fund CPD
- ◆ Bids & grants – Comineus, SSAT etc
- ◆ Digital DT programme – regional support centres/hubs
- ◆ Commercial sponsorship

Where can I get help from?

- ◆ NAAIDT
- ◆ The Design and Technology Association
- ◆ Local Authorities
- ◆ ITT
- ◆ SSAT
- ◆ STEMNET
- ◆ Private companies
- ◆ Independent Consultants
- ◆ Conferences



Setting targets for improvement

- ◆ Clear vision, shared with everyone and regular updates
- ◆ Link them to your subject development plan and the findings from self-review
- ◆ Listen to student voice
- ◆ SMART targets
- ◆ Link them to whole-school targets – ECM agenda
- ◆ Don't set too many
- ◆ Success criteria – what will you see, hear etc in a year's time in your department as a result of this?

Working outside your specialism

- Secondary teacher in primary
- Primary teacher in secondary
- Food teacher in Resistant Materials
- Graphics teacher in Textiles
- D&T teacher in other subjects –
e.g. geography

Working outside your specialism

- ◆ Confidence in your own ability to recognise good teaching.
- ◆ Able to work with range of people.
- ◆ Able to inspire confidence in others and build on their strengths.
- ◆ Bring people with you.
- ◆ Build on their suggestions and develop a dialogue.
- ◆ No need for confrontations!

- ◆ NAAIDT - Expertise at the end of a phone.

Working outside your specialism

- ◆ Are all the pupils engaged from start to finish?
- ◆ Is the work interesting and stimulating?
- ◆ How confident is the teacher?
- ◆ What do the pupils actually do?
- ◆ What do the pupils learn?
- ◆ How well is the lesson managed?

AST work

The introduction -

Directed via Headteacher or
Advisory service.

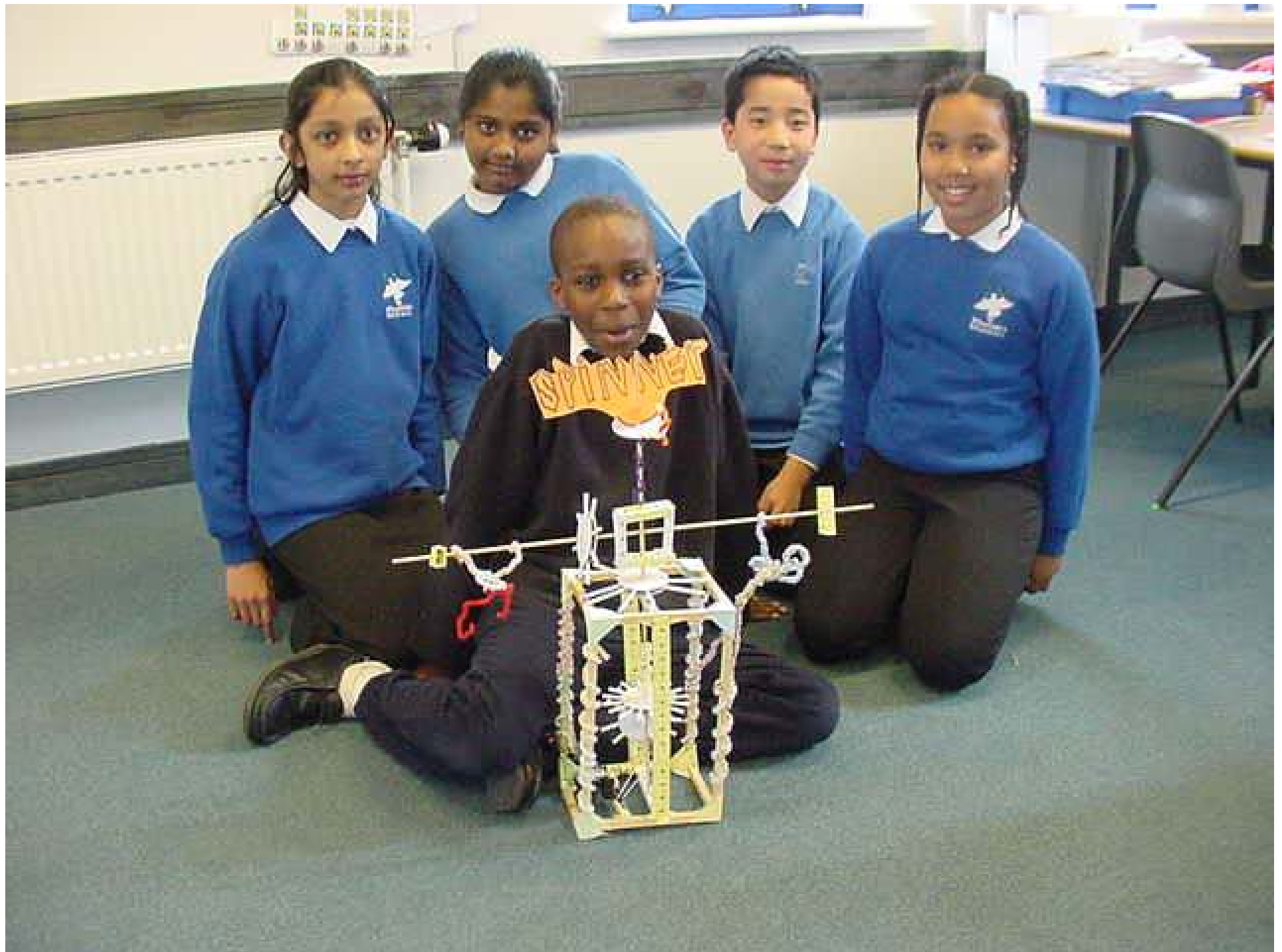
Contacted directly from school
Courses advertised.



The approach –

Phone conversation to set the context.

Introductory visit to set the rules of engagement.



AST work



The deal –

With whom are you working?

Time scale, each visit and how many?

What are the objectives?

What are the success criteria?

Who is calling the shots?

What are your own goals?

(Payment – when, what, from whom, who has authority?)

Be aware of others' agendas!

Aims of Primary Project

Project Design

- ◆ Collaboration with year 5&6 teachers.
- ◆ To provide a making project for year 5&6 pupils.
- ◆ To use the time to work with teachers to build their confidence so they could take on the project subsequently.
- ◆ QCA schemes & DATA support sheets use the fairground rides as a basis.
- ◆ Time to last ½ day for 5 to 6 weeks.
- ◆ Consideration of numbers & resources.
- ◆ I am to provide resources from Technology College Community budget.





Year 2 - Cranes

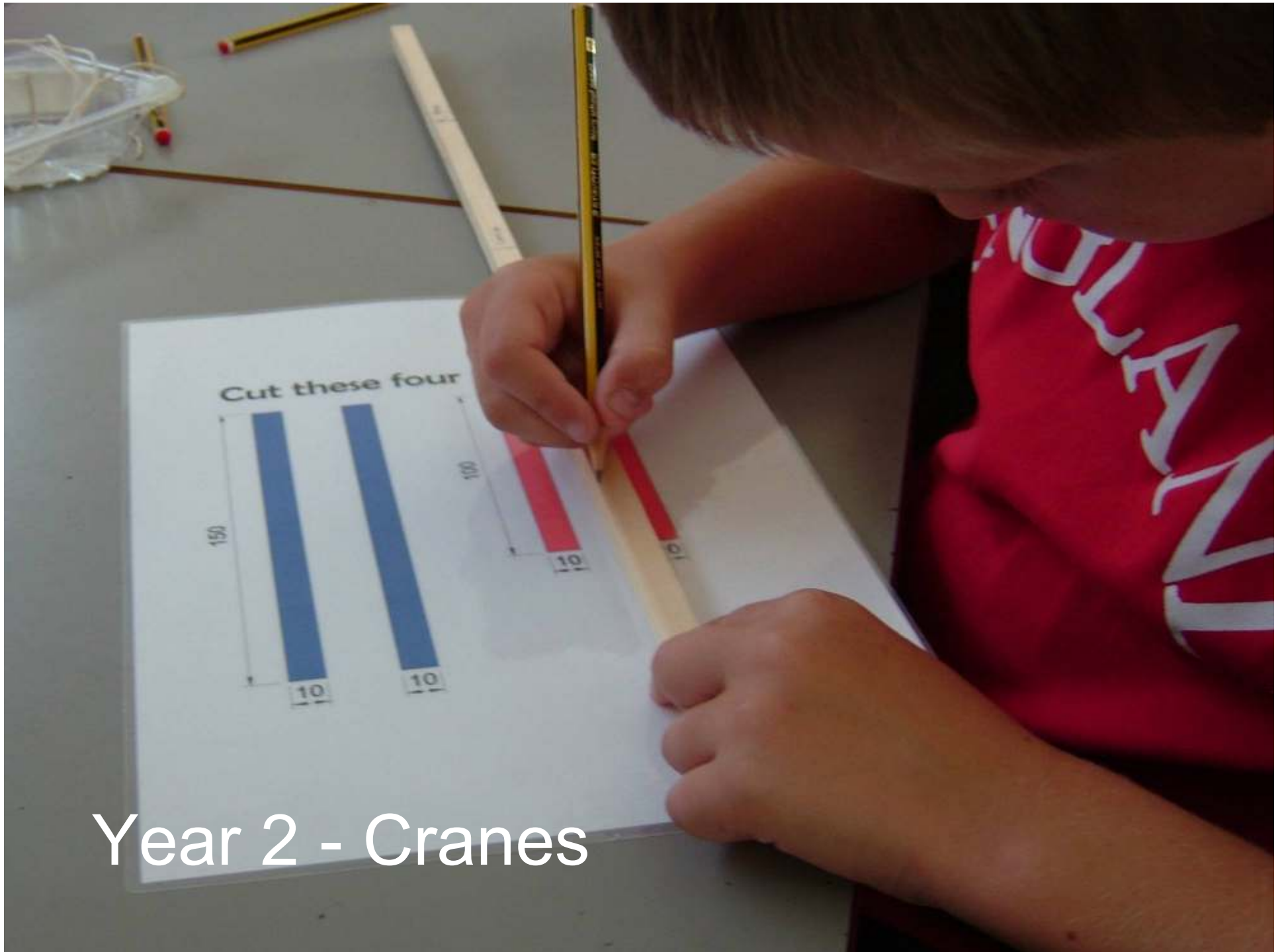
My specification



- ◆ All pupils must succeed.
- ◆ Final product to be proud of!
- ◆ Should be designed around group work.
- ◆ The teachers must feel confident enough to teach it afterwards.
- ◆ Must integrate with relevant KS2 English, maths & science + others (environment etc)
- ◆ Must be able to work in a normal primary school classroom.

Fairground

Cranes



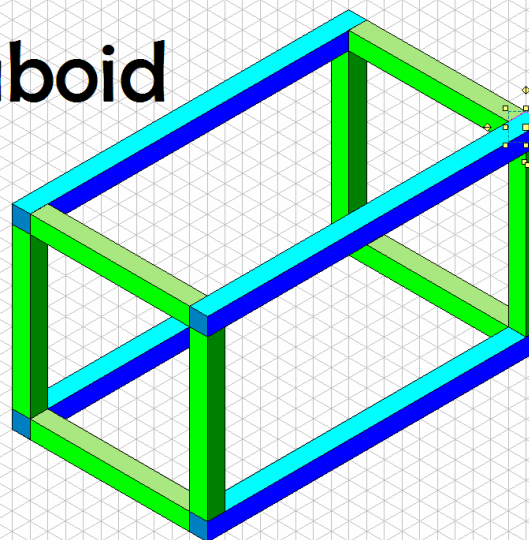
Year 2 - Cranes

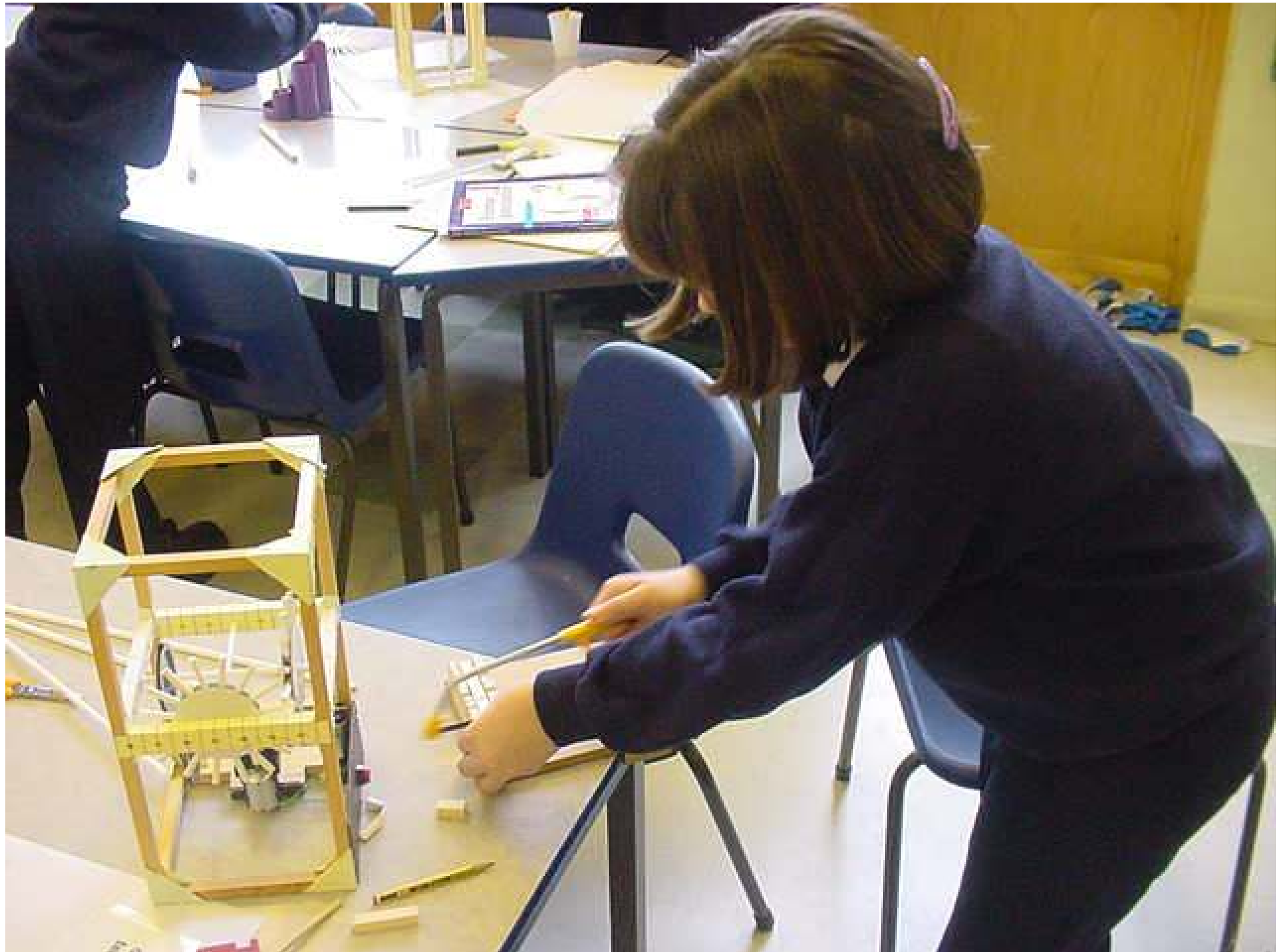
Primary school project

- ◆ Designed to give the pupils and staff a positive resistant materials experience.
- ◆ Using a common basic structure and systems ensures a quick start and focus for design work.



Cuboid





Create a climate of enjoyment and achievement through the teaching of design and technology.



Build a sense of excitement and purpose.

Provide a range of opportunities for every pupil and teacher to take part in an enjoyable inspiring experience every year.



Spec



Year 2 - Cranes

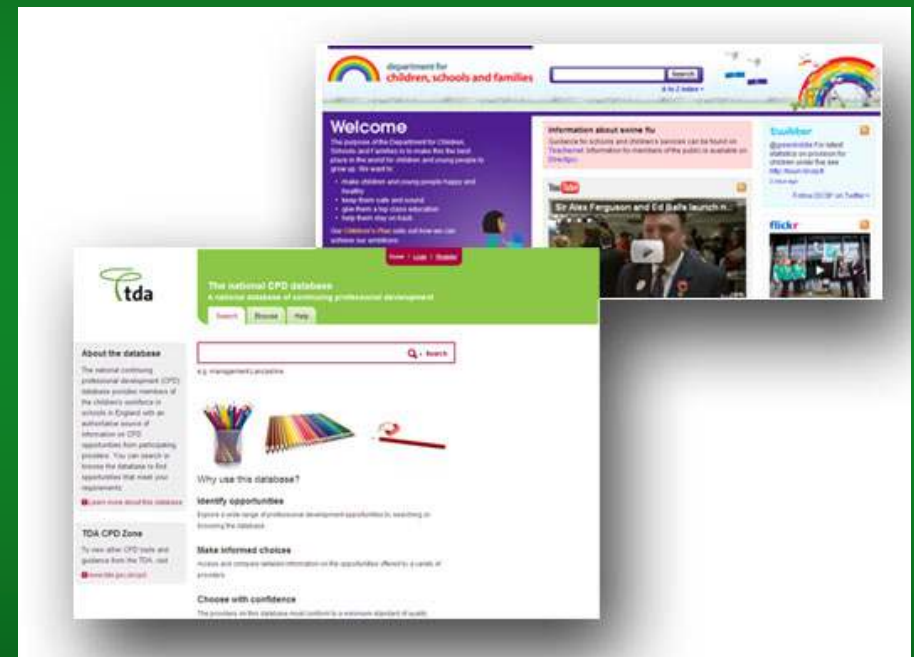
[spec](#)

Key issues in the implementation of innovation in schools

- ◆ a shared understanding between teachers and SLT
- ◆ incompatibilities between the innovation and teachers' values
- ◆ necessary resources and administrative arrangements planned.
- ◆ sources of ideological and practical conflict should be anticipated and planned for.
- ◆ don't assumed that teachers have the professional skills necessary
- ◆ support should be presented to teachers as packages which they can develop using their own initiative.
- ◆ it should not be assumed that more fundamental changes in teaching or in the authority structure of schools will automatically follow.
- ◆ teachers should be able to perceive some sort of reward for changing their behaviour if they are to have the incentive to move forward

Keeping up to date

- ◆ Join - NAAIDT, D&TA etc
- ◆ DcFS – sign up for emails, Twitter or **friendfeed**
- ◆ Attend conferences and become involved in action research
- ◆ MA courses



Further help or support:

For further help or support please visit the NAAIDT Advice Centre stand A20 in the main hall or contact NAAIDT via the website at:

www.naaidt.org.uk

**Consultants Conference
Wednesday 16th December 2009
Resource Centre, Islington**