

**Spring & Summer
2012**

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EDUCATIONAL

“opening new doors
in teaching and learning”



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New Courses
Spring & Summer 2012

Design & Technology Teacher Courses

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Design & Technology Teacher Courses

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OUR COURSE LEADERS AND CONSULTANTS

Clive Buckler was Head of Faculty in a large comprehensive school in Warrington. This school was in the second tranche of schools to achieve Engineering College Status. This enabled him to become a Lead Practitioner with the Specialist Schools and Academies Trust (SSAT). He has also been a moderator for D&T Resistant Materials for over ten years and has been a ‘Registered Design and Technology Health and Safety Consultant’ (RDTHSC) with the Design and Technology Association for 8 years. He has taught all age ranges from ‘Early years’ to A level and since taking early retirement from teaching has been a consultant specialising in Health and Safety in D&T as well as supporting work in Primary and Secondary Schools. He is a trainer for ‘Primary Engineer’, a national initiative promoting higher standards in primary D&T.

Nicola Deacon is currently a Head of Department at an inner London academy, a senior examiner and senior moderator for a leading examination board and a published author with Nelson Thornes and Hodder Education. Formerly an Advanced Skills Teacher, Nicola’s breadth of experience through Key Stages 3 to 5 and across the full range of material specialisms enable her to give expert advice and take a whole department approach to improvement. Nicola’s first subjects are Textiles and Product Design which she has taught at Key Stage 3, 4 and 5 throughout her teaching career. In her current teaching role, Nicola has designed and implemented a new approach to Design & Technology with a greater focus on CAD CAM, a development which included designing a new suite of workshops and specifying an impressive equipment list to complement the new direction.

Kevin Jones and **Mary Southall** are consultants who are passionate about the value of design education, and have substantial knowledge and understanding in a range of key education issues. As a successful HoD Kevin raised ‘A’ level numbers from 4 to 100 inside 7 years and established a professional design company working within the department alongside his students. He is also the author of the D&TA publication: *Your department: is it working?* Mary was also a successful HoD and in 2001 managed to gain 100% grade A’s at ‘A’ level from a group of 23 students! Mary is author of the D&TA publication: *Making your case for...* Kevin is an Advanced Skills Teacher and has been a senior leader in two schools, having spent five years as the National Specialism Coordinator: Technology Colleges, for the Specialist Schools and Academies Trust. Mary is also an AST and was Tim Brighthouse’s first Commissioner Teacher for London Challenge. They established Attainment Partnership (www.attainmentpartnership.org.uk) in 2006. Both he and Mary have substantial experience at working in a variety of schools with the primary objective of raising attainment.

Barry McGregor taught design and technology for 29 years. He is currently a GCSE Moderator. He has been part of the *CAD in Schools* initiative since 1999 being an accredited trainer. He worked for the SSAT as the National Specialism Coordinator: Engineering Colleges and has extensive experience in delivering INSET. He has been awarded the D & T Award for Subject Leadership; he is also a former Head of Department/Head of Faculty/Senior Teacher.

Barbara Rathmill is a Food Technology teacher with 32 years’ teaching experience including being Head of Department in a Technology College. In 2000 she was trained to deliver practical training to Primary School teachers to support their food work. She has also trained higher level teaching assistants who support in Food Technology lessons. Since 2008 she has been a registered trainer in Food Safety for the Chartered Institute of Environmental Health and provided training for schools and pupils.

Brian Russell is an experienced teacher and ITT/ CPD trainer for D&T. He is Director of D&T at a highly successful City Academy which has a national reputation for this subject. He developed AQA’s GCSE Product Design course which is the only D&T specification in the UK to be expanding. He has written a range of very successful revision guides and text books and has worked as a Principal Moderator and Chief Examiner for a leading awarding body.

5525: *Succeeding at A level Product Design (Textiles) and 'wowing' in the art college interview*



COURSE DESCRIPTION & AIMS

This intensive and practical one-day course is designed for textiles teachers teaching A level Product Design (Textiles) who want to raise attainment levels and results and who might have students applying to design courses in HE. The course, led by an experienced textiles teacher and senior examiner and moderator, will focus on:

- Structuring a fast paced, effective and interesting course
- Promoting creativity to ensure high marks for designing and development in coursework
- Developing an art portfolio approach to A2 coursework

What are the benefits of attending this course?

By the end of this course, delegates will have:

- Experienced new strategies to get them designing
- Learned how to approach development tailored to the individual student
- Increased their understanding of how to structure progression from GCSE coursework through AS to A2 and beyond
- Increased their understanding of how to cover some of the exam topics through practical making activities
- Considered a change of approaches at AS
- Developed their own resources to use in the classroom

VENUE & DATE

London
Monday 02 July 2012

COURSE LEADER

Nicola Deacon
(see page 3)

WHO SHOULD ATTEND?

Textiles teachers delivering GCE Product Design (Textiles), Heads of Design & Technology, Design & Technology NQTs.

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE CD-Rom** containing a wealth of teaching materials

THE PROGRAMME

10.00 – 11.00am: *Shaping and structuring a good course*

- AQA GCE Product Design (Textiles) – making sense of the specification requirements
- Moving on from GCSE – planning for progression through AS to A2
- A practical activity to take back to school

11.00 – 11.15am: *Discussion: coffee break*

11.15 – 12.30pm: *Taking a portfolio approach to AS coursework*

- Evidencing the assessment criteria through a combination of made outcomes, sampling and design work
- Covering the exam topics through making activities
- A fashion approach
- What if I don't want to do fashion?
- Practical activities to take back to the classroom

12.30 – 1.30pm: *Lunch and informal discussion*

1.30 – 2.45pm: *Showcasing their talent through the A2 coursework project*

- Choosing an innovative personal research topic
- No marks for research – how does that work?
- Starting with creativity – a different approach to generating exciting design ideas
- Development – where to now?
- Testing and Evaluation – have you got it covered?
- Practical activities to take back to the classroom

2.45 – 3.00pm: *Discussion: afternoon tea*

3.00 – 3.30pm: *The A2 exam – bringing the content to life*

- Covering the exam topics through making activities
- How to reach the top grades and wow the examiners

3.30 – 3.45pm: *Final presentations*

- Questions

5526: Raising the bar at 'A' level Product Design: improving designing skills at A level Design and Technology to maximise examination success

NEW
COURSE

COURSE DESCRIPTION & AIMS

This course focuses upon the design aspect of 'A' level Product Design – OFSTED: 'still the weakest aspect of the subject!'

The course will provide numerous strategies to support the designing element at A Level through practical, student-friendly sessions. It will give practical advice on how to teach designing really well through case studies and exemplars. It will provide clear targets for introducing progression in terms of making the leap from GCSE to 'A' level designing skills. Depending upon the context and needs of the department, a clear vision regarding designing will be discussed that will feed into an action plan.

OFSTED: D&T teachers are good at teaching HOW to make but POOR at teaching HOW to design.

What are the benefits of attending this course?

- Produce a realistic action plan for introducing design strategies that will raise the bar for your students
- Practical experience of design strategies and where they can be used appropriately
- Develop a clear vision for progression from KS4 to KS5
- Clear strategies for starting a unit of work in a creative fashion
- Creative strategies for initial ideas and development of ideas
- Exemplars that can be used in the classroom tomorrow!
- Take away action points to work on back at school
- New ideas to support your students design with confidence

THE PROGRAMME

10.00 – 10.45am: Issues with the designing in D&T

- National picture: Product Design
- Issues with designing/progression in designing
- How schools have tackled problems with designing
- Embedding design activities within the department to enhance achievement

10.45 – 11.10am: Discussion: coffee break

11.10 – 11.40am: Practical strategies: creative starting points

- A range of practical strategies for potential starting points for D&T A Level units
- Examples of effective work and how they were achieved
- 'Designing for the individual user' – practical session

11.40 – 12.15pm: Generating a range of creative initial ideas

- Practical session working through several of the designing strategies including morphological analysis, designing through modelling and CAFEQUE techniques

1.00 – 2.00pm: Lunch and informal discussion

2.00 – 3.00pm: Creative strategies for developing your ideas

- Issues with the development stage – exemplification
- Practical strategies to support the development stages in a design process
- Examples of good development stages
- Impact on attainment levels in your school
- Action points to take away

3.00 – 3.40pm: The examination perspective: improving results

- How to improve performance in the coursework and the theory papers
- From an examiners perspective: where students often fall down and miss out on the higher grades
- Improving grades

Tea and coffee will be provided informally as we work through this session

VENUE & DATE

London

Wednesday 27 June 2012

COURSE LEADER

Kevin Jones and Mary Southall
(see page 3)

WHO SHOULD ATTEND?

- Subject Leaders
- Classroom teachers
- NQT's

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE CD-Rom** containing a wealth of teaching materials

5527: Making controlled assessment work in 45 hours: practical strategies for AQA GCSE Product Design Product Design and Resistant Materials

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NEW
COURSE

COURSE DESCRIPTION & AIMS

Traditionally, D&T GCSE projects have often taken in excess of 100 hours to complete and this can be viewed as a waste of time for both teachers and students. AQA's assessment criteria allow teachers to plan and deliver the controlled assessment tasks in a more holistic manner without the reliance upon "hoop-jumping". The use of electronic portfolios allows students to present their design thinking in a wide variety of ways including voice files and video and this can be motivational, especially for boys who traditionally underperform in this area.

This hands-on course will explore a range of strategies which have been trialled in a very successful school and will help teachers to structure the tasks to reduce workload and increase attainment. The controlled assessment tasks chosen as a vehicle for the practical sessions are suitable, with little adaptation, for both AQA's Resistant Materials Technology and Product Design. Many of the strategies are suitable for a wider range of tasks and might well influence the way KS3 and the first year of the GCSE course is delivered.

What are the benefits of attending this course?

- Improved grades for Unit 2 at GCSE
- Reduce some of the stress from delivering the controlled assessment tasks
- Experience some of the strategies which have been tested in the classroom
- Take away samples which can be used as part of your teaching
- Sharing good practice
- How to structure and deliver a highly efficient programme of study to help students reach their full potential
- Take away a comprehensive DVD of additional resources

THE PROGRAMME

10.00 – 11.15am: Time to change the way we deliver D&T?

- Questioning "the design process" and whether it is the best model to use
- Deciding what is important evidence to submit to the moderator
- Exploring target users and design criteria

11.15 – 11.30am: Discussion: coffee break

11.30 – 1.00pm: Practical session RMT task PD task 19 MP3 speaker units

- Making the task as realistic as possible
- Presenting design ideas
- Exploring sublimation printing to add details
- Getting the best results and outcomes for your students

1.00 – 2.00pm: Lunch and informal discussion

2.00 – 3.30pm: Practical session RMT task 6 PD task 12 lighting

- Creativity from observational drawings
- Exploring "polyfusion" techniques to recycle plastics
- Practical strategies to take away

3.30 – 3.45pm: Plenary group discussion on practical outcomes

- Feedback on what to do back at school
- Top tips to take away



VENUES & DATES

London

Monday 02 July 2012

Manchester

Thursday 05 July 2012

COURSE LEADER

Brian Russell (see page 3)

WHO SHOULD ATTEND?

- All teachers of AQA GCSE Resistant Materials Technology and Product Design
- Curriculum managers for D&T
- Teachers who are considering changing to AQA D&T specifications
- NQTs

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE DVD** containing a wealth of teaching materials and contains almost everything a teacher would need to deliver the Product Design course. A considerable amount would also suit RMT

5528: GCSE Design & Technology – AQA Product Design: improving outcomes with the written paper



COURSE DESCRIPTION & AIMS

Whilst it can be argued that there is often little difference between the designing and making outcomes from GCSE D&T: Product Design and the focus material specifications, the written examinations are very different. This examination represents 40% of the total assessment and should therefore represent 40% of the GCSE lessons.

This hands-on course will explore a range of strategies which will help teachers to structure the GCSE course so that students are well prepared to reach their full examination potential in the written paper. Many of the topics can be delivered through practical designing and making activities rather than dry theory lessons and many of these will be explored during the day. We will also explore some of the mistakes students regularly make when taking this paper. The materials provided have been used for a number of years and have a track record of increasing attainment in the written paper.

What are the benefits of attending this course?

- Improve grades for Unit 1 at GCSE
- Delegates should be able to plan a coherent course which will cover the entire subject content
- Experience some of the activities which students would undertake
- Sharing good practice
- Take away practical strategies which can be used immediately
- Take away a comprehensive DVD of additional resources

VENUES & DATES

Manchester
Monday 18 June 2012

London
Monday 25 June 2012

COURSE LEADER

Brian Russell (see page 3)

WHO SHOULD ATTEND?

- All teachers of AQA GCSE D&T: Product Design
- Teachers who are considering changing to AQA D&T: Product Design
- Curriculum managers for D&T
- NQTs

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE DVD** containing a wealth of teaching materials and contains almost everything a teacher would need to deliver the Product Design course. A considerable amount would also suit RMT

THE PROGRAMME

10.00 – 11.00am: Planning a coherent course

- Understanding the subject content and what needs to be taught and to what level
- Analysing patterns in examination papers
- Understanding what examiners want to see
- How to reach the key grades

11.00 – 11.15am: Discussion: coffee break

11.15 – 12.30pm: Dealing with the designing question

- The role of the pre-release paper
- Adequately preparing students for examination success
- Experience a design question within the time allowance
- Highlighting and overcoming common weaknesses in student responses

12.30 – 1.30pm: Lunch and informal discussion

1.30 – 2.30pm: Practical session: organising a production line

- Creating an efficient production line in school
- Experiencing different roles within a production line
- Highlighting common weaknesses in student responses
- How to improve student answers and grades

2.30 – 3.30pm: Other key topics and strategies for success

- Human factors
- Sustainability
- ICT in manufacturing
- Making use of the examination room

3.30 – 3.45pm: Plenary group discussion

- Question forum
- Top tips to take away

5529: AQA GCSE Product Design – ‘doing it in textiles’



COURSE DESCRIPTION & AIMS

This intensive and practical one-day course is designed for textiles teachers teaching GCSE Product Design who want to raise attainment levels and results. The course, led by an experienced textile teacher and senior Product Design examiner and moderator, will focus on:

- Structuring a fast paced, effective and motivating course
- Promoting creativity to ensure high marks for designing and development in Controlled Assessment
- Top tips and strategies to prepare for the examination

What are the benefits of attending this course?

By the end of this course, delegates will have:

- Experienced new strategies to get them designing
- Learned how to encourage development through two different approaches
- Learned how to use the pre-release statement to prepare students for the exam
- Increased their understanding of how to structure a successful course
- Increased their understanding of how good Product Analysis can raise attainment throughout the design folder
- Developed their own resources to use in the classroom

VENUE & DATE

London

Friday 29 June 2012

COURSE LEADER

Nicola Deacon
(see page 3)

WHO SHOULD ATTEND?

Textiles teachers delivering GCSE Product Design, Heads of Design & Technology, Design & Technology NQTs.

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE CD-Rom** containing a wealth of teaching materials

THE PROGRAMME

10.00 – 11.15am: Shaping and structuring a good course

- AQA GCSE Product Design – making sense of the specification requirements
- What to do in year 10 – building key skills
- Planning a mini CAT
- A practical activity to take back to the classroom

11.15 – 11.30am: Discussion: coffee break

11.30 – 12.30pm: Working through a Controlled Assessment Task

- Tackling a Controlled Assessment Task in textiles
- Starting with Product Analysis – a logical approach to designing and development
- Coming full circle – evaluation is just another Product Analysis
- A practical activity to take back to the classroom

12.30 – 1.00pm: Preparing for the examination

- Tackling the Pre-Release statement – a textiles approach
- Preparing students to succeed in the exam
- A practical activity to take back to the classroom

1.00 – 2.00pm: Lunch and informal discussion

2.00 – 3.00pm: A different approach to another Controlled Assessment Task

- Tackling another Controlled Assessment Task in textiles
- Starting with creativity – a different approach to generating exciting design ideas
- Development – where to now?
- Testing and Evaluation – testing with the user group makes sense surely?
- Practical activity to take back to the classroom

3.00 – 3.15pm: Discussion: afternoon tea

3.15 – 3.45pm: Final presentations

- Top tips and avoiding pitfalls
- Questions

553 I: Maximise exam success with Graphic Products through innovative use of 2D and 3D CAD software



COURSE DESCRIPTION & AIMS

CAD/CAM can play an important part in developing pupils' skills within D&T. Pupils need to understand how 2D and 3D CAD can enhance their GCSE Assignments with the possibility of attaining higher marks in their GCSE Controlled Assessments. The course will show how to develop 2D design and 3D modelling skills through the generation, development, modelling and the communication of design proposals. The course will also show how to develop video tutorials for pupil use both at school and at home. Consideration will also be given to recent Ofsted reports.

After an initial introductory session, the rest of the day will be hands-on and fully practical. Delegates will be taken through a range of workshops with practical strategies to take away which will be of direct use in raising student attainment and motivation levels.

What are the benefits of attending this course?

- Review the latest Ofsted report – *Meeting technological challenges? Design and Technology in schools*
- Software as part of the Design and Make process
- The use of video tutorials
- Understand common issues in Controlled Assessments
- Increased your understanding of CAD/CAM within the specifications
- Develop CAD skills through 2D Design
- Develop CAD skills through 3D software

VENUE & DATE

London
Thursday 21 June 2012

COURSE LEADER

Barry McGregor
(see page 3)

WHO SHOULD ATTEND?

All teachers of GCSE Graphic Products.

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE CD-Rom** containing a wealth of teaching materials

THE PROGRAMME

9.45 – 10.15am: Key CAD issues within school/Ofsted reports: discussions

- Unpicking the big issues: where students often go wrong in examinations
- Addressing key feedback from the examination boards and Ofsted: improving student performance
- How to link CAD/CAM work directly to the assessment
- Good examples of students' CAD/CAM work – how to achieve excellent results
- Discussion and initial sharing of good practice

10.15 – 11.15pm: CAD/CAM within GCSE Specifications

- Maximising the opportunities and potential of CAD/CAM within the GCSE specifications
- How to use CAD/CAM to improve students' results
- Examples of outstanding students' work –how to achieve this
- Understanding how CAD/CAM relates to assessment criteria

11.15 – 11.30am: Discussion: coffee break

11.30 – 12.45pm: Hands-on session: developing 2D design skills

- Top tips for 2D design
- How to improve student outcomes with their 2D design skills
- New strategies for package design

12.45 – 1.30pm: Lunch and informal discussion

1.30 – 2.30pm: Hands-on session: producing video tutorials: an innovative tool to drive student independent learning

- Using and exploiting the free software: *CAMMstudio*
- Producing high quality video tutorials for 2D/3D design work
- How to create great tutorials which can be used for effective differentiation, independence and extension work
- How to make sure the tutorials make maximum impact and improve students' attainment

2.30 – 3.45pm: Hands-on session: developing 3D design skills

- How to use the software well for great design work
- Practical tips to engage students and achieve outstanding outcomes
- New techniques to add the 'wow' factor

3.45 – 4.15pm: Plenary, final top tips and discussion

5532: Design and Technology Health and Safety – DATA/TDA Accredited Core Level Training



COURSE DESCRIPTION & AIMS

Delegates will develop an essential knowledge of the key issues affecting health and safety in the Design and Technology faculty. They will identify the evidence required to complete a personal portfolio of evidence, a key requirement for final accreditation. They will learn about the implementation of good working practices appropriate to their department and subject specialism(s).

Delegates will be required to complete and submit their portfolios in an agreed format and by an agreed date to the course leader, following the course, for checking and final accreditation with the Design and Technology Association (DATA).

What are the benefits of attending this course?

- Understand the broader issues affecting health and safety in the school D&T environment
- Become aware of the regulations and regulatory bodies which directly affect work in D&T in schools
- Understand the current, relevant, health and safety responsibilities and liabilities in their role in the faculty
- Learn how to produce risk assessments in a variety of formats
- Work with others to identify issues affecting their faculties and schools
- Know how to produce a personal portfolio of evidence which identifies areas of health and safety necessary for the maintenance of good working practices
- Gain awareness of the standards set out by DATA/TDA for good health and safety practice in D&T
- **Receive official DATA accreditation**

VENUE & DATE

London

Wednesday 20 June 2012

COURSE LEADER

Clive Buckler
(see page 3)

WHO SHOULD ATTEND?

This course is aimed at teachers, teaching assistants and technicians who work in any of the D&T subject areas. It is also particularly useful for trainees and NQTs.

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE CD-Rom** containing a wealth of teaching materials

THE PROGRAMME

10.00 – 11.00am: Introduction to the DATA/TDA H&S Scheme

- Key documents and background to the scheme
- Myths, whispers and misunderstandings – H&S reality check
- Developing a department strategy through the H&S audit
- Additional levels and extensions within the scheme

11.00 – 11.15am: Discussion: coffee break

11.15 – 12.30pm: Regulations and Regulatory Bodies

- Health and Safety Executive (HSE) website and support
- The impact of P.U.W.E.R. 98
- Other key regulatory documents and their influence
- COSHH regulations and how to use COSHH information documents

12.30 – 1.30pm: Lunch and informal discussion

1.30 – 2.45pm: Risk assessment – practice and pitfalls

- Case study – serious circular saw accident
- Risk assessment – facts and fallacy
- Risk assessment – adapt and adopt. Using generic risk assessments in your department
- Risk assessment – DATA new risk assessment format

2.45 – 3.00pm: Discussion: afternoon tea

3.00 – 4.00pm: Preparing your Portfolio of Evidence for accreditation

- DATA/TDA the 43 core standards
- Portfolio check list and examples
- What should be yours and what can you share with your department?
- Submitting the portfolio – different formats and a deadline to suit all

5533: Improving Grades in GCSE Design and Technology: Resistant Materials (focus on improving outcomes with lower ability boys and C/D borderline students)



COURSE DESCRIPTION & AIMS

This course is specifically designed for schools delivering the GCSE examination who need to develop strategies to improve grades, particularly with lower ability boys and at the C/D borderline. The approach followed is generic and can be transferred to the exams of any of the major GCSE boards. We will be examining the main GCSE specifications to identify aspects which impact on attainment and how this information can be used to improve outcomes. We will also take the opportunity to look at how schools can overcome problems caused by the variance in quality and types of equipment available.

What are the benefits of attending this course?

By the end of this course, delegates will have:

- Learnt how to break down specifications into manageable parts
- Learnt how to use a Gantt chart to enhance the planning of coursework for their classes
- Developed an understanding of how to provide learners with shorter, manageable deadlines to aid self-assessment and progress
- A new bank of strategies to improve the performance and grades of the lower ability students
- Increased understanding of the importance of the written examination and looked at ways of improving attainment in this unit: maximising examination success
- Begun to develop their own strategies for maximising grades in the practical part of the controlled task

VENUE & DATE

London

Wednesday 27 June 2012

COURSE LEADER

Clive Buckler
(see page 3)

WHO SHOULD ATTEND?

All teachers of GCSE D&T Resistant Materials.

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE CD-Rom** containing a wealth of teaching materials

THE PROGRAMME

10.00 – 11.00: The Subject Specification(s) and the implications for different learners

- Detailed analysis of a specification
- Implications of the different units on different types of learners and groups
- Strategies for improving attainment
- How to focus attention and boost initial understanding: lower ability boys and C/D borderline students

11.00 – 11.15am: Discussion: coffee break

11.15 – 12.15pm: Planning for the Controlled Task: supporting C/D borderline students

- Developing short term deadlines
- Self-assessment and self-evaluation
- Project planning using Gantt charts
- How to move Ds and Es to grade C
- Maintaining high levels of student motivation

12.15 – 1.15pm: Lunch and informal discussion

1.15 – 2.15pm: Raising attainment: the Making Process – hand skills alongside CNC outcomes

- Limitations in equipment and how these can be overcome
- Choosing the right project – size isn't everything
- The importance of balance – choosing the right equipment, materials and processes
- Challenging and supporting all students to reach their potential

2.15 – 2.30pm: Discussion: afternoon tea

2.30 – 3.30pm: Improving grades in the written exam and the importance of theory work

- Comparing the proportion of marks for this unit and other units
- Seeing the assessment challenges through the eyes of a lower attaining student: overcoming common pitfalls
- Strategies for encouraging lower achievers to improve attainment in this unit
- ICT based support such as Moodle

3.30 – 3.45pm: Plenary

5534: *Enhancing your teaching of GCSE Food Technology: a course for NQTs, non specialists or those with limited experience of teaching GCSE Food Technology*



COURSE DESCRIPTION & AIMS

This intensive one-day course is designed for teachers of Food Technology who are new to the subject as an NQT, non specialist or with limited GCSE teaching experience. The course will be led by an experienced teacher with a wealth of teaching skills as well as experience of delivering CPD.

The day will focus on:

- Managing the Food Technology room for all activities eg demonstrations, practical work etc whilst ensuring good food safety
- How to structure and teach good lessons across all stages and level of ability
- Demonstrating a range of techniques and strategies which will enable students to reach their full potential
- Exploring strategies for supporting students of all abilities

What are the benefits of attending this course?

By the end of this course, delegates will have:

- Developed their understanding of how to structure an outstanding course to inspire and challenge students as well as raise standards
- Developed meaningful teaching and learning strategies to implement in the classroom
- Increased their understanding of how to deliver all aspects of the GCSE courses meeting the examination board's criteria
- Extended and developed their confidence in planning, delivering and assessing a good lesson in Food Technology

THE PROGRAMME

10.00 – 11.00am: *Shaping and structuring an outstanding lesson in GCSE Food Technology*

- Using the 3 part lesson structure – starter, main and plenary
- Addressing differentiation; assessment/ progression; questioning and AfL
- Ensuring good lesson objectives are shared with the students at the start of the lesson as well as success criteria
- Analysing lesson planning strategies

11.00 – 11.20am: *Discussion: coffee break*

11.20 – 12.30am: *Managing the Food Technology room*

- Creating a safe environment in which the students can work well
- Demonstrating skills and knowledge to the students with confidence
- Addressing the importance of health and safety in food technology: this cannot be overstated

12.30 – 1.00pm: *Getting started with GCSE Food Technology*

- What is available and deciding which examination board to choose for your students
- An introduction to the components of the exam and grade boundaries; addressing the specifications
- Understanding the skills that students need to demonstrate to move up the grade boundaries

1.00 – 2.00pm: *Lunch and informal discussion*

2.00 – 3.20pm: *Delivering outstanding GCSE Food Technology courses*

- How to develop a course structure; schemes of work and lesson plans
- Step by step guide to the controlled assignment
- Motivating students to achieve their potential; structured guidance; assessment; coaching and revision
- Examples of outstanding lessons to take away and use

3.20 – 3.45pm: *Final Presentation: the way forward and resources available to achieve high standards*

- Looking forward and planning for back at school
- Analysis resource materials available to support Food Technology
- Issues, questions and depart

VENUE & DATE

London

Friday 06 July 2012

COURSE LEADER

Barbara Rathmill

(see page 3)

WHO SHOULD ATTEND?

A course for NQTs, non specialist teachers or those with limited GCSE teaching experience.

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE CD-Rom** containing a wealth of teaching materials

5535: *Leading and Managing a successful Design and Technology Department*



COURSE DESCRIPTION & AIMS

This course will look at the heart of what makes a successful D&T department and the specific role of the Subject Leader within that success.

At this time of uncertainty around the place of D&T within the curriculum, this is an opportunity to examine the core elements required to make your department a real success.

We will also be looking to the future and focusing on the criteria required for your department to gain the quality standard 'Design Mark', using it as an auditing tool to judge where your department fits in to the national picture.

What are the benefits of attending this course?

- Receive lots of ideas, suggestions, top tips for success for you to take away
- Develop OfSTED grade 1 leadership skills
- Take away proformas to adapt to aid the development process
- Develop strategies to improve standards of teaching and learning across your department
- How to make sure your examination results remain high
- Enhance your ability to manage staff to improve outcomes
- Be provided with a variety of curriculum models
- Be provided with examples of good practice from other schools
- Develop a bespoke vision for the subject that fits your school
- Take away key action points to work on back at school

VENUE & DATE

London
Tuesday 26 June 2012

COURSE LEADER

Kevin Jones
(see page 3)

WHO SHOULD ATTEND?

- Subject Leaders
- Aspiring Subject Leaders

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE CD-Rom** containing a wealth of teaching materials

THE PROGRAMME

10.00 – 10.45am: Introduction: what makes a highly effective HOD for Design and Technology?

- What's happening in D&T nationally?
- Issues surrounding 'design'
- Disparate nature of D&T teachers
- What does outstanding practice look like?
- How to move your leadership skills to grade 1 standard in the new 2012 OfSTED framework

10.45 – 11.10am: Discussion: coffee break

11.10 – 11.40am: Developing a clear 'vision' for your department

- What is D&T to you and your students?
- How do you get your vision across to others ie students, colleagues and parents
- Embedding your vision and maintaining focus
- Preparing your department for success at OfSTED

11.40 – 12.15pm: Designing an innovative and highly effective curriculum

- What are your priorities?
- What skills do your students need for KS4?
- What will make your KS3 dynamic and engaging?

1.00 – 2.00pm: Lunch and informal discussion

2.00 – 2.45pm: Leading learning: how to embed a consistent high level of teaching and learning across the whole department

- What does outstanding T&L look like and how can you support your staff to move in that direction?
- Motivating and improving the performance of the harder to manage members of the department
- Strategies to keep examination results high
- An effective lesson observation process

2.45 – 3.45pm: Moving forward: what next for you, the Design Mark?

- How will you develop your department?
- Design Mark criteria; how do you match up?
- Action points to take away
- Tea and coffee will be provided informally as we work through this session

5536: What does outstanding teaching and learning look like in Design and Technology?



COURSE DESCRIPTION & AIMS

Design and Technology teaching requires a myriad of skills, knowledge and understanding. The practical nature of the subject adds an extra dimension to pedagogy. This course will investigate in detail the elements required to teach an 'outstanding' lesson. It will look at the planning process in terms of learning objectives, creative teaching strategies, assessment requirements and learning outcomes that would be essential in an outstanding lesson with the new 2012 Ofsted framework. The course provides an opportunity for teachers of design and technology to fully understand how to obtain, observe and sustain outstanding teaching and consequently learning.

What are the benefits of attending this course?

- An opportunity to discuss in detail the elements required for an outstanding lesson
- The opportunity to analyse lessons in terms of the latest 2012 OFSTED criteria
- The OFSTED expectations will be clarified and discussed
- The planning process will be analysed and support and suggestions on how to improve it will be given
- Assessment methods and modes will be addressed in relation to an outstanding lesson
- A clear action plan for each teacher will be developed to take back to school

VENUE & DATE

London

Thursday 28 June 2012

COURSE LEADER

Kevin Jones
(see page 3)

WHO SHOULD ATTEND?

- Subject Leaders
- Classroom teachers
- NQTs

RESOURCES & MATERIALS

- On arrival at this course you will receive a specially prepared file containing detailed notes, teaching materials and resources which will be of immediate practical benefit in the classroom
- You will also receive a **FREE CD-Rom** containing a wealth of teaching materials

THE PROGRAMME

10.00 – 10.45am: What is an outstanding lesson in Design and Technology?

- Discussion: the key elements
- Getting to grips with the 2012 OFSTED criteria
- Breaking down the criteria to the essential elements
- The difference between outstanding and very good

10.45 – 11.10am: Discussion: coffee break

11.10 – 11.40am: Planning an outstanding lesson

- What make an effective lesson plan?
- What does an effective learning objective look like?
- Creative teaching strategies
- How to plan a good learning activity
- What does outstanding learning look like?
- What is a learning outcome?

11.40 – 1.00pm: Outstanding assessment methods and modes

- The importance of AfL
- How to incorporate AfL into your lessons in an effective way
- Practical strategies for AfL activities in D&T
- The crucial element – the plenary

1.00 – 2.00pm: Lunch and informal discussion

2.00 – 3.45pm: Demonstrating outstanding progress in learning

- The use of data
- Creativity and risk taking
- The issue with levels
- How to ensure progress is made in individual lessons as well as over more prolonged periods of time
- Tea and coffee will be provided informally as we work through this session



“ Excellent! The day was a great success, it has encouraged all staff to re-think their approaches to teaching and learning. All objectives met, many thanks! ”

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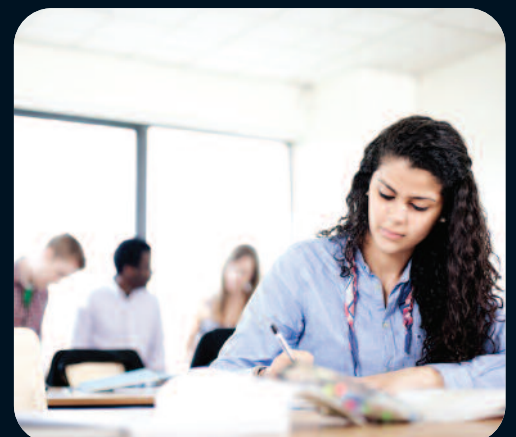
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 - ✓ Achieving high standards of behaviour
 - ✓ The future of AfL and assessment
 - ✓ Observing lessons: getting it right



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www.keynote.org.uk

For more information or to
discuss an INSET request,

contact:

Kevin Lemon

kevin@keynote.org.uk

Tel: 01625 532974

Direct Line: 01625 416885

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- E-mail us on **online@keynote.org.uk**
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Course details will be sent out to you about 10 days before the course, after receipt of payment or official order. Please telephone us if you have not received them by this time.

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