Editorial

As this issue of *Design & Technology Teaching* goes to press, the deliberations of Sir Ron Dearing's final report are still unknown. By the time the journal is published, however, Sir Ron's findings will have been made public and, if nothing else, at least the speculation will be over.

The debate on National Curriculum Technology still continues, however. Much of this issue of the journal is devoted to articles on the present curriculum and in particular, its failings. Two articles focus on the need for a technology curriculum which reflects the needs of the 1990s; resourcing is clearly a major issue, but how appropriate is it for pupils to work at school on outdated technology — such as hand sewing machines and battered BBC computers — when many of them go home to sophisticated video games and computers?

Several articles focus on the use of information technology in D&T, to support activities in modelling and computer control. The government has announced GEST (Grants for Education Support and Training) funding for IT in D&T, which should help to fill a long felt need. Many teachers in design and technology have the enthusiasm to introduce IT in their activities, but are very conscious of their own lack of experience. These articles may go some way towards encouraging them to make a start.

The relationship between science and technology is also considered. With areas such as electronics currently placed within the curriculum for D&T, new initiatives are welcome which will bring these two subjects closer together.

The last two articles in this issue provide useful guidance: on writing an effective policy for technology in schools, and on establishing guidelines for quality. With a changing curriculum, the need for a clearly stated policy is greater than ever. The NAAIDT guidelines for quality (issued by the National Association of Advisers and Inspectors in Design and Technology) provide a useful link with policy making. Once an effective policy and an assured quality of process and outcome are brought together, an effective and meaningful technology curriculum for all becomes a reality — for all pupils.

Finally (as is made clear in the SCAA Update), consultation still continues on the future of the technology curriculum. As this issue of *Design & Technology Teaching* shows, many teachers hold passionate views on the teaching of technology. Make your views known too — to SCAA and through your letters, to us.