

Editorial

John Eggleston

The Design and Technology Association has demonstrated its role and function with dramatic effect in the past four months. A series of conferences on the new National Curriculum has been held in venues up and down England and Wales, attended by many hundreds of teachers, both members and non-members. New handbooks of curriculum guidance have been prepared for primary and secondary schools, along with charts and diagrams, to help teachers to interpret and deliver the new orders. The response has left DATA in no doubt that our Association 'has got it right' and has provided a major service to the profession. And, alongside the intensive work in the field, the political power of DATA has increased sharply and almost no new initiative in our field is now undertaken without consultation with our Association.

This issue of *Design & Technology Teaching* reflects this heightened level of activity and significance with a broad spectrum of ideas to enhance practice and to stimulate discussion. Articles range from primary through secondary to teacher training programmes, food and textiles to wood and metal and information technology and electronics, curriculum assessment to policies and ideology.

Read from cover to cover this issue of *Design & Technology Teaching* is a salutary reminder of the immense breadth of Design and Technology. If we were inventing it now, the task would be abandoned as 'mission impossible'. But the subject exists and makes a central contribution to the curriculum in many countries — as this issue so impressively shows. The mission of DATA and *Design & Technology Teaching* is to ensure that it continues to do so with ever increasing strength and support.

SPECIAL OFFER

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