

Editorial

This issue of *Design & Technology Teaching* focuses again on the central concern of very many readers — delivering Design and Technology to primary school children. We have selected a group of articles that provide new and important perspectives on this crucial sector.

We begin with an account by Ron Ritchie of in-service work with primary school teachers conducted at Bath College of Education with the Somerset LEA (some of the work in Somerset was presented in the last issue of *Design & Technology Teaching*). It concerns the problem of generating designs at Key Stages 1 and 2. The result of the courses are illuminating: most significant is the way which the crucial role of the teacher is underlined.

With all age groups and with any media it became clear that the quality of imaging and design generation was essentially dependent on the skills of the teacher. Asking the right question at the right time, providing space and time for the child to think and to explore and creating an atmosphere in which the child can feel confident enough to express tentative and very personal ideas are all crucial for successful design generation.

Linda Olive's direct reporting of the Castles Project at Harriers Ground Primary School will be welcomed by many readers, it describes classroom activity with 9/10 year olds that is unmistakably authentic and leaves the final analysis to the children themselves. Christine Brown's article on how to encourage primary school girls to participate more actively in Science and Technology is full of important ideas — some almost obvious but all crucial and seldom implemented fully. For example she writes:

Girls need:

More time on their own initially to gain experience of things which are already familiar to the boys.

Time to talk over their ideas with their teacher and help to wean them away from the tendency to hand back.

Equal access to materials and equipment, particularly those they are not familiar with, such as hard materials like wood and metal. This should be carefully monitored, especially in group work situations.

Equal access to help and encouragement from teachers and other adults. Time given to boys and girls should be monitored to ensure equality of attention.

June McManus takes us to the nursery workshop where Key Stage 1 begins to show how progress in Design and Technology may be initiated and assessed.

Colin Lever extends the age range and looks at the ways in which Technology can offer an enhanced education to children with special needs. His provocative article is a catalogue of missed opportunities — and projects yet to be realised.

David Barlex explores another crucial issue of Design and Technology — the links with Science and outlines some of the beneficial initiatives that can be taken by Design and Technology and Science teachers.

Steeg and Williams report on an intriguing project — Making Ballistas at Our Lady's High School, Royton, Oldham — which many teachers may wish to try!

Brian Allison follows with an important commentary on Research in Art and Design and then Michael Shepherd offers a perspective analysis of the problem of managing change in technology in secondary schools.

Chidgey continues with an illuminating guide to planning for Key Stage 3 which many readers will find timely and helpful.

We conclude our articles with two short notes on work at Leeds Polytechnic and

Southampton Technical College. Thereafter there are the expanded sections on reviews and news plus, for the first time, a short correspondence column which we hope will become a regular feature.

John Eggleston