DESIGN, CREATIVITY & TECHNOLOGY POLICY

RATIONALE

Melbourne Girls' College Design, Creativity and Technology curricular and teaching strategies are based on the Victorian Essential Learning Standards. Learning styles and interests of girls form the basis for the delivery of the Design, Creativity and Technology/Food and Technology curricular. The domain of Design, Creativity and Technology emphasises engagement in designing, creating and evaluating processes, products, technological innovation and sustainability. Creativity in this domain can be described as applying imagination and lateral and critical thinking throughout design and development processes. Innovation is an outcome of the broad exploration of ideas, materials/ingredients, and technical processes that can occur when individuals are involved in investigating, designing, producing, analysing and evaluating their own and others' products and/or systems.

PURPOSE

- To provide students with a comprehensive Design and Technology program that teaches skills in both resistant and non resistant materials as they progress through their education.
- To increase girls' confidence in the use of tools, machinery, equipment and processes including those which are traditionally in the male domain.

This involves students:

- Posing problems and actively identifying needs and areas for improvement through essential questioning;
- Gathering information and building knowledge towards designing a solution;
- Developing and using Design and Technology skills, knowledge and processes, including proposing, experimenting, learning from results and synthesising, to create new and/or improved products;
- Using tools, equipment, materials safely and creatively to make quality products;
- Understanding that Design, Creativity and Technology leads to innovation;
- Assessing the outcomes of Design and Technology processes.

GUIDELINES

- Teacher-assisted identification of considerations and constraints from a developed design brief.
- Teacher-directed research, involving appropriate information sources and research methods.
- With teacher-direction, particularly about safety, selection and use of appropriate equipment and techniques to test their product.
- Use of class-developed evaluation criteria to identify modifications that could be made to products and commentary on possible environmental impact.
- Evaluation of the performance and function of products using teacher provided evaluation criteria.
- In some units students will be made aware of the cross-curricular nature of Design and Technology.
- Where appropriate, students will be exposed to possible career pathways and tertiary education and training.
- All students study a core Design and Technology course in Years 7 and 9, and Food Technology in Year 8 covering VELS strands.
- In Years 9 and 10 students can select from a range of elective units to meet individual interests.
- At VCE level the College offers Product, Design and Technology and Food and Technology.
- Homework Requirements:
  - Homework set at Years 7-9 is aimed at being an extension of learning from class room activities. Students are also expected to use this time for revision/consolidation of classroom learning.

- Senior students spend a great deal of time outside of class time consolidating and revising the theoretical components of their courses, working on their design folios and, where appropriate, production work.
- Homework tasks will be posted online.

CORE VALUES

Diversity, excellence and teamwork.