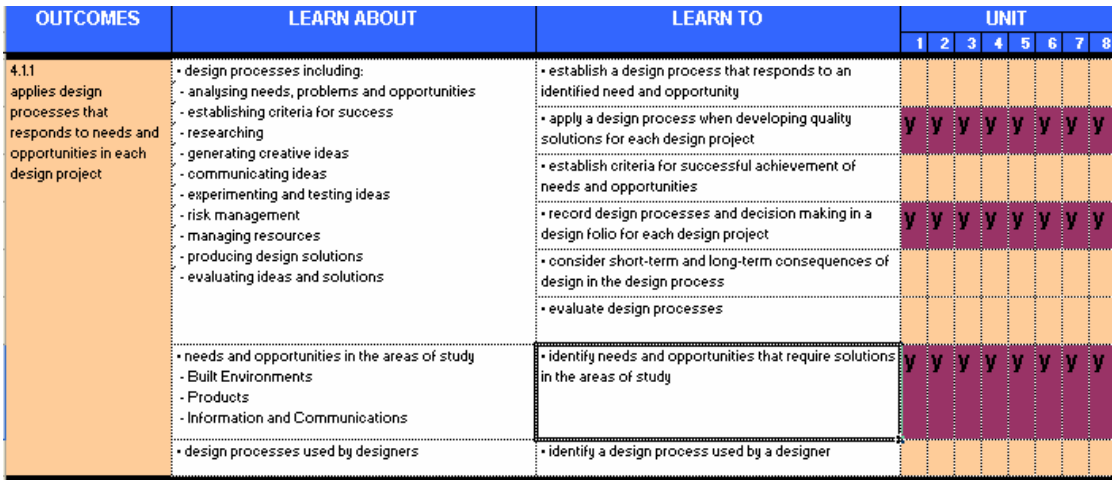
A guide to using the *Electronic content allocation tool* (ECAT): Technology (Mandatory)

The purpose of this tool is to help technology teachers allocate design-related content across the 200 hour Technology (Mandatory) course.

Prior to using ECAT you will need to work in school teams to develop a course plan. This planning will influence the information to be entered into the content allocation tool.

Work through the following steps to generate units of work:

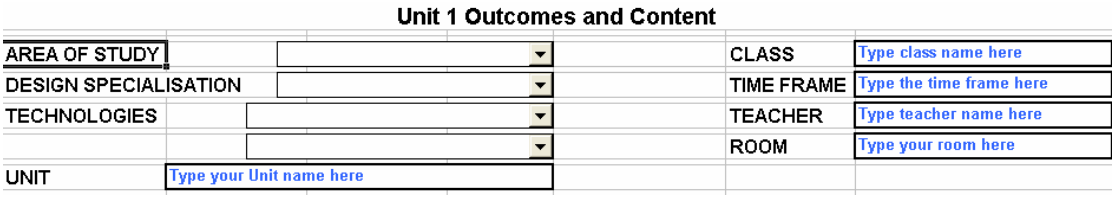
1. Open your copy of the *Electronic content allocation tool* (ECAT): Technology (Mandatory). This is an *Excel* document. Save the document. Add your school initials to the file name. Ensure you are now working on your school version, not the original.
2. When you open the document you will see the following screen. Scroll down and you will see that all the outcomes, *learn abouts* and *learn tos* for the course are listed. **Note:** The tab at the bottom of your screen indicates that you are in the Outcomes_Content view.



OUTCOMES	LEARN ABOUT	LEARN TO	UNIT 1	2	3	4	5	6	7	8
4.1.1 applies design processes that responds to needs and opportunities in each design project	• design processes including: - analysing needs, problems and opportunities - establishing criteria for success - researching - generating creative ideas - communicating ideas - experimenting and testing ideas - risk management - managing resources - producing design solutions - evaluating ideas and solutions	• establish a design process that responds to an identified need and opportunity								
		• apply a design process when developing quality solutions for each design project	y	y	y	y	y	y	y	y
		• establish criteria for successful achievement of needs and opportunities								
		• record design processes and decision making in a design folio for each design project	y	y	y	y	y	y	y	y
		• consider short-term and long-term consequences of design in the design process								
		• evaluate design processes								
	• needs and opportunities in the areas of study - Built Environments - Products - Information and Communications	• identify needs and opportunities that require solutions in the areas of study	y	y	y	y	y	y	y	y
	• design processes used by designers	• identify a design process used by a designer								

3. Where an outcome must be included in every unit a 'y' for *yes* has been placed in the unit column and these cannot be deleted. Identify the outcomes you want to address in each unit. These units can represent design projects or time frames. Insert a 'y' into the appropriate column. Save your changes. Now select the unit you want to work on from the bottom menu bar.
4. You will see that the identified outcomes and related *learn abouts* and *learn tos* are now listed for that unit.

   The following screen shows the header that will appear for each unit.



Unit 1 Outcomes and Content

AREA OF STUDY		CLASS	Type class name here
DESIGN SPECIALISATION		TIME FRAME	Type the time frame here
TECHNOLOGIES		TEACHER	Type teacher name here
		ROOM	Type your room here
UNIT	Type your Unit name here		

5. Select the area of study, it will give you three options. Select one. Now you can select the design specialisation and technologies for the unit of work that you previously identified in the course plan. When the technology is selected the content to be covered will drop into the bottom of the unit page.
6. Type in the unit name, class, time frame, teacher and room. Save your work.
7. Use the evidence of learning column to identify opportunities that can be used to demonstrate student achievement of the outcomes. These may be common to all design projects. Type these opportunities into the evidence of learning column. Save.
8. Print out the unit page. This will form Part A of the unit of work.
9. Open the teaching and learning sequence document. This is a *Word* document. Save the document. Add your school initials to the file name. Ensure you are working on your school version, not the original.

   The following image shows the template for the teaching and learning sequence.

Teaching and learning sequence

Unit
Design project

Teaching and learning sequence				
Week	Design process sequence for design project This should reflect the design process stages students work through in their design project	Explicit teaching to support the design project Strategies used by the teacher to ensure students are capable of achieving the outcomes and being successful in their design project work.	Outcome	Evidence of learning that can be used to make judgements for assessment and reporting

10. Write a sequence of learning to show how the class will work through the design project. Transfer the evidence of learning into the appropriate time frames. Save.
11. Print out the teaching and learning sequence. This will form Part B of the unit of work.
12. Repeat steps 5–11 for each unit of work.

These instructions support the Electronic content allocation tool (ECAT) developed by Jonathan Taylor and Jimmy Rice in consultation with the Technology Unit, Curriculum K–12 Directorate, NSW Department of Education and Training and funded by Australian Government Quality Teacher Programme (AGQTP) project T01.03 *Quality teaching and learning in technology*.

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