Curriculum Models of Enterprise Education: Research Report

Version 3

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1   Introduction – Enterprise Education and its current position

In recent years there has been significant growth in Enterprise Education in England and abroad stemming from educational directives to increase enterprise awareness in schools. This has been accompanied by an increase in the number of educational providers bringing enterprise activities and curriculum enhancements into schools. Society calls for a change in the current education system within a context of austerity, low growth and high unemployment. HM Treasury declares that 'building a successful enterprise economy starts with children in schools' thus making Enterprise Education more relevant than ever before (HM Treasury 2010: 38).

This research aims to explore:

1) What is 'Enterprise Education' in the context of Secondary education
2) Various modules for embedding enterprise into the curriculum
3) How it can be developed and implemented across the curriculum

1.1   Literature Review

Enterprise education has been high priority since the Treasury-sponsored 2002 Davies report into '*Enterprise and the Economy in Education'*. The review provides a broad view of the topic describing Enterprise Education as an education striving towards developing knowledge and understanding of enterprise concepts, skills, attitudes and qualities needed to thrive in future life.

A Government commissioned '*Evaluation of Enterprise Education in England'* was published in July 2010. McLarty et al. (2010) evaluate Enterprise Education in England describing the range of enterprise education provision and describing its outcomes. The report states that Enterprise Education aims to 'help young people be creative and innovative, to take risks and manage them, and do this with determination and drive' (McLarty 2010: 12). McLarty notes that where successfully embedded within the curriculum, schools see enterprise education as having a positive impact on pupils' employability, enterprise skills, self-awareness and business and economic understanding. In order to embed enterprise, the Evaluation discusses how current activities and teaching approaches already used can reflect enterprise, financial and business capabilities. McLarty recommends:

- Enterprise activities should include whole school projects which can be pupil-led, thus providing peer-to-peer learning
- Employer Engagement
- Partnership and Networking with other education providers, businesses and the community

Furthermore, schools reporting higher levels of Enterprise Education embedded into the curriculum also report higher levels of staff motivation and improved teacher understanding of Enterprise Education as a teaching and learning style.

McLarty also provides a number of Critical Success Factors:

- Support of the Senior Management Team
- Enterprise Co-ordinator
- Time in the timetable
- High priority within the curriculum
- Time and resources for employer engagement
- Combination of external provision and embedded in the curriculum
- Enterprising way of teaching (learning by doing)
- CPD for teaching staff
- Measurement of the impact of activity
- Reviewing sustainability

Additionally, schools report that 'an enterprising way of teaching and learning naturally emerges' and, gradually, schools demonstrating good practice in enterprise state that their school has developed a culture of enterprise (McLarty 2010).

Building upon McLarty's research, Draycott and Rae (2011) look at the what 'enterprise' equates to in the context of 14-19 education. Draycott et al. explore the term 'enterprise competency' and how this can be made into assessable curricula for implementation in schools. Caird (1992) categorises the range of 'enterprise' skills into seven broad skills: personality variables, communication skills, managerial skills, analytical skills, career skills, knowledge and attitudes. However, Draycott argues that these lack specificity and rationale for the concept of enterprise competency. Additionally, the Institute for Public Policy Research (IPRR) in 'The Entrepreneurial Society' argues for the introduction of enterprise into schools, advocating a practical approach to develop young people's business and 'soft' skills. These pivot around practical business experience, team working, problem solving and negotiation, communication, enterprise skills and planning and presenting.

Draycott goes on to question whether enterprise is best taught or learned. 'How effective is a curricular, teaching-led approach in comparison with an enterprising approach to learning through exploration and discovering learning in conditions of controlled risk and uncertainty' (Draycott 2011: 4). Leading on from this, Draycott asserts that the most influential enterprise educators work with flexibility and freedom thus enabling students to learn through guiding the process. As a result, educators must take steps to ensure that the outcome is not too heavily prescribed. Students not only develop skills but also flexibility and so are able to adapt to change.

Ofsted brought its own ideas on the subject as far back as 2004 in *'Learning to be enterprising – an evaluation of enterprise learning at key stage 4'*. The article's main findings highlight that those schools making the most effective provision have strong commitment from the Senior Management team supported by an enterprise ethos coupled with local business and community support. Clear aims and objectives help pupils to take responsibility for their own actions and become autonomous learners. The least effective schools failed to recognise that enterprise had key implication for teaching and learning styles.

The key messages focus around the need for a clear definition of enterprise learning which needs to understood by staff, students and other stakeholders. Learning outcomes centred on knowledge, skills and attributes need to be established as well as how they can be assessed. Accordingly, monitoring and evaluating the development of enterprise learning becomes party to its sustainability and success.

Jones et al. (2010) explore enterprise education as pedagogy. Jones discusses how enterprising qualities are 'viewed as essential in relieving the stress of some of the social issues that have emerged from the rapid changes in society' and thus should be considered by schools to be of paramount importance (Jones 2010:10). Furthermore, 'enterprise education aims to maximise opportunities for development of enterprising skills, behaviours and attributes in young people in the expectation that these will be utilised, deployed and developed at some future point whatever their career choice might be while entrepreneurship education is aimed more at encouraging people to start a business' (Jones 2010:10).

Enterprise education pedagogy can be used across subject areas and throughout every stage of education. By using creative and experiential learning pedagogies, the enterprise education approach can be applied across different learning and teaching contexts and in various subject areas to best meet students' needs. Jones proposes that enterprise education should focus on the process; learning through enterprise. He advocates the need for a shift from traditional to enterprising models of teaching and learning. Consequently, enterprise educational restructuring involves two dimensions: changes in the curriculum and changes in the techniques of teaching learning. This runs parallel with the aim of encouraging a more enterprising approach to teaching and learning across all curriculum areas.

'Enterprising Heads, Enterprising Schools' (2006) suggests that in order to have enterprising students you need to have enterprising staff. Enterprise should be seen as relevant to all types of learners and all types of schools. Additionally, the article suggests that, significantly, an enterprising school needs to have a clear vision and ethos and, in order to achieve this; schools must look inwards at their own systems as well as outwards to the community. It is also important to remember that learners remain at the heart of enterprising schools. Focussing on the curriculum,

the article states the effectiveness of a whole school approach to enterprise. Integrated approaches to vocational, work-related learning and enterprise alongside cross-curricular methods take enterprise beyond the business context and extend to extracurricular opportunities too. Assessing and accrediting enterprise learning also helps students to see the relevance of their studies.

2   Discussion - *What is 'Enterprise Education'?*

There appears to be no universally accepted definition of enterprise learning. Many schools regard it as equating to the same as the development of entrepreneurial skills. In order for a school to be successful in embedding enterprise it is important to consider that entrepreneurship is about starting up business and, whilst only a small proportion of the population will become entrepreneurs, all adults need to be enterprising both in their work and their personal lives. Young people need to be innovative in their approach to solving problems, learning to cope with uncertainty and change, communicate effectively and work as a team. The development of such skills is crucial for adult life and as a result schools should see 'enterprise learning' as part of this process.

An Ofsted article, '*Learning to be enterprising – an evaluation of enterprise learning at key stage 4'*, (2004) suggests that enterprise learning requires an environment where pupils are expected to take personal responsibility for their own actions and should be given autonomy to tackle relevant problems, which involves an element of risk as well as reward for their successful resolution. As a part of this, learning can be promoted by engaging pupils in an enterprising process.

Leading on from Ofsted's 2004 paper, '*Developing Enterprising Young People'* (Ofsted 2005) evaluates enterprise learning in school at Key Stage 4. It found that employers seek students who have an innovative approach, can take responsibility and are effective team workers; all by-products of enterprise education. Whilst the report highlighted some enterprise provision and progress it also showed many shortcomings.

Although it can be taught separately, enterprise is best viewed not as a lesson but more about making things happen and offering pupils the opportunity to develop skills for life. Similarly, enterprise is about developing a mindset, goals and skills to equip young people for their futures. This process involves enterprising learning through enterprising teaching.

Education provider Blackpool Hero adopts the view that Enterprise Education is a term for an approach to teaching and learning. It assists young people to become more enterprising in their approach to life and work, with good financial literacy. It also works as a means of providing a focus on the development of entrepreneurship, and encompasses cores skills, employability skills, career education, work related learning and aspects of personal and social development.

The following definition is given by the DCSF in *A guide to Enterprise Education* (2010):

Enterprise education consists of enterprise capability supported by better financial capability and economic and business understanding.

These are defined as:

- Enterprise Capability: the ability to handle uncertainty and respond positively to change, to create and implement new ideas and ways of doing things, to make reasonable risk/reward assessments and to act upon them in one's personal life.
- Financial capability: the ability to manage one's own finances and to become questioning and informed customers of financial services.
- Economic and business understanding: the ability to understand the business context and make informed choices between alternative uses of scarce resources.

Most providers opt for the development of a number of 'enterprise skills' and, whilst they do not all share an exact list, most focus on a similar broad-based soft skill set. Conversely, it is vital to emphasise attitude and outlook as well as knowledge and skills. If students are to become enterprising they must adopt a flexibility which allows them to face change and challenging circumstances.

3 Enterprise Models and Organisations

There are many enterprise organisations which provide enterprise framework, activity days or a combination of both. Others are new types of schools which seek to address enterprise as their driving force.

3.1 Enterprise providers and organisations

Acer - Evolve www.acer.ac.uk	A regionally based initiative centred on employability and entrepreneurial skills with the aim of filling the gap in skills training.
Aldridge Foundation www.aldridgefoundation.com *(expanded below)*	An educational charity which strives to help young people to reach their potential and improve their communities. By sponsoring entrepreneurial schools and colleges, the foundation aims to challenge conventional thinking and culture of low aspirations.
As Creatives www.as-creatives.com	Integrating enterprise within the overall curriculum with a focus on transferable skills which include the "5 Rs" – Relationships, Resourcefulness, Risk-taking, Resilience and Reflection. Developing "the language of enterprise" across a school.
Blackpool Hero www.blackpoolhero. co.uk *(expanded below)*	Developing enterprising attitudes and skills through learning and teaching across the whole curriculum. To help students develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment.
Bright Futures www.brightfutures-experience.com	Aims to inspire young people by making them aware of available opportunities, helping them to develop essential life skills, which build self-confidence, and make the most of any situation. 'Enterprise Experience' – fast moving, team-based challenges, introduction to the concept of being enterprising individuals. The enterprise days and events focus on a cross-curricular approach.
Dynamix www.dynamix.lt.uk	Aims to create a fairer society by developing people's skills for participation, co-operation, inclusion, play and enterprise.
The EBEA www.ebea.org.uk	Aims to help teachers improve Economics, Business Studies and Enterprise. Provides lesson ideas, resources and recommendations for approaches to teaching different aspect of the curriculum.

Enabling Enterprise www.enablingenterprise.org *(expanded below)*	Aims to equip students with skills, experience and aspirations to be successful. Focus on Business Partnerships and relating education to real life.
Enterprise Education www.e4a.org.uk	Provides a whole school approach through challenge days, staff development and professional support. Aims to successfully embed Enterprise Education into the curriculum of a school as well as ensuring sustainability. Develops lifelong soft skills – leadership, teamwork, problem solving, creativity, risk management and planning. Aims to develop and instil a "can do approach"
Enterprise Education Trust/Business dynamics www.enterprise-education.org.uk	The Enterprise Education Trust helps young people to bridge the gap between education and work. They aim to empower young people with the information and life skills needed to realise their potential through business and enterprise. The trust delivers a range of flexible, interactive programmes that use real life business experience to inform, involve and inspire. Programmes help to raise aspirations of young people, support the learning of employability skills and foster a 'can do' attitude.
Enterprise Zone www.enterprise-zone.co.uk	Provides resources to help schools establish an enterprise model. Lesson ideas for enterprise in KS3/4 Science, Citizenship and Business Studies.
Enterprising Advisor Service North West www.enterprise-advisor.com	Supports schools and colleges in embedding an Enterprise Culture as well as providing an Enterprise Resource Centre. Aims to provide sustainable enterprise development.
Inspired Youth Inspired-youth.co.uk	Aims to engage business and employers with schools and students in the East of England to encourage enterprise in education. They run a range of initiatives that support local businesses to get involved with the next generations to raise aspirations, build relationships and help young people prepare for the world of work.
LionHeart Challenge www.fla.uk.com	The LionHeart Challenge is a Nationwide Enterprise Programme which involves students partaking in a high impact and energy

	Business Challenge. The Challenge, delivered by trained Business Coaches, is run over one day in the school setting. The Challenges begin with an announcement of a cutting edge, high technical economic theme of national importance and as such the challenge revolves around this.
Modern Baccalaureate www.modernbaccalaureate.com *(expanded below)*	A new award with the aim of meeting the demands of the 21st Century.
National Enterprise Challenge www.nationalenterprisechallenge.co.uk	The National Enterprise Challenge (TNEC) is an inter-school competition for secondary schools across the UK. Divided into two categories – Key Stage 3 and Key Stage 4 – TNEC will consist of a specific enterprise challenge which up to 250 students from each school can take part in. Each school sends a winning team of 6 to the London Finals Day.
Peter Jones Tycoon www.tycooninschools.com	'Tycoon in Schools' gives students an opportunity to experience running a real life business, from creating a business plan to actually trading whilst still at school. As a nationwide competition, the campaign aims to get Britain's school children involved in entrepreneurship.
Rotherham Ready/Are You Ready? www.rotherhamready.org.uk www.areyouready.org.uk *(expanded below)*	Brings together businesses, schools, young people and teachers to establish learning opportunities. 'Are you Ready?' aims to create a culture of enterprise in education and train teacher to develop enterprise through the curriculum.
Shell LiveWIRE www.shell-livewire.org	The UK's biggest online community for young entrepreneurs aged 16-30 – the programme offers free advice and start-up funding awards of between £1k-10k to young entrepreneurs in the UK. It is a powerful programme which lends credibility to a new brand, boosting the owner's confidence.
The U the-u.org.uk/	A community model which brings together individuals from all different backgrounds to learn from one another. Held in community venues, free 90 minute sessions are delivered in an innovative, lively and fun way enabling individuals to learn practical skills. The content aims to run alongside the curriculum.

UnLtd Live liveunltd.com	The scheme backs young people aged 11-21 who want to change the world for the better. They provide up to £5000 of funding and support to help launch projects.
Young Chamber www.youngchamber.com	Young Chamber provider is a framework to bring together young people and businesses in their local area. Schools vote in their own Young Chamber council and also decide what kind of business engagements they would like. Schools have access to online tools and resources. Students have access to '5th Matrix' – an online careers platform.
Young Enterprise www.young-enterprise.org.uk	A business and enterprise charity. With an emphasis on "learning by doing", they run Classroom Based and Company Based Programmes. Each programme delivers details of how it provides mapping to the Secondary Curriculum.
The Young Foundation & Studio Schools Youngfoundation.org www.studioschoolstrust.org/ *(expanded below)*	The Young Foundation brings together insights, innovation and entrepreneurship to meet social needs. Studio Schools are designed to equip young people with the knowledge, skills and experiences they need to succeed in life and work by placing a much stronger emphasis on practical work and enterprise.

3.2 Enterprise providers expanded

<u>Acer – Evolve</u>

Evolve is a regionally based initiative centred on employability and entrepreneurial skills for learners. Evolve is beginning to work with school sixth forms to see if the model has utility and transferability.

The objective of the programme is to fill the gap in skills training that students require in today's world. It also aims to meet the demands of the students, support the teaching community and respond to the needs of the UK economy.

<u>The Aldridge Foundation</u>

The Aldridge Foundation is an educational charity which strives to help young people to reach their potential and improve their communities. By sponsoring entrepreneurial schools and colleges, the foundation aims to challenge conventional thinking and culture of low aspirations helping students to develop the belief that there is no limit to what they can achieve. The core work of the Aldridge Foundation focuses on Entrepreneurship. As a result, the foundation promotes entrepreneurship within these schools and each Aldridge Academy has a lead specialism of Entrepreneurship but many also have a secondary specialism which builds upon enterprise. The Aldridge Academies have a shared vision so that every student is:

- Exceptionally Successful
- Capable, independent and entrepreneurial:
    'Aldridge Academy students will have the practical skills (and experience of using them) that they will need to access every opportunity in life, including financial awareness and communication skills'
- Proud
- Praised
- Respectful
- Safe and happy
- Well-equipped
- Well-advised
- Responsible
- Healthy

Accordingly, the focus is on the development of these entrepreneurial qualities rather than only teaching specific business skills.

The Aldridge Foundation defines Entrepreneurship as 'a state of mind which strives to solve problems rather than accept defeat'. Furthermore, it provides context for the learning of core subjects within the academies.

Brighton Aldridge Community Academy

The Academy aims to broaden horizons by providing personalised pathways to help students on their journey to a successful future. Students are given the opportunity to take risks and 'be the best they can be' through engaging lessons coupled with enrichment activities, support and guidance.

The Entrepreneurship specialism is combined with Sport and together aim to develop skills and interests as well as raising standards to foster a culture of achievement. In particular, the Sport specialism strives to develop the skills and understanding to engage in healthy, active lifestyles. All students take an accredited course in Sport such as the Sports Leadership Award. Reflected throughout the curriculum, entrepreneurship consists of:

- Confidence, creativity, passion, determination
- Risk taking, accepting failure, adopting different approaches – preparation for a changing world
- Committed, successful learners – proud, self-confident, creative, respectful (themselves, others, community)
- Social Entrepreneurship – participating in the community

Portland Aldridge Community Academy

Portland Aldridge Community Academy is a non-selective, co-educational state school for students aged 4-16.

The teaching and learning places a particular emphasis on Entrepreneurship aiming to improve confidence in whatever students want to achieve. Coupled with a philosophy of driving aspirations, there is focus on the development of an entrepreneurial mindset which aims to solve problems instead of accepting failure. The Academy's key attributes:

- Passion
- Determination
- Team-work
- Problem solving
- Creativity
- Risk Taking

These 6 key attributes provide a context for the learning of core subjects. They are also embedded into the curriculum and all lessons, extra-curricular activities and the school's reward system. Furthermore, they are also integrated with work within the wider community and as part of working the local businesses. The aim is to provide exposure to local entrepreneurial role models in order to help students understand the relevance of their learning.

Blackpool Hero

The HERO Project works with schools contributing to raising the aspirations and developing employability skills in 5-19 year olds helping them become effective contributors to society. Blackpool Hero provides an enterprise education service to schools operating on the premise that enterprise education, as an integral part of the curriculum, will assist young people to see the purpose and relevance in their learning. Opportunities should be taken to relate as much of the curriculum to the world of work and real life situations as possible. The project covers the core skills of Communication, Numeracy, Problem Solving, Information Technology and Working with others.

Enabling Enterprise

Enabling Enterprise is all about equipping students with the skills, experience and aspirations to succeed. The programme aims to mobilise teachers and schools to embed simple changes throughout the curriculum, to enable students to develop the skills, experiences and aspirations that they need to be successful. Enabling Enterprise approaches enterprise education as a 'transformational journey', for example, weekly workshops during lesson times which develop into a challenging project over the year. To complement this, each term students have the opportunity to visit top businesses to explore the links between the classroom and the 'real world' in order to encourage and build aspirations.

The programme is reliant on a number of key implementations. Business Partnerships are seen as important for success but, even more crucially, the model insists that enterprise and knowledge needs to be embedded into the curriculum. Enabling Enterprise helps teachers by integrating skills development into different areas of the curriculum. So, for instance, to help history lessons come alive, students create and carry out a campaign on a local issue hence developing skills that are both subject-specific and enterprising.

Modern Baccalaureate

The Modern Baccalaureate is a new award for the 21st Century. It recognises that the world is changing and so must the school system. Schools need to do more to prepare young people for the 21st century hence the Modern Baccalaureate (ModBac) is about learning how to learn and

developing new ways of thinking. The award also links with the government's agenda to drive improvement centred on traditional academic subject disciplines.

The ModBac has emerged as an attempt to address these issues seeking to close the gap between the classroom and workplace.

The ModBac states that young people need to be:

- Literate
- Numerate
- Self-motivated
- Flexible (willing to change careers throughout their lives)
- Team-workers
- Enterprising
- Fluent in the creation and use of digital resources
- Highly financially aware

The ModBac framework is designed to help young people achieve these aims thus becoming equipped for life. It is built around a three part transcript; knowledge qualification, experience and skills. The aim being that:

> Knowledge + Experience = Wisdom
> Wisdom + the Skills to use it = Competence
> Applied Competence = Success

This tripartite approach to lifelong learning provides an emphasis on competence that is underpinned by both knowledge and skills.

The programme is divided into two sections – the Core Programme and the Honours Programme. The Core Programme places English and Maths GCSE and a Science qualification at its centre. It is a balanced and broad 14+ curriculum which aims to encompass the subject disciplines of humanities, languages, technology and expressive arts. The Honours Programme is designed to accredit up to seven areas of experience and achievement which, like the Core Programme, are delivered within the context of a broad and balanced personal development curriculum. These seven areas include ICT, Modern Languages/Internationalism, Enterprise/Financial Capability, Work Experience/Careers Education, A Community/Citizenship Experience, A Personal Challenge and An Extended Project.

Accordingly, the ModBac programme is designed to recognise experience and contextualised learning both within and beyond the curriculum. Learning is in-class, through extra-curricular activities/enrichment, aiming to provide a broader learning experience.

Leading the ModBac Programme → Archbishop Sentamu Academy

Archbishop Sentamu Academy is an inclusive Academy with a strong Christian ethos. The academy has an over-riding philosophy of preparing young people for a fulfilling a career. The Business and Enterprise specialism provides many opportunities for young people to develop business and entrepreneurial skills as they progress through school. The school places an emphasis on combining business studies with practical opportunities within the overall framework of a business community.

<u>Rotherham Ready – The Rotherham Children and Young Peoples' Enterprise Project</u>

Rotherham Ready is an education programme working to transform the aspirations and skills of young people. It brings together businesses, schools, young people and teachers in a new spirit of collaboration and innovation. Working in collaboration with local employers, it aims to establish a series of learning opportunities for all children and young people aged 4-19 thus promoting employer engagement. Moreover, Rotherham Ready seeks to embed enterprise skills into schools.

Rotherham Ready also provides an 'Enterprise Framework' within a 'Learning Portal' with case studies and ideas.

<u>Rotherham Ready – Are You Ready?</u>

After its success, Rotherham Ready has established a national campaign; 'Are you ready?' This Social Enterprise focuses around equipping young people with the enterprise skills, knowledge and attitudes they need to face life in the 21st century with confidence. They provide a comprehensive programme and campaign to create a culture of enterprise in education focusing on the progressive development of enterprise skills, qualities and knowledge.

'Are You Ready' provides training and resources to support the development of enterprise in schools .The 'Ready' Model provides a blueprint for how business and enterprise can be developed and sustained in the classroom. The main elements are:

- Motivating schools through teacher training – enterprise can be seen as an approach to teaching and learning
- Developing strong relationships with businesses and entrepreneurs

The Young Foundation and Studio Schools

As a centre for social innovation, The Young Foundation brings together insights, innovation and entrepreneurship to meet social needs. Focusing on Education and Innovation they aim to make positive social change happen.

The Young Foundation - in collaboration with local and national employers, the country's leading education agencies, government, as well as local partners - is also involved with creating new schools for the future. Studio Schools are small, all ability mixed gender state funded schools, independent of local authorities. It is a new type of provision blending education and business. These 'Studio Schools' offer a more 'hands on' approach providing skills such as initiative, resourcefulness, determination and the ability to adapt to constant change and are designed to equip young people with the knowledge, skills and experiences they need to succeed in life and work. 'Resilience' training, a new social enterprise, offers delivery training to enhance children and young people's capacity to cope, adapt and thrive in difficult times. Students learn the national curriculum through interdisciplinary, enterprise-themed projects which also deliver mainstream qualifications. There are also 6 learning areas at the heart of Studio Schools Curriculum:

1) Transforming my community
2) Leading healthy lifestyles
3) Understanding the world
4) Discovering through technology
5) Communicating with others
6) Enterprising and creative behaviour

In each Studio School Entrepreneurship underpins the ethos and, as a result, the students learn the practical and personal skills needed in the workplace. The essential elements include real work, practical learning and key qualifications with a specific focus on employability and enterprise skills. To make the learning relevant, KS4 students take part in weekly work placements alongside their studies. As they progress to KS5 this is replaced by weekly paid employment, also carried out alongside their studies. This link with work is complimented by studies relating to the chosen employment areas.

Additionally, Studio schools follow a 'Create Framework'. This compromises of:

- Communication – select, organise, deliver
- Relating to others – relate, collaborate, steer
- Enterprise – launch, plan, execute, reflect

- Applied and Thinking – school & learning, family & relationship, work & employment, my local community, wider world
- Emotional Intelligence – understanding myself, managing myself, understanding others, managing others

As with the majority of the aforementioned enterprise-based models this 5 part framework follows the concept of skill development. However, the Studio Schools aim to address attitudes and qualities and so this framework is underpinned by Accessibility, Simplicity, Transparency, Transferability and Evolutionary. The Studio Schools suggest these are essential elements which will then be built upon and tailored by individual schools to meet the needs of their students and local community,

The Da Vinci Studio School of Creative Enterprise

The Da Vinci School of Creative Enterprise is sponsored by North Hertfordshire College. Providing schooling for students aged 14-19 it will deliver mainstream qualifications, including GCSEs, using an innovative approach with an emphasis on enquiry based, project learning.

Given its specialism, it will provide a rich creative and arts curriculum integrated with real business contexts, developing employability skills, as well as the skills/attitudes needed in the creative industries. Connections with local industry partners, creative designers, and small businesses endeavour to make learning relevant and these businesses will involve in all aspects of the curriculum.

Like the Da Vinci Studio School of Science and Engineering each student is assigned a personal coach to discuss aspirations with, support learning and review individual targets.

At key stage 4 at students can study for an Enterprise qualification. At key stage 5 a series of multi-disciplinary enterprise projects will deliver BTEC level 3 creative industry qualifications. To ensure practical experience students complete paid work and industry placements. To emphasis the entrepreneurial spirit of the school learners will be given the opportunity to create their own enterprise businesses.

The Da Vinci Studio School of Science and Engineering

The Da Vinci Studio School of Science and Engineering is sponsored by North Hertfordshire College. The school has a maximum intake of 400 students across years 10-13 with small classes. The school focuses on the STEM subjects of Science, Technology, Engineering and Mathematic.

Having a distinct entrepreneurial culture students are encouraged to develop their skills, achieve academic success and experience real work opportunities to maximise their chances of finding rewarding employment and enjoying a fulfilled life in the future.

Learning is contextualised to make study relevant for the future. The curriculum is brought alive through enquiry-based, project led subject delivery with involvement from local employers forming an integral part.

Each student is assigned a personal coach. These coaches normally have business backgrounds and careers from outside the classroom as well as within it. As a result these students are nurtured to meet the challenges of the 21st Century. In addition, they are encouraged to be innovative, creative and develop a skill set which includes leadership, team and problem solving amongst others. Students are encouraged and expected to take ownership of their own learning and to assist this, self-reflection and personal evaluation is built into the timetable.

School Vision Statement:

The Da Vinci Studio School of Science and Engineering aims to inspire students with a thirst for learning, a drive to succeed and a curiosity to innovate and experiment. The focus is both academic outcomes and skill acquisition to ensure they have the confidence and qualities to embrace challenge and adapt to change. The environment is designed to instil confidence encouraging all learners to set their 'imagination in action'.

Darwen Aldridge Enterprise Studio

Opening in September 2013, the Enterprise Studio will comprise of 300 students aged 14-19. It will offer mainstream qualifications, delivered through real commercial business based projects, and linked to the world of work.

There will be an explicit focus on developing employability and life skills through work experience and placements, personal development and coaching. Furthermore, the school will build close connections with local employers who will be involved in every aspect of the curriculum.

Whilst at the school, students will study for their core GCSEs in English, Maths and Science and IT as well as a work-related pathway from the employment sectors of Business Administration, ICT, Retail or Leisure and Recreation.

3.3   International Experience of enterprise education

Australia

Australia has a similar definition of Enterprise Education to England with an emphasis towards skills, competencies and attributes. With the aim of equipping students to be innovative, creative, well organised and able to thrive on opportunities there has been a shift towards a holistic, curriculum-wide view of enterprise. This marks a move away from extra-curricular and business specific activities to a more broad based approach which included whole-community enterprise projects.

Finland

The Finish Ministry of Education aims to enhance the entrepreneurial spirit among the Finns thus making entrepreneurship an attractive career option. In its '*Guidelines for entrepreneurship educations'* (2009), the Ministry of Education suggests that the programme is about creating active individuals, an entrepreneurial learning environment, education and training, and enterprise-promoting policy in society. Entrepreneurship is defined as 'the individual's ability to translate ideas into action' (12). It encompasses creatively, risk-taking and innovation as well as an ability to plan and take direct actions towards accomplishing goals. These qualities support everyday life in education, at work and in social situations. 'These qualities are needed in entrepreneurship, but they also enhance workers' awareness of their work and help them seize opportunities' (12).

The aim is that by 2015 'Entrepreneurship education has entrenched itself as a solid part of the evolving core curricula and as a stronger component of school-specific curricula' (15).

Within primary education, the emphasis is on positive attitudes, basic entrepreneurial knowledge and skills and an entrepreneurial mode of operation. Whilst in secondary education, knowledge and skills are furthered through developing competencies relating to entrepreneurship. At the upper secondary level Entrepreneurship Education mist focus on hands-on practical experience based on personal involvement with participation and influence.

New Zealand - Education for Enterprise (E4E)

Education for Enterprise provides an example of how students are taught across the curriculum and how they can take ownership of their own learning. The scheme is about promoting an approach to learning that is real, relevant and gives students responsibility for their learning providing opportunities for students to link their learning to 'real-life' situations. Moreover, it is about how enterprise is taught across the curriculum therefore, it is not just a discrete subject but provides learning experiences that encourage young people to be active participants in their learning.

Scotland - Education for Enterprise

Scotland's national approach to Enterprise Education means that students have an entitlement ot enterprise related activities form key stage 1 upwards. Enterprise in education is about taking an enterprising approach to teaching learning. Enterprise encourages all young people to learn and develop in a way that meets their needs and develops skills for learning, life and work. Education for Enterprise concentrates on taking an enterprising approach and that good enterprising teaching and learning should:

- Provide opportunities for learners to think and act in enterprising ways
- Provide a clear focus on core and employability skills and the ability to transfer these to different, real-life contexts, particularly the world of work
- Provide opportunities for work-related experiences, both in and outside the classroom
- Adopt and enterprising approach to learning and teaching
- Promote positive attitudes
- Provide opportunities for learners to develop skills such as problem solving, decision making and evaluating risks
- Provide entrepreneurial experiences

Like the aforementioned articles, Education for Enterprise, Scotland defines entrepreneurial learning. However, as a governmental educational department, the organisation provides a clear and more practical definition for schools to implement; entrepreneurial learning is learning by doing. It is also for schools to realise that it is not just about business start-ups but about giving young people the chance to experience real business and work-related learning through entrepreneurial enterprise activities. The development of skills, such as team work, leadership, communication and dealing with failure, through a 'hands-on' approach, is paramount.

USA – Charter Schools

Founded in 1997, Charter Schools USA is one of the oldest, largest and fastest-growing education management companies in the United States.

The Enterprise Charter School, Buffalo, New York

The Enterprise Charter School has the mission of 'engaging young minds through projects and partnerships'. The school aims to provide students with the knowledge, skill and dispositions to grow and solve problems to succeed in school and the wider community. The school focuses on Project-based learning with an interdisciplinary array of skills such as maths, languages, fine arts, geography, science and technology. It is a long-term, interdisciplinary, student-centred structure. Through integration with real world issues, students are given the motivation to take responsibility

and engage in their own learning. Making connections outside the classroom and developing real world skills giving learning relevance. The school also aims to develop skill such as working together, decision making, initiative and solving complex problems.

iLEAD Charter School, Mauston, Wisconsin

Standing for Individualized, Leadership, Entrepreneurship, Academic, Discovery, the iLEAD school has the mission of 'empowering students to be agents of innovation by cultivating their entrepreneurial spirit and leadership capacity'. Like the Enterprise Charter School, iLEAD is a student-centred, project-based school. It promises to engage students through a rigorous and relevant curriculum in preparation for the demands of the 21st Century. As part of creating this entrepreneurial spirit students need to understand their leadership style, develop critical thinking skills and are willing to take risks. Whilst students may not create an invention or develop a business plan for every project it aims to help provide the background knowledge to do so if they chose to. Students are empowered to re-think, re-learn, re-design and try again to overcome failure. The school believe that being able to overcome obstacles is key to cultivating the entrepreneurial spirit.

The definition of 'entrepreneurship' is different from the traditional business startup and instead it is characterised as the exploration of ideas and being able to see them through form start to finish. It is also about fostering the development of skills such as communication, problem-solving, critical thinking, leadership, teamwork, ethics and technical skill proficiency in the student's area of study. At the cornerstone of the school is individualised learning plans which reflect the needs and interests of each student. As a result of these plans students will have the flexibility and safety to experiment with their own innovative ideas hence creating a positive learning environment.

USA - Entrepreneur–in-the-Classroom Curriculum Model

The Entrepreneur-in-the-Classroom curriculum is a hands-on curriculum model that allows educators to teach their students the ideas behind entrepreneurship and free-enterprise. This curriculum model is a comprehensive introduction to these ideas, enabling educators, even those with no business background, to introduce their students to entrepreneurship. The model aims to ensure that students will learn life skills of communication, leadership, creativity, problem solving, and organizational planning.

<u>Wales – Youth Enterprise and Entrepreneurship Strategy</u>

Wales has an entrepreneurial focus with a focus on education and economic development. Driven by Youth Enterprise and Entrepreneurship Strategy (YES) a model of understanding and teaching entrepreneurship has been derived for the key characteristics of entrepreneurs. It aims to aim young people with entrepreneurial skills and attitudes to raise aspirations so they can fulfil their potential.

3.4　Entrepreneurial Ecosystems

Spark Global's 'Entrepreneurship Snapshot' report provides an overview of global enterprise and its provision with a focus on ecosystem. Looking at these various worldwide ecosystems, the snapshot introduces ideas which can be taken on board to embed entrepreneurship in education and to add value to young people's life.

The paper focuses on how we need to 'create an environment in which entrepreneurialism can flow' and this is why an entrepreneurial ecosystem is essential for this culture to flourish.

Snapshot: Africa

SMME owners are being educated in entrepreneurship as a method of ensuring sustainability and business growth. Daniel Heever, Lecturer at Haikou College of Economics, states that the responsibility of entrepreneurial education lies with government and already-established institutions.

In Nigeria, Spark is working with the Niger Delta Amnesty Programme. This youth development programme focuses on building emotional awareness and skills, employability skills and personal development coaching that supports highly relevant vocation skills training.

Snapshot: Latin America

Mundos E Foundation is delivering specific entrepreneurship programs, such as a 'Company Creating Degree' designed for entrepreneurs wanting to create or grow their own business. It is believed that developing entrepreneurs is essential for social-economic growth.

As in other regions around the world, the $5 challenge is used with the intent to inspire entrepreneurial talent and confidence among young people. With the $5 students are challenged to make as much money as they can within the 5 weeks using creative and ingenious means.

Snapshot: North America

Whilst the national consensus is that encouraging entrepreneurship is part of the answer to accelerate economic recovery, educators are batting with how to redesign the traditional curriculum relying on the outdated business plan.

There is also a focus on research which questions why some student's choose to go directly into business whilst others pursue academia. At Delta College, many students completing their entrepreneurship programme are those returning to formal education after already engaging business start-up. Whilst the education of entrepreneurs in a formal setting is still in the early stages

of research, it is thought these results could help identify the factors that lead to better success rates for smaller business owners.

Various initiatives which encourage student enterprise are exposing elementary and middle schools students to entrepreneurial thinking and basic entrepreneurial skills. This growing cultural shift in the education system is shifting education towards a more student-centred approach.

Snapshot: Europe

The focus on 'entrepreneurship' has come from the need to improve employment levels, economic reform and strengthen the knowledge-based economy.

The European Commission states that cultural factors play a significant part in discouraging entrepreneurship and therefore a more entrepreneur culture is needed – this starts with young people and from education.

The matter in Europe may rest with the fact that "necessity entrepreneurship" reflects a greater hunger than "growth entrepreneurship". Therefore, the European entrepreneur ecosystem is based around the fact that the default option for start-up funds is to seek external funding rather than using personal funds. Perhaps then, not having the same of level of need for entrepreneurship lowers the rate of growth and desire.

4 Secondary Schools

Examples of Secondary Schools currently focusing on enterprise education

Alec Reed Academy, Middlesex	Curriculum has an enhanced focus on the Academy specialism of Enterprise resulting in it being an interwoven component throughout all areas of the curriculum as well as taking the form of specific Enterprise Days and Events.
Alysham High School, Norfolk	As Business and Enterprise specialist the school 'fuels and enables enterprising minds to flourish'. It is also the heart of all the schools work, ethos and culture.
Barnwell School, Stevenage	The school focuses on the Enterprise Process where Enterprise is seen as a method of teaching and a way of learning rather than as a subject that can be studied.
Brighton Aldridge Community Academy, Brighton *(expanded in 3.2)*	The focus is on broadening horizons through the delivery of personalised programmes. Entrepreneurship is combined with a school specialism in Sport.
Castle View Enterprise Academy, Sunderland	The curriculum model includes 2/3 hours of Enterprise (Basic Skills) in KS2 and 2/3 hours Business and Enterprise (IT, Enterprise, Workskills) in KS4.
The Cherwell School, Oxford	As part of the schools Enterprise work students took part in the Schools Network 'Go Global' competition which they went on to win. The students are using their entrepreneurial skills to fundraise for a charity who aim to put schools and libraries in communities in South East Asia.
The Da Vinci School of Creative Enterprise *(expanded in 3.2)*	A creative arts curriculum integrated with real business contexts. Delivery is predominantly through project-based learning.
The Da Vinci Studio School of Science and Engineering *(expanded in 3.2)*	The school aims to inspire students with a thirst for learning, a drive to succeed and the curiosity to innovate and experiment. Focus on project-based learning.
Darwen Aldridge Community Academy, Darwen *(See case study)*	Enterprise is used as a theme underpinning every area of the curriculum and is combined with specific 'Entrepreneurship' lessons. Enterprise is also integrated into the lesson planning framework.

Hastingsbury Upper School and Community College, Bedford	Focus on the development of 'enterprise skills'. These transferable skills support teaching and learning as well as preparing students for society and the world of work. The schools brings in industry and business and well as having them input into the schemes of work.
King James's School, Huddersfield *(See case study)*	Enterprise education involves all subjects so the school has developed an enterprise framework/model to be used in every lesson. There is a strong focus on staff CPD.
Maley Lambert, Hull	The schools seeks to develop a series of enterprise and employability skills which include self-management, team working, business and customer awareness, problem solving, application of numeracy etc. Through doing so, the schools believe that this will allow students to 'identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for themselves'. The school is involved in several Enterprise Events e.g. Badgers Sett Enterprise Challenge and Youth Enterprise Bank.
Portland Aldridge Community Academy, Portland *(expanded in 3.2)*	Entrepreneurship is used to improve confidence and is coupled with a philosophy of driving aspirations.
Queens Park Community School, London *(See case study)*	A whole school approach is adopted encompassing curriculum models, events and extra-curricular activities.
Tendering Enterprise Studio School, Essex	Running as a Studio Schools pilot, students have been learning via enterprise projectsdesigned to improve their local area. The national curriculum is taught through interdisciplinary, enterprise-themed projects, and has a much stronger emphasis on practical work and enterprise.

Writhlington School, Radstock	A Business and Enterprise Specialist school, enterprise education lies at the centre of learning across the whole curriculum. Students learn the skills and attributes that will equip them for future working lives, becoming articulate, confident, flexible and adaptable individuals. The school has an Enterprising Learning Zone, Enterprise Week and Extra-curricular enterprises all of which give real-life experience of leading their own business. Projects are worked into the curriculum.

5   Primary Schools

<u>Enabling Enterprise</u>

Enabling Enterprise run a Primary School Programme centred on the principle that: 'Firstly that children need to be great communicators, socially adept and resilient to succeed. Secondly, that learning can be the most exciting thing in the world'. For example, a year 1 and 2 lesson time programme called 'Step One' is centre around building resilience, basic social skills, and the ability to work with others.

<u>Enterprise Village</u>

The Enterprise Village looks at how enterprise is present in primary schools currently. The article states that elements of enterprise education, including the development of enterprise skills, personal finance and economic and business understanding, are found in most primary schools, although they are not always made explicit and the provision often lacks coherence. The more recent aims pivot around creating a sharper focus.

<u>Rotherham Ready Primary Model</u>

Rotherham Ready's 'Outcome Matrix' aims to cover from 'beginner' to 'expert'. From this, it can be deduced that 'beginner' can be linked with a primary enterprise model. Statements such as 'I like using my imagination' and 'I am willing to try new activities' seem apt for key stage 1 and 2 students. Rotherham's 'Ladder of Entitlement' aims to demonstrate how enterprise skills, knowledge and understanding can be developed from foundation years to key stage 5.

Foundation Level

Foundation suggested learning outcomes include practicing skills through the curriculum, understand what the Foundation enterprise skills are being aware that learning new skills is an important part of school and will help in the future.

Foundation suggested activities/interventions include developing enterprising learning and teaching, speaking and listening activities, the introduction of the 'Foundation Six' enterprise skills - teamwork, communication, positive attitude, creativity, initiative, financial literacy and group discussion and reflection.

Key Stage 1

Key stage 1 learning outcomes are to apply and practice enterprise skills through the curriculum, develop an awareness of the Big 13 enterprise skills, participate as part of the class in the planning and running mini enterprises, understand the current skill levels and understand that enterprise skills are used in school/home life.

Suggested activities/interventions include developing enterprise learning and teaching styles, poster activities to generate pupil definitions of the skills and creating class scrapbooks.

Key Stage 2

Key stage 2 suggested learning outcomes: applying and practicing enterprise skills through the curriculum, developing a mini enterprise, understanding the importance of developing a business plan and budget for a mini enterprise. Being able to make links between school life/activities and enterprise skills, record and reflect on enterprise learning journey and demonstrate understanding of The Big 13 enterprise skills.

Key stage 2 suggested activities/interventions: Enterprising learning and teaching styles developed, school fair, planning school trips, Make £5 Blossom. Rotherham Ready Scrapbooks model to record and reflect on individual enterprise learning.

Rotherham Ready's suggestions for introducing the enterprise skills from Foundation to key stage 2 is centred around The Foundation Six skills – Teamwork, Communication, Positive attitude, Creativity, Initiative and Financial literacy .

Key points:

- Importance of visual resources
- 'Class Scrapbook' – Enterprise activities are recorded as a class in a scrapbook so children can remember what they did. The book also provides evidence of what happened, what works well and what didn't. Later on these can be replaced by individual scrapbooks which also becomes a record of learning
- Speaking and listening – generate discussion in circles time to reflect on what skills children are using
- Enterprise Characters – creating characters to act as a visual reminder of the different skills. The characters can also be made into a book which can also be used as a resource for younger students

<u>Young Enterprise</u>

Young Enterprise is a business and enterprise charity. With an emphasis on "learning by doing", they run Classroom Based and Company Based Programme for both Primary and Secondary school. One such primary programme for children ages 4-7, called 'Ourselves', is delivered in 5-6 hours. During the programme students are taken on an engaging story based journey exploring the world of work, solving, earning, decision making and teamwork. As well as directly supporting the Primary Framework for literacy and maths it also supports a range of subjects such as Geography, History, Art, ICT, PSHE and Citizenship.

Whitley Memorial C of E Aided First School, Northumberland

Whitley Memorial C of E Aided First Schools, situated in Northumberland, has approximately 300 students aged 3-9.

'Using an enterprise project to develop literacy in the early years'

The project was developed over a half term with two reception classes. It was based around the story of the little red hen and then progressed in to related activities. This included pupils learning how to grind wheat, visiting a bakery, making and selling cakes and deciding how the profit will be spent.

The aim was to use an enterprise project to promote early leaning goals through a focus on communication, language and literacy. Additionally, the project included aspects of personal development, problem solving, creativity, physical development and knowledge and understanding of the world.

6   Main Findings

There are a larger number of current enterprise education and activity providers all aiming to increase engagement in enterprise and/or entrepreneurship. Some focus on models where enterprise is integrated into the curriculum whereas others primarily run enterprise days and events.

The UK has a distinctive national strategy for enterprise education focusing on a broad, skills-based foundation. As a result, although terminology varies across the frameworks and models for enterprise education in schools, most present competences which are 'soft' skill-based. In addition, they all possess connections linked to other educational agendas; PSHE, PLTS and Work Related Learning. In each model, enterprise is focussed primarily on the delivery of soft skills. Therefore, these skills are related not only to business ventures and start-ups but also to increasing employability skills more generally.

Research shows that, unlike the UK, other countries focus on 'entrepreneurship' education as an answer to the perceived need more business start-ups to boost a more entrepreneurial economy. Whilst skills and attitudes are still developed they become an outcome rather than the aim. England's strategy aims to achieve both so that all students gain a broad-based skill set to help them fulfil their potential.

Drawing from McLarty's Evaluation of Enterprise Education, and taking into account the various case studies from school and enterprise education providers, it seems that there are number of critical factors that a school wishing to embed enterprise must consider.

Common themes running through research, schools already embedding enterprise and enterprise education providers:

- Enterprise education and learning needs to be defined and understood by students, staff and stakeholders
- Learning outcomes of knowledge, understanding, skills and attributes need to be identified
- Decisions upon how the development of enterprise learning can be assessed, monitored and evaluated
- Vision and Ethos
    - Schools need to have a vision and an aim for what it is going to achieve. Many schools chose to also integrate it within the ethos.
    - Darwen Aldridge Community Academy, for example, embraces an Academy Vision which encompasses enterprise at the heart of the school, stating that: "The Academy seeks to develop a passion for learning and an enterprising spirit amongst its students and staff, and amongst members of the local community". Consequently,

this helps students, staff, parents and other stakeholders understand what is at the core of the Academy.

- Teamwork appears to be a common theme amongst all providers.
- The majority stem from the development of enterprise skills with most models referring to: creativity, problem solving, risk management and almost all address some form of independent inquiry
- It takes considerable time to embed enterprise into the curriculum as well as implementing a number of strategies. Some schools report 1-2 years to gradually embed enterprise
- The need for an Enterprise co-ordinator:
  - To look at how enterprise can be embedded into the existing curriculum
  - It is important to note that a completely new curriculum model is not necessarily needed. It is likely that there are pre-existing projects which, with some amendments, could include enterprise skills.

Some schools, such as Darwen Aldridge Community Academy (DACA), set aside 1 hour per week for 'Entrepreneurship' with Key Stage 3. This time in the timetable is created from moving the provision of PSHE into tutor times. Any teacher is expected to deliver Entrepreneurship but is provided with a lesson plan and resources. As well as these specific Entrepreneurship lessons, DACA also embeds enterprise across the curriculum. Similarly, Castle View Enterprise Academy includes 2-3 hours of 'Enterprise' in the timetable. This is done through creating links with IT and business studies meaning that students also gain qualifications.

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Appendices:

A: Darwen Aldridge Community Academy (DACA)

B: King James's School

C: Queens Park Community School

Appendix A: Case Study

Darwen Aldridge Community Academy (DACA)

Darwen Aldridge Community Academy is a mixed comprehensive in Lancashire with approximately 900 students. The academy is sponsored by the Aldridge Foundation and has an enterprise centre. The specialism of entrepreneurship is used as a means of improving attainment. Through entrepreneurship DACA promote positivity, determination and the drive to achieve the highest standards in learning and in life. The Academy develops knowledge, skills and understanding about enterprise activity aiming to support the development of future business and social entrepreneurs

How Enterprise is embedded throughout the school:

- All students experience entrepreneurship themes delivered across the curriculum
- Within KS3 and KS4 1 hour per week is dedicated to 'Entrepreneurship'
- Events/Enterprise Days
    - Suspended timetable days for Enterprise Events
    - Fundraising Events, e.g. 'Deck the Stalls' Christmas Fayre
- Within the whole school culture:
    - Enterprise within DAKA pivots around: Passion, Determination, Risk taking, Teamwork, Creativity and Problem Solving
    - Rewards – students and staff are awarded with merits/badges based around the above enterprise attributes
- Within the curriculum:
    - Enterprise is used as a theme underpinning every area of the curriculum
    - Entrepreneurial aspects are included in the lesson plan template *(attached)*
        - Learning Objectives have to include Entrepreneurial Aspects
        - Development of Student's Currency of Entrepreneurship – Passion, Creativity, Problem Solving, Teamwork, Risk Taking, Determination, Organisational Dynamics, Market Dynamics, Personal Dynamics and Community Dynamics
    - Maintain an entrepreneurship portfolio of their experiences, activities and projects undertaken throughout their time in the Academy
- Extra-curricular:
    - Implementation of a Young Chamber club

Darwen Aldridge Community Academy, Lesson Plan Template

LESSON PLAN

Teacher:____ Subject:_____ Date:_____ Lesson:_____ Room: _____
Year:_____ Group/Set:_____ Students Targets attached:
No, of students on roll:_____ Boys:___ Girls:___ Target Range:
No. of students on GAT: __ SEN SA: __ SEN SA+ ____ EAL+ ____
TA Support:

Focus for lesson: (e.g. AfI/G&T agreed in advance when observed)

Previous Learning/Context: (Big Picture)

Learning Objective(s): (Including Entrepreneurial Aspects)

Levelled Learning Outcomes   **Level/NC/GCSE etc.**

By the end of the lesson, ALL students will be able to…

                                                                          ____

By the end of the lesson, MOST students will be able to…

                                                                          ____

By the end of the lesson, SOME students will be able to…

                                                                          ____

Development of Student's Currency of Entrepreneurship: tick as appropriate					
Passion		Creativity		Problem Solving	
Teamwork		Risk Taking		Determination	
Organisational Dynamics		Market Dynamics		Personal Dynamics	
Community Dynamics					

Big Picture, stimulating Activities with higher level questioning linked to LLOs, Revisit LLOs, modelling of task and independent learning, students Reflect on and Demonstrate learning. Brisk pace, excellent relationships throughout.]

Starter [A]	Assessment opportunities:
Main/Engagement [A series of episodes] [R]	**Resources/Risk Assessment/Other**
	Simplification/Accessibility/SEN: [Include use of TAs]
	Extension/Enrichment/GT: [KS3 Levels 7/8 and EP - KS4 A/A* Tasks - Challenge] **Homework:**

Plenary/Providing evidence to support students' progress: [R and D]

Cross Curricular Links:
Literacy:
Numeracy:
ICT to enhance learning:
SMSC development:
PeLTS:
SEAL:

Big Picture, stimulating Activities with higher level questioning linked to LLOs, Revisit LLOs, modelling of task and independent learning, students Reflect on and Demonstrate learning. Brisk pace, excellent relationships throughout.]

Appendix B: Case Study

King James's School

King James's School is a mixed comprehensive 11-16 school with approximately 900 students located outskirts of Huddersfield.

Previously in the school, enterprise education was delivered mainly through one-off activities that did not necessarily have relevance to the school's curriculum and the future career needs of the students. As a consequence, the students often didn't see the relevance of many of the activities. The school overcame the initial challenge of getting all staff on board by making it a major development priority for the school.

The role of Enterprise Education:
- Well-planned provision for enterprise education involves all subjects in the curriculum, suspended timetable days and tutor periods
- Enterprise education is well coordinated across the schools and is based upon a clear work-related learning and enterprise education policy
- The same framework is used for an enterprise audit in each subject area:
  Stage 1: Tackling a problem or need - generating ideas through discussion to reach a common understanding of what is required to solve the problem or meet the need.
  Stage 2: Planning the project or activity - breaking down tasks, organising resources, deploying team members and allocating responsibilities
  Stage 3: Implementing the plan - solving problems and monitoring progress
  Stage 4: Evaluating the processes - reviewing activities and final outcomes, reflecting on lessons learnt, and assessing the skills, attitudes, qualities and understanding acquired

Developing expertise in teaching and support staff:
- Giving enterprise education a high profile at meetings and on staff development days
- Providing frameworks and templates to help staff think of ideas and map activities to their specialist curricular areas
- Providing opportunities for staff to share ideas and discuss challenges

Appendix C: Case Study

Queens Park Community School

Queens Park Community School is a mixed comprehensive secondary school and sixth form comprising of 1200 students situated in Queens Park, North West London. It was designated a specialist Business and Enterprise school in 2003.

> *"The school's Business and Enterprise specialism permeates other subjects as well as being a focus for curriculum extension days. Students enjoy these and value their relevance to their futures and the world of work." OFSTED*

The role of Enterprise Education:
- A whole school approach
- Students' employability and enterprise skills are developed throughout the curriculum
- Innovative projects are developed with employers
- Teachers look for opportunities to develop enterprise skills within all lesson planning – it is also reflected in lesson observation criteria used for subject and faculty reviews

Keys to success:
- Vision and commitment from SLT to ensure that enterprise is a whole-school priority
- Enterprise skills are taught across the curriculum with a strong focus on knowledge, skills and application
- All schemes of work include personal, enterprise, thinking and learning skills and students are used to encountering enterprise activities in all subjects
- Enterprise co-ordinator – developing links with businesses and community groups, coordinate work and develop enterprise projects with staff
- 6 Enterprise and curriculum extension days per year which draw the faculties together to encourage students' creativity and provide opportunities to be innovative in a wide variety of interesting and motivating contexts, such as:
  - Building and testing rockets in science
  - Measuring the energy stored from homemade wind turbines in geography
  - Holding a Mathematic Olympics
- Extra-curricular opportunities:
  - Contributing to a music festival
  - Performing arts productions
  - Local projects – sport competition, run an allotment and raise funds for local, national and international charities

- Recognising students' achievements and showcasing their work through the school magazine

Outcomes for students:

- Typical examples of the skills students felt they have gained:
    - Presentational skills
    - Working in different teams, especially with students form other year groups
    - Learning in different ways
    - Confidence to ask question
    - Working with adults outside the school and having to take responsibility for real projects that make a difference

Curriculum example:

Teachers successfully develop their own understanding of enterprise and employability and integrate these skills and concepts into all their lessons.

For example, in a design and technology lesson, the students work through the whole process from the initial concept of a product to mass production and costing. The initial practical activity introduces the concepts that are reinforced throughout the course. This is a typical example of how thinking, problem-solving and collaboration skills are fully imbedded into the curriculum and it is especially effective because this process is reinforced in all subjects from Years 7 to 13.