



Enterprise 4U

A practical half-day introduction to enterprise education for Key stage 4 staff

Additional resources

Is your lesson enterprising?

An easy-to-use checklist

At the end of the lesson, learners are able to:	
recognise, develop and apply their skills for enterprise and employability:	
describe and demonstrate the main qualities and skills needed to enter and thrive in the working world (1a)	
evaluate the usefulness of a range of employability skills (1b)	
assess, undertake and manage risk, and make decisions in conditions of uncertainty (1c)	
collect relevant evidence and use it for making decisions (1d)	
show leadership, management, drive and self-reliance when working on tasks and in teams (1e)	
demonstrate innovative approaches to solving problems (1f).	
engage with ideas, challenges and applications from the business world:	
know and understand key enterprise concepts (9a)	
demonstrate the main enterprise skills, attitudes and qualities (9b).	

Adapted from: *Work-related learning at Key stage 4 – Audit tools* (QCA 2005)



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Key components of enterprise education in schools

Davies Review

According to Howard Davies, 'the ultimate objective is a more dynamic economy, with a more rapid rate of job and business creation'. Hence, the report argued strongly that enterprise capability, economic and business understanding, and financial literacy are an essential part of preparation for adult life and should be developed in schools. The review explained these strands:

Enterprise capability: the capability to handle uncertainty and respond positively to change; to create and implement new ideas and new ways of doing things; to make reasonable risk/reward assessments and act upon them in one's personal and working life. This depends on the development of:

- knowledge and understanding of concepts – organisation, innovation, risk, change
- skills – decision-making (particularly under conditions of uncertainty), personal and social, leadership, risk management, presentational
- attitudes – self-reliance, open-mindedness, respect for evidence, pragmatism, commitment to making a difference
- qualities – adaptability, perseverance, determination, flexibility, creativeness, improvisation, confidence, initiative, self-confidence, autonomy, action-orientation.

Financial literacy: the knowledge, skills and attitudes necessary to become a questioning and informed consumer of financial services and the ability to manage one's finances effectively.

Financial literacy can be divided into three interrelated themes:

- knowledge and understanding – familiarity with a range of concepts such as money, credit and investment
- skills and competence – budgeting, financial planning and personal risk management
- attitudes – taking responsibility for the wider impact and implications of money and financial decisions on individuals, business and the community.

Economic and business understanding: a process of enquiry, focused on the context of business, central to which is the idea that resources are scarce so that choices have to be made between alternative uses. This includes:

- knowledge and understanding – familiarity with a range of economic concepts such as the market, competition, price, efficiency and economic growth
- skills – the ability to take decisions and make judgements on issues with an economic dimension; to investigate simple hypotheses and apply theoretical understanding to practical situations
- attitudes – an interest and concern in: economic affairs; responsible use of resources; the challenges of business and its importance to society; responsibility of employers to the community and the environment.

Entitlement

According to Teachernet, ‘this entitlement [the National Strategy for Enterprise Education] will provide all KS4 pupils with the equivalent of five days’ activity focused on enterprise capability – innovation, creativity, risk-management and risk-taking, and a can-do attitude and the drive to make ideas happen – supported by financial capability and economic and business understanding. Enterprise capability is a key output of work-related learning programmes, which became a statutory requirement in September 2004.’

Every secondary school must be able to demonstrate how well the curriculum and other activities enable learners to develop enterprise capability, economic and business understanding, and financial literacy. Ofsted will report on this.

Schools also need to relate their enterprise provision to the five-part entitlement to children under 16, as set out in the Every Child Matters document.

All schools develop learners’ communication, problem-solving and risk-taking skills, so this could be your starting point for developing policy. The types of questions you need to be asking are:

1. What do we already do that maps with the new enterprise entitlement?
2. Can we develop enterprise provision in Key stage 3 in order to spread work-related learning/enterprise across the school?
3. Can we adapt our PSHE/citizenship programmes to support the entitlement?
4. Can we develop enterprise capability through English, maths and science?
5. Can we place financial literacy in Key stage 3 Maths?
6. Which member of the leadership team is going to have oversight?
7. Should we combine our work-related learning/enterprise provision? – It’s probably a good idea!
8. What are the staff training implications?
9. How can we accredit learner achievement?
10. What are our success criteria?

Enterprise Standards Fund

In September 2005, new funding of £60m a year was made available to support enterprise education in English secondary schools. This funding is not ring-fenced though it is recommended that schools spend their allocated money on enterprise provision.



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Your enterprise profile: How enterprising are you?

1. Please answer the five questions beneath each enterprising attribute as honestly as possible.
2. Award yourself a score from 1 to 5 for each question.
If the answer is:
 - **Always**, award yourself 5 points
 - **Mostly**, award yourself 4 points
 - **Sometimes**, award yourself 3 points
 - **Hardly ever**, award yourself 2 points
 - **Never**, award yourself 1 point.

	Never	Hardly ever	Sometimes	Mostly	Always
Self-confidence – Do you:					
1. make your ideas work?					
2. get your own way?					
3. enjoy new challenges?					
4. deal with people you don't know easily?					
5. believe in your own abilities?					
Total score for self-confidence _____ (max 25)					
Independence – Are you:					
1. happy to decide what to do by yourself?					
2. able to speak your mind when asked?					
3. happy to go your own way where necessary?					
4. capable of doing most things yourself?					
5. happy to be left alone with jobs?					
Total score for independence _____ (max 25)					

	Never	Hardly ever	Sometimes	Mostly	Always
Determination – Do you:					
1. see things through to the end?					
2. try another way if the first way fails?					
3. keep trying a little bit harder?					
4. set a target and keep it in sight?					
5. refuse to be put off if your mind is set?					
Total score for determination _____ (max 25)					
Problem solving – Can you:					
1. change with the times?					
2. get round problems one way or another?					
3. deal with setbacks?					
4. approach a problem in different ways?					
5. learn from experience – good or bad?					
Total score for problem solving _____ (max 25)					
Risk taking – Do you:					
1. only take a chance if you are pretty sure of winning?					
2. prefer small risks to big risks?					
3. start things when you can see how to finish the task?					
4. wait until you see how others are doing it?					
5. learn from experience – good or bad?					
Total score for risk taking _____ (max 25)					
Decision making – Can you:					
1. make decisions with confidence?					
2. get your own way?					
3. enjoy new challenges?					
4. act on your decisions to make something happen?					
5. make a decision without having all the information you need?					
Total score for decision making _____ (max 25)					

	Never	Hardly ever	Sometimes	Mostly	Always
Leadership – Do you:					
1. get others to cooperate?					
2. get other people on board?					
3. get things organised well?					
4. sense how people are responding to you?					
5. support others when they need help?					
Total score for leadership _____ (max 25)					
Creativity – Do you:					
1. sit and daydream?					
2. come up with lots of ideas?					
3. find brainstorming easy?					
4. come up with ideas for other people when they ask?					
5. like starting new things?					
Total score for creativity _____ (max 25)					

3. Add up your score for each attribute.

4. In the grid below, write your total score for each attribute and then shade in your profile. For example, if you scored 13 for self-confidence, write '13' in the 11–15 column and colour in the square.

	Score	1–5	6–10	11–15	16–20	21–25
Self-confidence						
Independence						
Determination						
Problem solving						
Risk taking						
Decision making						
Leadership						
Creativity						

So how enterprising are you? How does your profile compare with colleagues' profiles?



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Your enterprise profile: How enterprising are you now?

- Please answer the questions beneath these enterprising attributes as honestly as possible. Put a tick in the box that best describes how you feel.

And now, are you?	More	Less	The same
Self-confidence – Do you:			
1. make your ideas work?			
2. get your own way?			
3. enjoy new challenges?			
4. deal with people you don't know easily?			
5. believe in your own abilities?			
Independence – Are you:			
1. happy to decide what to do by yourself?			
2. able to speak your mind when asked?			
3. happy to go your own way where necessary?			
4. capable of doing most things yourself?			
5. happy to be left alone with jobs?			
Determination – Do you:			
1. see things through to the end?			
2. try another way if the first way fails?			
3. keep trying a little bit harder?			
4. set a target and keep it in sight?			
5. refuse to be put off if your mind is set?			

And now, are you?	More	Less	The same
Problem solving – Can you:			
1. change with the times?			
2. get round problems one way or another?			
3. deal with setbacks?			
4. approach a problem in different ways?			
5. learn from experience – good or bad?			
Risk taking – Do you:			
1. only take a chance if you are pretty sure of winning?			
2. prefer small risks to big risks?			
3. start things when you can see how to finish the task?			
4. wait until you see how others are doing it?			
5. only tackle things you are sure you can do?			
Decision making – Can you:			
1. make decisions with confidence?			
2. get your own way?			
3. enjoy new challenges?			
4. act on your decisions to make something happen?			
5. make a decision without having all the information you need?			
Leadership – Do you:			
1. get others to cooperate?			
2. get other people on board?			
3. get things organised well?			
4. sense how people are responding to you?			
5. support others when they need help?			

And now, are you?	More	Less	The same
Creativity – Do you:			
1. sit and daydream?			
2. come up with lots of ideas?			
3. find brainstorming easy?			
4. come up with ideas for other people when they ask?			
5. like starting new things?			

2. So are you more or less enterprising than before? Or the same?

3. Which column have you put most ticks in? And the least?

4. Finally, what three enterprising things will you do tomorrow and next week? Make two lists:

Three enterprising things I will do:	
Tomorrow	Next week



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25 characteristics of an enterprising school

Read each of the following in turn and decide how far along the road your school is for each statement.

	Moving forwards	Primed to go	Waiting to start
Vision, ethos, staff development and workforce remodelling			
1. Our school has managers and teachers with vision about the transforming impact of an enterprise ethos on teaching and learning, and standards of achievement.			
2. Our school has staff with a shared understanding of what enterprise learning outcomes are, the importance of enterprising learners to a knowledge economy, and the wider implications for teaching and learning.			
3. Our school has senior staff with a clear strategy for driving the enterprise ethos forward, including allocating sufficient time and resources.			
4. Our school involves all staff in CPD on enterprise, building on the wide range of skills, knowledge and experience that already exists.			
5. Our school uses workforce remodelling and greater flexibility to appoint 'hybrid' staff with business and teaching expertise, as well as para-professionals, to develop business and community links.			
6. Our school creates learning environments that add to a professional work-oriented ethos.			

	Moving forwards	Primed to go	Waiting to start
Partnerships with local business and the community			
7. Our school is outward-looking and willing to open up resources to, and provide services for, the community, becoming, whether rightly or wrongly, an extended school.			
8. Our school uses its resources to help enterprising learners establish incubator companies.			
9. Our school is alert to the skill needs of business, eg by using its partnerships with large businesses to offer training for local small businesses.			
10. Our school establishes enduring business partnerships and partnerships with community organisations based on mutual benefit.			
11. Our school provides advice, support, training and activities to other schools wishing to develop an enterprise ethos and activities, eg including working with feeder primary schools on enterprise projects.			
12. Our school uses its website to disseminate good practice.			
Curriculum			
13. Our school creates curriculum structures and plans that facilitate whole-school approaches to enterprise learning and teaching.			
14. Our school has a whole-school approach to an enterprise curriculum, with progression and differentiation in enterprise learning opportunities, using a combination of cross-curricular approaches (such as dedicated time and suspended timetable days).			
15. Our school has integrated vocational, work-related learning and enterprise education, but also understands the wider significance of enterprising teaching and learning across the curriculum and beyond the business context.			
16. Our school ensures that business education specialists inform the enterprise education programme of activities but do not dominate or wholly 'own' the programme.			
17. Our school exploits the overlaps between good citizenship education, active learning pedagogy, peer mentoring and enterprise learning.			
18. Our school provides opportunities for entrepreneurship education and involvement in social enterprises.			

	Moving forwards	Primed to go	Waiting to start
Curriculum – continued			
19. Our school encourages teaching that promotes creativity and learner autonomy and develops enterprise capability, but not always in a business context.			
20. Our school develops enterprise capability through extra-curricular activities such as charity projects.			
21. Our school buys in the best of link agency activities, but also develops its own creative ideas.			
22. Our school has established some permanent, learner-run companies that offer real opportunities to provide goods and services to the community, in addition to shorter-term mini-enterprises.			
23. Our school creates ‘virtuous circles’ of enterprise activities so that commercial enterprises are used to fund social enterprises, eg on sustainable development.			
24. Our school collects evidence of enterprise activities leading to raised attainment in 14–19 qualifications and improved motivation and behaviour.			
25. Our school ensures that learners’ enterprise learning is assessed (and where possible, accredited) and that learners can articulate how they have developed and demonstrated enterprise capability, and why these skills for life are important in the future.			

Source: Adapted from Schools Enterprise Education Network resource kit 2 (Specialist Schools and Academies Trust 2006)



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Your enterprise education profile: Exploring your teaching and learning styles

1. For each of the eight different enterprising attributes (self-confidence, independence, and so on) that feature in the 'Your enterprise profile' questionnaire, please choose one of the five questions and copy it into the left-hand column of the relevant table.
2. In the right-hand column please explain how the question applies to your teaching and learning style.

First, an example:

Self-confidence – I...	This applies to me
<i>Make your ideas work</i>	<i>I will develop a new approach to xxx.</i>

Self-confidence – I...	This applies to me

Independence – I am...	This applies to me

Determination – I...	This applies to me

Problem solving – I can...	This applies to me
Risk taking – I...	This applies to me
Decision making – I can...	This applies to me
Leadership – I...	This applies to me
Creativity – I...	This applies to me

3. Did you discover any surprises?

4. How can enterprising skills and behaviours impact on your teaching and learning styles?



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Useful websites for enterprise education

Resources to support the development and delivery of enterprise education are available from a number of agencies. Increasingly, these are in electronic formats. We have selected four websites that proved useful to us in developing Enterprise 4U.

A core resource for teaching staff is **Teachernet**:

www.teachernet.gov.uk/teachingandlearning/14to19/ks4/enterpriseeducation

This site is part of the main DfES website and includes a host of background information, practical resources and case study material.

Enterprise Insight is a campaigning coalition founded by the UK's main business organisations in partnership with leading enterprise development organisations. The aim of the campaign is to encourage young people to be enterprising in the broadest sense – to make their ideas real. This is through business start-ups, social enterprise and enterprising behaviour. The coalition is behind Enterprise Week and its website at

www.starttalkingideas.org

contains useful resources. The policy section has some case study material about involving young people in enterprise, in different contexts.

The **Enterprise Catalyst** enables individuals to assess their enterprise strengths using an online questionnaire. Users are asked to outline the enterprising activities they are engaged in, the people and organisations that support them, and the things that get in their way. Responses are interpreted and feedback is given that helps users to understand their readiness to behave in enterprising ways. While enterprise is the central focus of the Enterprise Catalyst, it has implications for a broad range of situations, including the way people work, study, seek to promote their careers, engage in sport and so on. Enterprise Catalyst can be found at

www.enterprisecatalyst.co.uk/index.php

Paul Kearney is one of the pioneers of enterprise education and has worked in many parts of the English-speaking world. Paul's website contains a wealth of ideas and material and is at

www.enterprisingeducation.com



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What others say about enterprise education

Enterprise learning should focus on activity and avoid paper-based learning. It's about learning by doing.

Iain Scott, Enterprise Island

Enterprise provides great benefits to the individual school, to its students, to the staff and to the community as well. It gives a greater opportunity for experiential learning.

Robin Casson, ex-headteacher and Northumberland County Council Director of Schools and Family Services

Enterprise is about activity; it's not about reading books or writing things; it's about doing; because enterprise is a set of behaviours; a set of attributes that you don't get from sitting behind a desk. Enterprise is never going to be as straightforward as teaching maths because it's very much about relationships between teachers and students.

Andy Hugman, reaction

First and foremost, don't go down the qualifications route and don't have enterprise lessons. Students do need some basic financial and economic understanding. Enterprise has got to be fun and it's got to be project-based. It's not five solid days and that's the boxes/criteria ticked! It's not chalk and talk, and it's not didactic.

Advice from an Enterprise Champion

Central to the concept of enterprise is having ideas and making them happen. Spotting opportunities and realising ideas requires the right attitudes, skills, know-how and know-who, and most of all, having a can-do mindset ... It [enterprise] is also about offering young people the vision, skills and know-how they will need to operate in an increasingly complex world. Education is thus crucial in developing creativity, skills and experience through enterprise.

Bringing the positive qualities of enterprise to life amongst young people needs an environment that encourages questioning, experimentation and risk-taking; provides real-world opportunities; offers rewards and incentives for enterprising behaviour and where young people are empowered to make their ideas happen. Nurturing young people's enterprising behaviour can help them start on an enterprise journey. Some ideas will become experiments, some experiments will become projects and some projects will become the growth companies of tomorrow.

The benefits

For young people: a 'can-do' attitude and a creative outlook with enterprise knowledge and skills will enable young people, whatever their background, to chart their own path to success and realise their aspirations.

For education: a greater emphasis on the enterprise skills and qualities developed through 'learning by doing' will enable students to see how what they are learning or creating can lead to real world success. It will also energise educators.

**Fuelling enterprise culture
(Enterprise Insight 2006)
[www.starttalkingideas.org/policy/
fuelling_enterprise_culture](http://www.starttalkingideas.org/policy/fuelling_enterprise_culture)**



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Getting enterprise education started

The four Tynedale high schools that participated in the DfES Enterprise Pathfinder Project are located in the county of Northumberland, which is considered to be largely rural. To affluent outsiders, Northumberland offers a certain desirable lifestyle but there are few opportunities for local young people. Although there are more businesses and self-employed people in Tynedale compared with other parts of the county, the town's economy is more defined by the number of public bodies than the dynamism of an enterprising business base.

Challenging

According to the Durham Business School (DBS) team, the four Tynedale high schools used the Enterprise Pathfinder Project within the very unenterprising environment of the National Curriculum – a fairly prescriptive and regimented system which offers little flexibility for initiatives to deviate from the set curriculum.

The team found that the school timetable was a hindrance to enterprising behaviour. Teachers' and students' days were strictly divided into fixed periods for specific subjects, making it very difficult to engage in activities that crossed year groups, interests and 40-minute subject/class slots. Some of the Tynedale schools circumvented this problem by collapsing the school timetable so that specific activities (enterprise and others) could be delivered to certain year groups or the school as a whole. Another finding was that the schools were not structured to engage flexibly with the world beyond their doors.

The rigidity of the education system and the acute focus on individual achievement means that schools are, rightly, concerned with getting students good grades rather than providing them with an outward-oriented educational experience in which they can develop skills sets and enterprising behaviours. Evidence of this was clearly demonstrated by the fact that the Enterprise Champions themselves needed to spend a great deal of time engaging with organisations outside the education system in order to pursue the enterprise agenda. By contrast, in many other professions and fields of endeavour, contact with other professions and the need for networking is a necessity.

The Tynedale schools, to their credit, saw the Enterprise Pathfinder Project as a vehicle for them to connect with the local community, surrounding businesses and the broader environment.

Building familiarity with the concept

The language of enterprise is a different one, not commonly used in school parlance. Where it is used, it is often narrowly construed to mean 'business'.

Building 'new knowledge' involved getting the teachers to learn about the language of project management and the culture of working in partnership with other schools. Therefore, the first barriers to implementing enterprise activities were those of language, context and understanding. Even the Enterprise Champions had to develop new knowledge in order to embrace the remit of their enterprise tasks. The need for development time is a key lesson for the DfES to consider in rolling out the enterprise entitlement in the curriculum.

Extensive development time needed

All four high schools needed time for developing an approach to enterprise. At the start of the Enterprise Pathfinder Project, some had a jaundiced understanding of enterprise – the 'Arthur Daly' stereotype. It took considerable time to break down these misconceptions of enterprise and establish a refreshing and locally relevant image of enterprise in each of the schools.

One of the key lessons from the Enterprise Pathfinder Project was that it takes time to engage people in, and with, the enterprise agenda. Within each of the schools there were varied layers of complexity to contend with in terms of changing people's perceptions of enterprise. The DBS team found that changing perceptions often involved getting people to shift their views from a negative, let alone neutral, starting point to becoming more positively enthused with the opportunities which enterprise can offer a school. Shifting from overt ignorance to positive enthusiasm involved an enormous amount of resources and energy.

The schools struggled to free up teacher time, even with the resources provided within the Enterprise Pathfinder budget. Finding teaching cover and the rigidities of the school timetable meant that finding time for enterprise was very difficult. The organisational context of schools sometimes makes them difficult places to embrace new ways of doing things and accommodate a project-based approach to building knowledge from which students can learn new skill sets.

Findings

The project attempted to intervene at the level of the individual, the organisation and the community. The team found that at these three levels of engagement, enterprise interventions rely on a significant degree of connectedness in order to achieve maximum impact. This happened within the schools enterprise project, with activity in the four Enterprise Pathfinder schools being enthusiastically endorsed and supported by the headteachers, staff and boards of governors. This created the required connection between the students involved in individual projects and the organisational context within which enterprise activity was being promoted.

Based on extracts from:

Herrmann K, Maung N (2005). *Evaluation of Enterprise Learning Pathfinder*, Durham Business School.

Herrmann K, Richardson P (2006). *Evaluation of rural enterprise Tynedale*, Durham Business School.