



## Enterprise 4U

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

# Enterprise 4U: enterprise education for Key stage 4 staff

## Foreword

Enterprise education is a statutory requirement of Key stage 4 work-related learning. Staff development plays an essential part in ensuring effective delivery of enterprise education. Enterprise 4U is an introductory module that is expected to form part of a school's continuing professional development in this area. The module is deliberately aimed at staff who are not familiar with enterprise education.

We have adopted a practical, hands-on approach because it is essential that staff use the experience of others to deliver enterprise learning.

This pack is in three parts. The first part is an introduction to the scope of enterprise education in the curriculum. This is followed by course notes that explain how to deliver the three-hour professional development module. Finally, there is a section devoted to additional resources.

Materials are included for each part of the course, where appropriate. Some of these take the form of activities which staff may find useful in developing their own professional thinking and practice. The module has been prepared so that it can be delivered flexibly by competent professionals. It requires familiarity with the materials in this pack rather than presuming any deep knowledge of enterprise education or indeed enterprise.

## Acknowledgements

This pack draws on the experiences of:

- the schools and organisations that have taken part in the Tynedale Enterprise Pathfinder
- Tynedale Virtual College
- Northumberland Enterprise Learning Network initiatives
- Rural Enterprise Tynedale and its successor organisation, reaction.

For four years these key players have been involved in staff development, determining the best way to embed enterprise learning in schools. This pack has benefited from their ideas and suggestions for activities. We gratefully acknowledge their contributions.

'Blow up' and 'Your enterprise profile' have been adapted from material owned by People into Enterprise Limited and appear here with the organisation's consent.

We are grateful to staff of St Benet Biscop Catholic High School, especially Lesley Poulter and Dave Symons, for their contribution to the practical exercises, especially the peer-review activities in the creative thinking half-hour session. St Benet Biscop Catholic High School is a Business and Enterprise Specialist College and is the hub for schools in Northumberland.

We are also grateful to staff of Ponteland Community High School, especially Neil Armstrong and Stephen Prandle, for their detailed comments on activity instructions. Ponteland Community High School led a consortium of four high schools in the Enterprise Learning Pathfinders between 2003 and 2005.

Finally, we acknowledge the work undertaken by Sheila Cook, Elspeth Murray and Andy Hugman in compiling this introductory module.



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## Introducing enterprise education

*Enterprise and education are central to the future prosperity for us all as individuals, as communities and as a nation. Young people must gain experience and understanding of enterprise, business and the economy, and financial literacy, if they are to develop the skills, knowledge and attitudes essential in a changing labour market.*

### **Prospectus for Enterprise Education Pathfinders (DfES 2004)**

From September 2004, all Key stage 4 students have a statutory entitlement to five days of work-related learning (WRL). This was followed, in September 2005, by a further entitlement to five days of enterprise education. The DfES funded Enterprise Pathfinder pilot schemes across the country, sometimes in single schools, sometimes for clusters or partnerships of schools, to examine mechanisms for delivering enterprise education as a distinct strand within the WRL framework, with separate outcomes.

The idea was to explore different approaches to delivering enterprise education in order to further good practice. From the outset it became clear that there was no one standard definition of enterprise education. This issue had to be addressed since there was confusion between the concepts of enterprise and entrepreneurship.

The definition of enterprise learning used by Ofsted in the report Learning to be enterprising (2004) is based on a review by Howard Davies. There, enterprise capability is defined as:

*the ability 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 a variety of contexts, both personal and work.*

### **A review of enterprise and the economy in education (HMSO 2002)**

Developing enterprise capability means it is necessary to increase knowledge and understanding of relevant concepts such as organisation, innovation, risk and change.

The figure below gives an idea of the kind of skills, behaviours and attributes that enterprise education can develop.

Skills	Behaviours	Attributes
Problem solving	Acting independently	Self-confident
Creativity	Actively achieving goals	Autonomous
Persuasiveness	Flexibly responding to challenges	Achievement orientated
Planning	Coping with and enjoying uncertainty	Versatile
Negotiating	Taking risky actions in uncertain environments	Dynamic
Decision making	Persuading others	Resourceful
	Committing to make things happen	
	Opportunity seeking	
	Solving problems/conflicts	

(Gibb A (1993). 'The enterprise culture and education – understanding enterprise education and its links with small businesses, entrepreneurship and wider educational goals', *International Small Business Journal*, Vol 11, No. 3, pp14)

Enterprise encompasses innovation, creativity, risk-management and risk-taking, a can-do attitude and the drive to make ideas happen. Enterprise education is about developing a strategy for change: a strategy for transforming the culture within schools to a can-do approach. It should be transformational rather than transactional.

Enterprise is a key component in improving the economic well-being of the nation and individuals. It is not just about self-employment; it is a way to make things happen, to get things done and to create value-added. It is not necessarily about making money via business. Enterprise education also includes topics such as making your local community a better place to live, or making an organisation more efficient and cost effective.

Enterprising people and organisations create new projects and develop existing initiatives to address unmet needs. They build effective networks and turn ideas into reality. Enterprise is not something that can be learnt just by reading books. It demands an interactive approach. It can be an individual undertaking but, more often than not, one of the key strengths of enterprise is its cooperative nature – people working together to make things happen.

Enterprise links in very well with the concept of an extended school, that is in the social and civic senses as well as the business sense. There is also a large overlap with key areas such as citizenship; the enterprising students of today are the enterprising citizens of the future.

Ofsted makes a clear distinction between enterprise learning and entrepreneurial activity since not everyone will become an entrepreneur, but everyone needs enterprise skills to manage employment and self-employment successfully – and life generally.

In schools, the best environment for developing enterprise skills is one where young people:

- are expected to take personal responsibility for their own actions
- are given significant autonomy to tackle relevant problems or issues involving an element of risk as well as reward
- take control or ownership of projects, with all the inherent risks and rewards.

Ofsted listed a number of factors that are crucial to delivering effective enterprise education.<sup>1</sup> The key factors are:

- strong commitment by senior managers
- effective leadership and management
- a common understanding of enterprise education
- identification of clear learning outcomes
- firm location in the curriculum of enterprise education
- effective use of the existing curriculum
- use of extra-curricular activities and suspended timetable days
- provision for all, not for the few
- optimum use of teachers' expertise
- use of outside expertise or mentors external to the school
- opportunities for continuing professional development
- effective assessment and monitoring of progress.

Schools need to be aware of the following areas when considering enterprise education provision.

- You need a shared definition of enterprise for teachers and learners.
- You need to be flexible in thinking and practice.
- You need to develop effective strategies and to be clear about learning outcomes.
- There should be a variety of different approaches, tailored to individual circumstances, because a one-size-fits-all mentality is not conducive to effective enterprise education.
- Projects should be real-world, problem-based, relevant to local circumstances and collaborative, with strong levels of student ownership and autonomy.
- Enterprise should be self-sustaining.
- You need to plan for the careful and gradual development of an enterprise culture.

Enterprise education offers broad opportunities for:

- collaborative and cooperative activities
- coaching and mentoring
- different styles of learning
- teachers to sit back and become facilitators rather than approach the subject in a didactic manner.<sup>2</sup>

1. *Developing enterprising young people*, Ofsted 2001.

2. *National evaluation of Enterprise Pathfinders: Summary of Phase 1*, University of Warwick 2004.

Once the basic principles have been taken on board, there is no need for all students to have exactly the same enterprise provision – it should be differentiated and progressive.

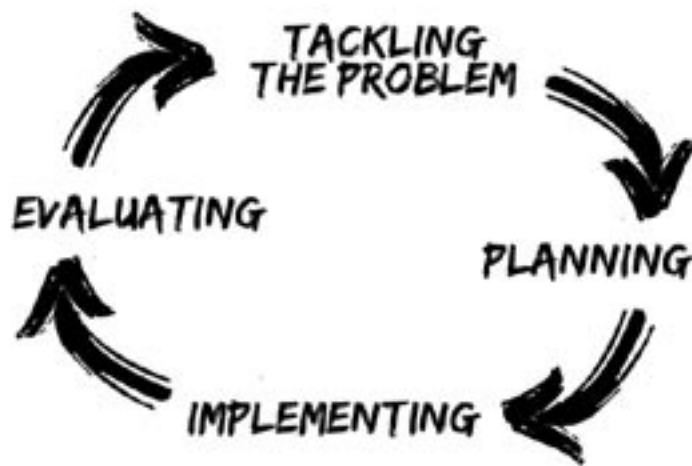
Suggested ways to deliver enterprise education include:

- learning through ‘doing’ performing arts
- design and make activities
- talks/formal inputs by the teacher or visiting speaker
- demonstrations
- coaching
- the use of resources such as videos, worksheets and workbooks
- self-assessment
- teacher and peer assessment
- student voice/student researchers/student learning walks/questionnaires
- students leading learning/virtual learning/intranet.

Learning outcomes expected from students’ activities include:

- a shift in the perception of students
- a change in culture, whereby students learn how to learn for themselves
- improved skills in areas such as teamwork, project management, design and manufacturing
- improved business literacy skills
- improved key skills, multimedia thinking and learning skills
- the development of personal qualities and attitudes, such as self-esteem, confidence, self-reliance, motivation, ambition, empathy, the ability to manage change, and flexibility
- improved knowledge and understanding of business and renewed economic awareness
- a new general knowledge of the world of work.

There is growing agreement that a project-focused approach is very suitable for developing enterprising skills and behaviours.



The stages of the process are as follows:

- **Stage 1.** Tackling a problem or identifying a need, by a team or groups of students, which requires the generation and development of ideas and discussion among students to reach a common understanding of what is required to resolve the problem or meet the need. Such activity could involve the manufacture of a product or provision of a service.
- **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, monitoring, evaluating and reviewing progress.
- **Stage 4.** Evaluating processes, activities and final outcomes holistically: includes reflecting on lessons learned and assessing the skills, attitudes, qualities and understanding acquired as a result of the process.

Through the learning achieved via the above process, the learner is better equipped to tackle the next problem that comes along. Improved skills and behaviours help to inform the new project cycle.