



COMHAIRLE NAN
EILEAN SIAR
Department of Education

Ag Amas air Adhartas - Aiming for Advancement

DRAFT
ENTERPRISE IN EDUCATION POLICY

May 2004

CNES ENTERPRISE IN EDUCATION POLICY (DRAFT)

This policy statement is designed to ensure a consistency of approach across schools in Comhairle nan Eilean Siar and should be used as guidance in formulating school policy.

1. Rationale

1.1 This policy is concerned with bringing about a culture change in schools, so that all young people gain an effective experience of enterprise in education. Enterprise in Education (E in E) motivates pupils at all stages: as they see purpose and relevance in their school work to their future lives, young people are motivated and attain better. The enhanced currency of education through enterprise is as significant for those young people likely to be disaffected as for those performing well in school. In the context of the Western Isles, where the future of the community itself will rely on the enterprising and entrepreneurial attributes of its people, Enterprise in Education is as much an economic imperative as an educational one.

1.2 It is recognised that 'Enterprise in Education' is a recent term (coined by the Scottish Executive in 2003) for an approach to learning and teaching that has evolved through such phases as 'Schools Industry Links' and 'Education for Work and Enterprise'. The concept of Enterprise in Education continues to evolve, but for the purpose of this policy, Enterprise in Education:

- is that which assists young people to become more enterprising in their approach to life, and in particular work,
- provides a focus on the development of entrepreneurship, and support these with learning in
- encompasses core skills, employability skills, career education, work based/related learning and aspects of personal and social development.

2. National Agenda

2.1 Enterprise in Education contributes to all five National Priorities.

NP 1 To raise standards of education for all in schools.

Enterprise in Education can play a crucial role in improving the quality of pupils' achievements in a range of enterprise contexts by raising the aspirations, motivation and attainment of pupils of all abilities and interests.

NP 2 To establish effective teaching and learning environments and develop the skills of teachers.

Research and experience show the capacity of Enterprise in Education to enhance the quality of teaching and learning. Learning in real life contexts is widely accepted as having a positive influence on pupils. Teachers too benefit from business-based CPD.

NP3 To promote equality and help every pupil benefit from education.

Enterprise in education provides benefits for all pupils, meeting the needs of higher achieving pupils, as well as those with additional needs in terms of learning difficulties or challenging behaviour, or those at risk of exclusion.

NP4 To work with others to teach pupils respect and the duties and responsibilities of citizenship.

Enterprise in Education has strong links with citizenship, incorporating as they do close partnerships between schools, parents and the wider community, the active involvement of young people in decisions affecting their education and the development of positive, 'can-do' attitudes within a framework of mutual respect and responsibility.

NP5 To equip pupils with the foundation skills, attitudes and expectations necessary to prosper in a changing society.

Enterprise in Education develops in young people attitudes, skills, knowledge and levels of understanding which are valued by society. Enterprise in Education promotes in pupils the idea of 'be all you can be' and the importance of having goals and ambitions.

Enterprise in Education also encourages positive attitudes to teamwork, and to the value of lifelong learning.

2.3 This policy reflects national guidance from the Scottish Executive (ETLLL & SEED), HMIE, LTS and the CnES Corporate Strategy, Education Department Local Improvement Objectives, Business Plan and Policies. (Please see **10. Local and National Guidance and Resources.**)

3. Aims

The principal aims of Enterprise in Education are to provide learners with the opportunity:

- to develop enterprising attitudes and skills through learning and teaching across the whole curriculum;
- to experience and develop understanding of the world of work in all its diversity, including entrepreneurial activity and self-employment;
- to participate fully in enterprise activities, including those which are explicitly entrepreneurial in nature, and in which success is the result of 'hands-on' participation; and
- to enjoy appropriately focused career education.

4. Enterprise in Education Programmes and Courses in Schools

4.1 For the purpose of this policy, HMIE's 'How Good is our School at Enterprise in Education' interpretation of 'Course' and 'Programme' is used, where a Course can be defined as one specific contribution to an Enterprise in Education Programme, e.g. Enterprising Infants or Young Enterprise and a Programme in Enterprise in Education will bring together individual contributions or courses in a planned, progressive and coherent way." e.g., core skills and employability skills development and key aspects of PSD and work experience.

4.2 Each school will have its written policy on Enterprise in Education which is consistent with the Education Department policy and adheres to the current CnES Enterprise in Education Plan (see 12 **10. Local and National Guidance and Resources.**).

4.3 The programme should incorporate the implementation of Enterprise in Education courses and other opportunities for enterprise within the curriculum across all sectors, primary, secondary and special needs. This identifies Enterprise in Education as a key curricular experience identified for all pupils and deliverable through:

- participation in enterprise activity at all stages
- participation in entrepreneurial education
- relevant content in different areas and subjects of the curriculum
- access to planned career education, and (in S3 – S6) access to accredited work based/related vocational learning

4.4 The importance attached to Enterprise in Education in this policy should be reflected in the relative weight given to it both in curricular planning and in the day to day organisation of the school week and year.

4.5 As an integral part of the curriculum, Enterprise in Education will assist young people to see the purpose and relevance in their learning. Opportunities should be taken to relate as much as possible of the curriculum to the world of work and real life applications highlighted. Full coverage of the Core Skills of Communication, Numeracy, Problem Solving, Information Technology and Working with Others will also contribute to Enterprise in Education outcomes.

4.6 In addition to the integration of the programme into the main curriculum (as per LTS Curricular Guides), there are elements which can be included in schools' development planning i.e.

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|--------------------------------------------|-------------------------------------------------------|
| • Enterprise activities/projects | Work experience (including inter island and mainland) |
| • Work based learning(within subjects) | |
| • Core skills | Career Education |
| • Personal and social development | Enterprise competitions |
| • Enterprise in Education CPD for teachers | Special events |
| • Visits to/from business | Links with FE/HE |
| • Business simulation | S4 Enterprising Options events |

5. Progression

This is addressed by the use of “Education Industry Links in Scotland: A National Framework”. The Framework offers a rationale for Education for Work and outlines the benefits it can bring. The Framework gives a clear guide to progression for work and enterprise at all stages. “Education for Work: Guidance and Support for Schools” produced by Learning and Teaching Scotland (2000) gives subject specific guidance to Primary and Secondary schools for the inclusion of Enterprise in Education within the normal curriculum. These documents support schools with practical advice which should ensure that developments reflect the local circumstances of each school whilst remaining within the national context. (The national framework is currently being updated - November 04.)

6. Management

- 6.1 Within the Education Department, Enterprise in Education will be formally included in the remit of the appropriate Head of Service.
- 6.2 At school level, the commitment of the Headteacher is central to the development and organisation of an effective programme. The school should give responsibility of the oversight and co-ordination of the activities throughout the school to a senior member of staff.

- 6.3 In presenting centres, operational responsibility should be given to a teacher designated 'Teacher with responsibility for Enterprise in Education'.

7. Partnership

- 7.1 The successful inclusion of Enterprise in Education outcomes for all pupils depends on the collaboration between education and the business, public and voluntary sectors and parents.
- 7.2 The Education Department will engage with individual businesses and business representative organisations, maintaining a database of supportive contacts for schools. It will also be responsibility for liaison with national bodies and interest groups to ensure appropriate contact with schools.
- 7.3 Individual schools can benefit from direct collaboration with local public, private and voluntary organisations.

8. Planning for Improvement

- 8.1 The planned development of Enterprise in Education in each school is essential. As part of the planning for improvement process, schools may consider current Enterprise in Education activity in relation to pupil entitlements in order to develop an overall strategy as part of the development plan.

9. Monitoring and Evaluation

- 9.1 As part of the arrangements for quality assurance, the department's Enterprise in Education team will discuss with Headteachers the implementation of the annual Departmental 'Enterprise in Education Plan' and monitor its progress. As part of these arrangements it is important to determine the impact the Enterprise in Education programme has had on pupils.
- 9.2 Headteachers (and in Presenting Centres, teachers with responsibility for Enterprise in Education) will monitor the Enterprise in Education programme and record progress. The processes associated with the Enterprise in Education

programme in schools will be an integral part of the school self-evaluation process.

9.3 The HMIE's Quality Indicators in Enterprise in Education document will form the basis of the monitoring and evaluation processes and this is supported by the LTS National Framework and the department's arrangements for quality improvement. The HMIE's HGIOS@E in E document identifies seven QIs for the purpose and outlines approaches to asking key questions, collecting evidence and reaching an overall evaluation of Enterprise in Education provision within schools.

9.4 The seven QIs and associated themes identified for evaluating Education in Enterprise are:

1.2 Courses and programmes

- breadth, balance and choice
- integration, continuity and progression
- support and guidance for teachers

2.1 Overall quality of attainment

- the school's progress in raising attainment
- pupils' progress in learning
- pupils' attainment in relation to national 5-14 levels and/or in national examinations
- evaluations across other related quality indicators

3.3 Pupils' learning experiences

- extent to which the learning environment stimulates and motivates pupils
- pace of learning
- personal responsibility for learning, independent thinking and active involvement in learning
- interaction with others

3.4 Meeting pupils' needs

- choice of tasks, activities and resources
- provision for pupils with differing abilities and aptitudes

- identification of learning needs

4.2 Personal and social development

- planned approaches to promoting personal and social development
- pupils' progress in developing positive attitudes and personal and social skills
- contribution of extra-curricular and other activities

4.3 Curricular and vocational guidance

- preparation for choice in education, training or employment
- accuracy and relevance of information and advice
- extent to which guidance is founded on appropriate consultation

7.3 Planning for improvement

- the development plan
- action planning
- the impact of planning

10. Local and National Guidance and Resources

Note that a number of key national guidance documents and resources for enterprise in education are due to be published soon after the introduction of this policy document (November 2004) and these will be accessible via the LTS, SQA and HMIE websites and the CnES Intranet and Website.

1. CnES Strategic Objectives: (DE6, DE8, GL7, GL8)
2. CnES Education Department Enterprise in Education Plan 2003 – 2006
3. CnES Education Department Innovation Fund Plan 2004 – 2006
4. CnES Education Department Business Plan
5. CnES Education Department Local Improvement Objectives (5.1.1, 5.1.2)
6. CnES Education Department Policies: Inclusion, Flexibility in the Curriculum, Equal Opportunities and Racial Awareness
7. CnES Career Education guidelines November 2004
8. Determined to Succeed: A Review of Enterprise in Education, Scottish Executive, 2002
9. Determined to Succeed: A Review of Enterprise in Education - Evidence Report, Scottish Executive, 2002
10. Determined to Succeed: Enterprise in Education - Scottish Executive Response, Scottish Executive, 2003
11. Determined to Succeed: One Year On, Scottish Executive, 2004

12. Educating for Excellence: Choice and Opportunity – The Executive’s Response to the National Debate, The Scottish Executive, 2003
13. Education for Work in Schools - A report by HM Inspectors of Schools, Scottish Executive, 2000
14. Education for Work: Career Education in Scotland - A National Framework, Learning and Teaching Scotland, 2001
15. Education for Work: Education Industry Links in Scotland - A National Framework, Scottish CCC, 1999
16. Education for Work: Guidance and Support for Schools (three sets), Scottish CCC/LT Scotland, 1999-2000
17. Education for Work: Work experience - A guide to promoting quality, Scottish CCC, 1999
18. Equality in Education: Work Experience placements, Spotlight 90, Hamilton S, The SCRE Centre, University of Glasgow, November 2003
19. Excellence in Enterprise: adding a new dimension to enterprise in Scottish schools, Quality Scotland Foundation, Schools Enterprise Scotland Ltd and the Scottish Executive, 2003
20. Focusing on Curriculum Flexibility in Secondary Schools - A Paper for Professional Reflection, (LT Scotland, 2003).
21. Get into Business, Careers Scotland, 2004
22. Get into Enterprise, Careers Scotland, 2004 version 2
23. How good is our school? Citizenship, HM Inspectorate of Education, 2003
24. How good is our school? HM Inspectorate of Education, 2002
25. Life Through Learning; Learning Through Life: the Lifelong Learning Strategy for Scotland, Scottish Executive, 2003
26. Make it in Scotland, Learning and Teaching Scotland, 2002
27. Making Employability Work: An agenda for action, Human Resources Brief, CBI, July 1999
28. Quality indicators in Enterprise in Education: Self Evaluation Guide, HMIE, October 2004
29. Rethinking Scotland's Skills Agenda, CBI Scotland
30. The Enterprising School, Think Tank Paper 3, Enterprising Careers, University of Strathclyde
31. The role of parents and families in Enterprise in Education, Think Tank Paper 2, Enterprising Careers, University of Strathclyde, January 2004
32. Career Box, Careers Scotland, 2004

11. Review Date

This Policy will be reviewed in June 2005