

enabling enterprise

enabling students to succeed through enterprise



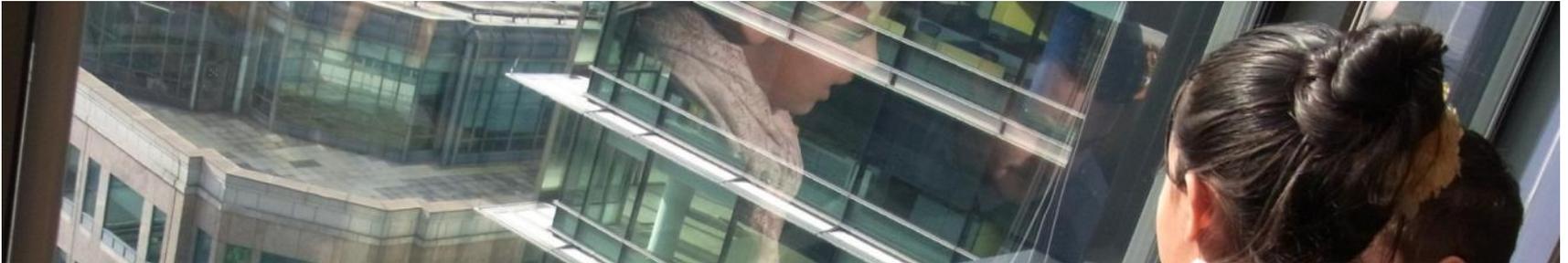
Making entrepreneurial skills count

Tartu University Centre for Ethics, 11 December 2015

Tom Ravenscroft

Welcome

There are two big things that I want you to get out of the session



Objectives

- **Share the story of Enabling Enterprise** – why we started, what we wanted to achieve and what actually happened.
- **Explore six principles** that have emerged in our work so far.



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The problem

Enabling Enterprise grew out of my experience as a business studies teacher in London in 2007-09.



The challenge is students' preparation for real life:

- Enterprise and employability skills
- Experiences and understanding of the working world

The idea

The idea was simple – what if we put as much energy into skill development and real world links as we did on the grades that students got.



The students set up their own businesses and used that as the tool to learn the business studies curriculum.

They also went on trips to different businesses, to make the link between the classroom and the real world.

The result was huge increases in engagement and the students' results.

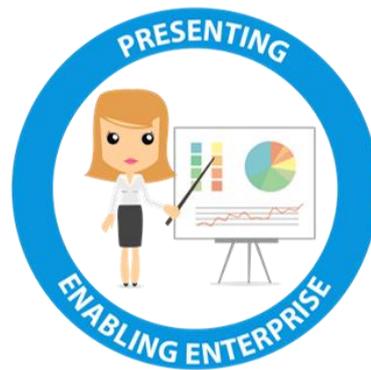
Setting up Enabling Enterprise

One day, all students will leave school equipped with the enterprise skills, experiences of work and the aspirations to succeed.



Achieving the mission

We want to put every child we work with on the trajectory for future success by ensuring they develop these key skills with all the rigour of their academic learning.



What this looks like

EE works with children aged 5 to 19 to bring rigorous skills development, enterprise, and links to the working world into the curriculum.

Lesson time projects



Short lesson-time projects can bring enterprise into English, maths and other areas of the timetable.



Challenge Days



Exciting and engaging days run across the school or college, including introductions to politics, business or the world of work.



Trips to businesses



Designed to draw out the links between the classroom or coursework project and the “real world”, hosted by a business partner.



Skills Assessment



A complete skills assessment using a rigorous framework of quantitative skills measurement to show programme’s effects.



Teacher Support



To build on enterprising principles, and introduce them elsewhere into the curriculum..



How it's grown

Over the last six years we've grown from a single classroom to almost 60,000 students in this year alone.

Top Level Targets: Social Impact

Students

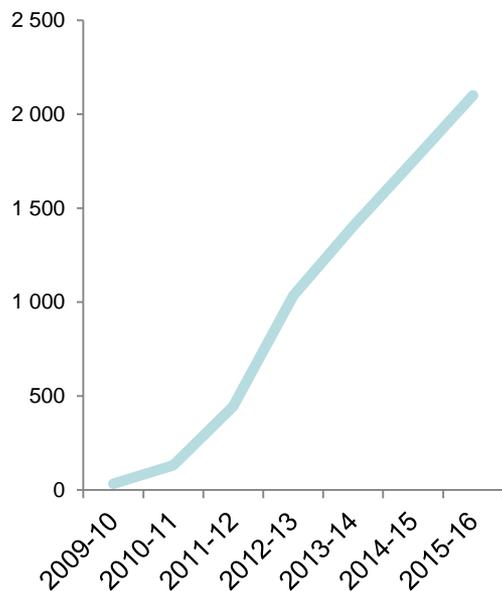
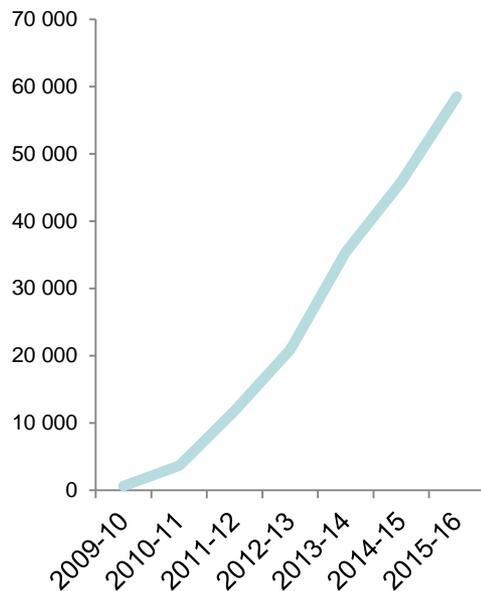
58,500 students

Teachers Trained

2,100 teachers

Schools Engaged

207 schools



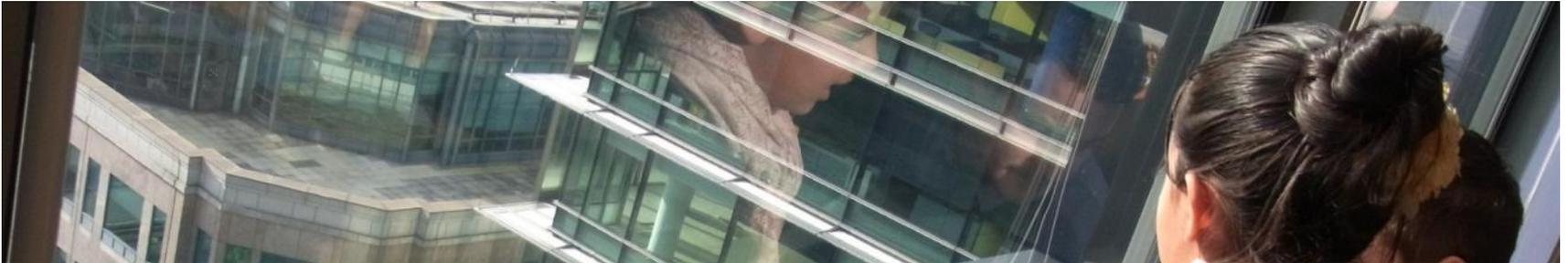
Building strong partnerships

Our programmes have been enabled by a growing group of over 100 business partners and supporters.



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What is Enterprise Education?

There are many different definitions of enterprise from different organisations.

“equipping children and young people with the **knowledge, skills and understanding** to help them makes sense of the complex and dynamic **economic, business and financial environment** in which they live.”

- OFSTED, 2012

“Enterprise education consists of enterprise capability supported by **better financial capability and economic and business understanding**” DFE

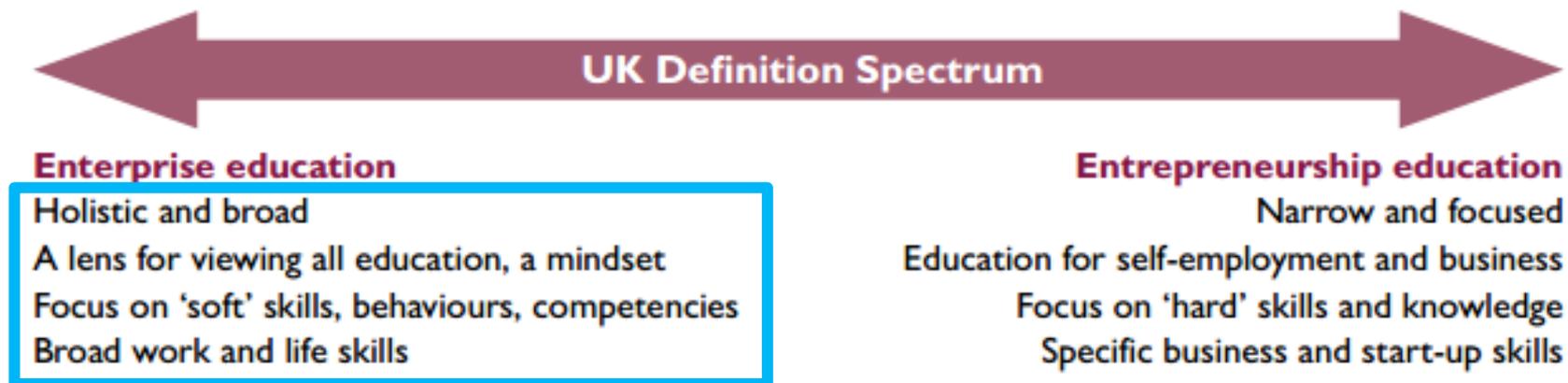
2010

2012 – Pearson Research developed a UK specific ‘definition spectrum’ to show the ‘range of different meanings often given to the same terms.’



Pearson Spectrum

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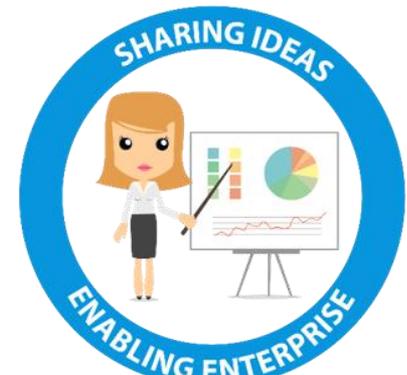


We focus on developing the work/life/employability **skills** needed to succeed. Communicated to students through a shared common language...



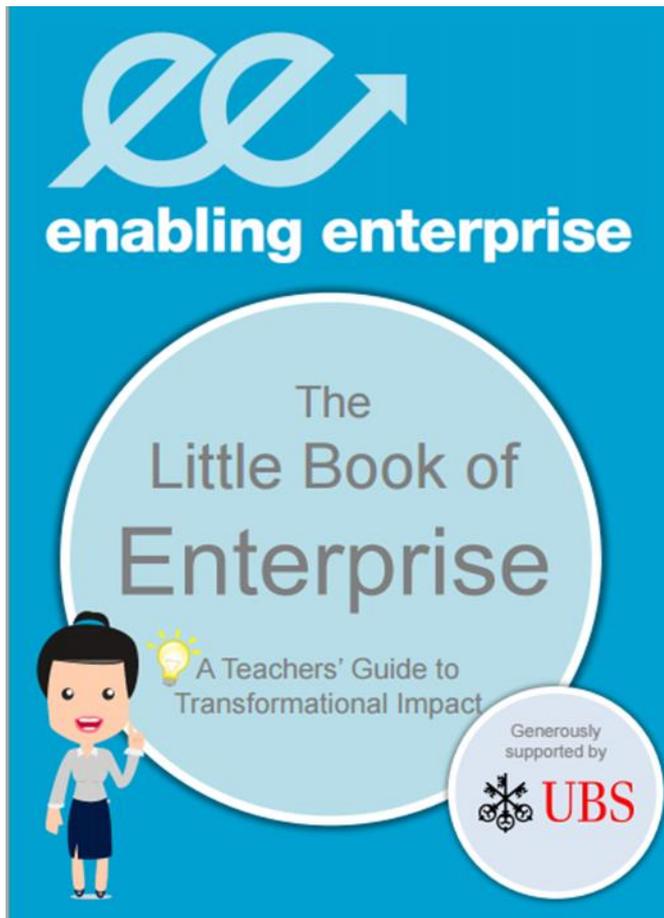
The Enterprise Skills

8 Key Enterprise Skills run throughout all of our EE programmes. Everything we do is focussed around ensuring these skills are being developed from a young age.



The Principles of Enterprise Education

We have developed the *6 Principles of Enterprise Education* as a guide to developing these skills in the classroom.



Enterprise Education and developing the Challenge Skills can be delivered to any class, in any lesson regardless of the subject being taught, or the age or ability of the students.



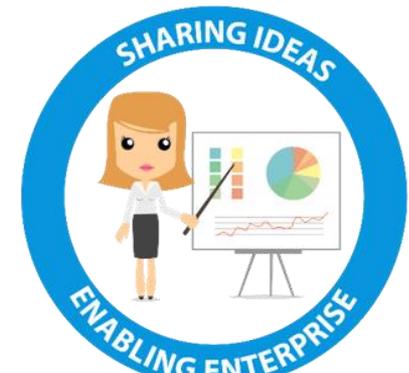
Enterprise Education: The Key Principles

- 1 Keep it simple:**
Just focus on a simple set of Enterprise Skills, and separate these from other 'knowledge'.



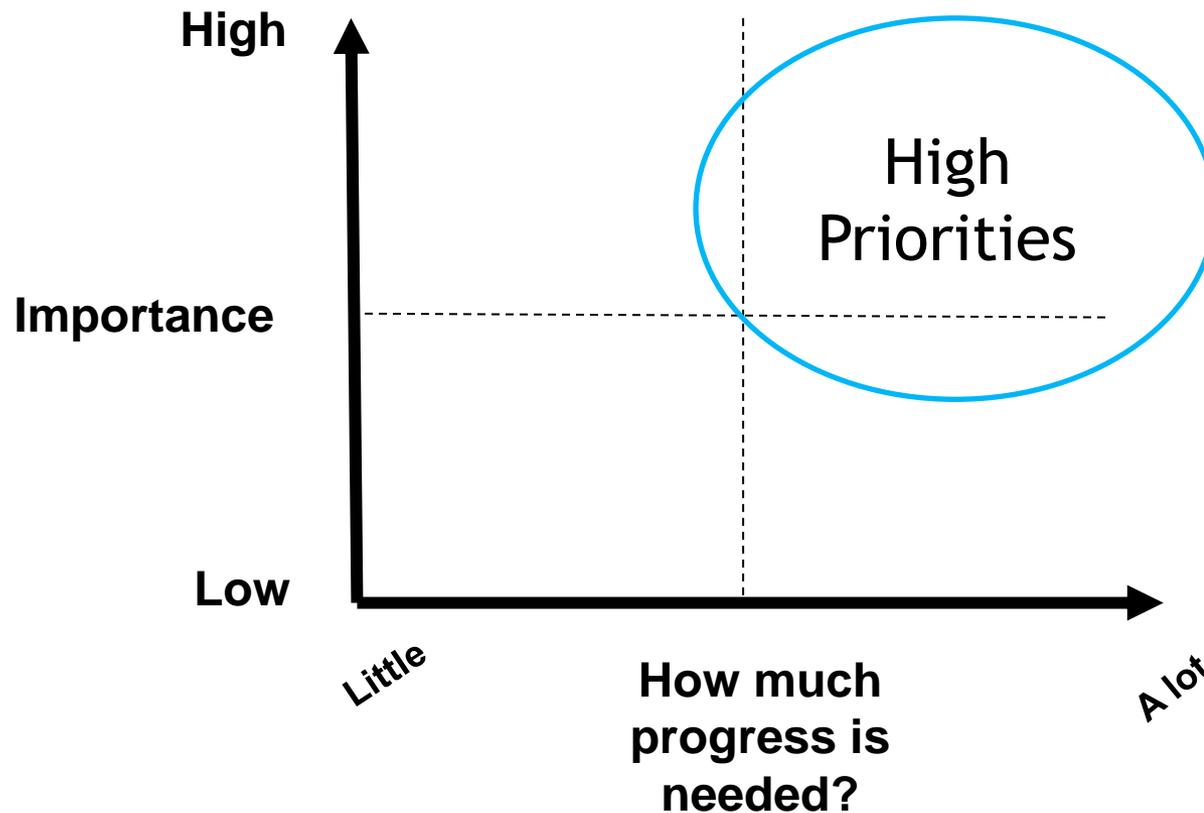
The Skills we focus on

We have ensured that we have a clear focus in all our work



Understanding the enterprise Skills

Teachers can then start thinking about the needs and priorities for their students



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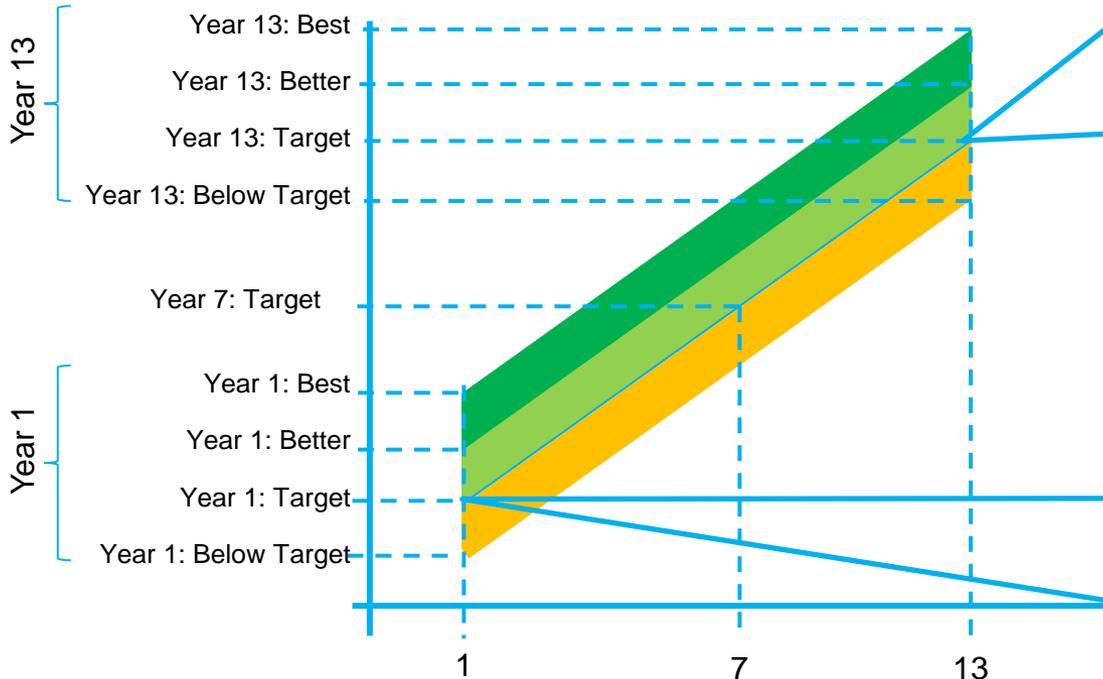
2 **Measure it:**
Assess skills and track progress along the way.
We have a full skills assessment process that allows teachers and students to be confident in their progress.



Measuring has big benefits for teachers and students



Example:
Working in a Team



By the end of Year 13

Below Target: I can reflect on the team's progress and make suggestions for improvements.

Target: I can reflect and evaluate on the team's approaches to tasks and carefully influence to get better results.

Better: I'm aware of the team leader's strengths and weaknesses and actively support them when they need me.

Best: I understand the skills of other team members and adapt my approach to them

By the end of Year 1

Below Target: I can take turns with other children.

Target: I can work with other children to do something together.

Better: I know why teams are sometimes better than working by myself.

Best: I am happy to help with different jobs in my team.



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We have a full skills assessment process that allows teachers and students to be confident in their progress.
- 3** **Start early and keep going:**
Teach skills throughout all phases of education.
This is why we start from the first year of Primary School.
- 4** **Pitch it right:**
Keep students working in their 'stretch' zone.
We ensure that projects are correctly differentiated and support students to engage with developing the skills.



Understanding How to Pitch it

In order to pitch it right, you need to be know what is appropriate for your students at their age and cognitive ability.



Target for:	Student Descriptor	Teacher Explanation
Pre-Year 1	I can speak clearly to someone I know.	Students can convey simple ideas of immediate interest to one other person.
Year 1	I can speak clearly to a small group of people I know.	Students can convey simple ideas of immediate interest to a wider group, for example in class discussion.
Year 2	I can speak clearly to a group of people I know.	Students can convey simple ideas of immediate interest to a wider group, for example in class discussion.
Year 3	I can speak clearly to a group of people I know.	Students can convey simple ideas of immediate interest to a wider group, for example in class discussion.
Year 4	I can speak clearly to a group of people I know.	Students can convey simple ideas of immediate interest to a wider group, for example in class discussion.
Year 5	I can speak clearly to a group of people I know.	Students can convey simple ideas of immediate interest to a wider group, for example in class discussion.
Year 6	I can speak clearly to a group of people I know.	Students can convey simple ideas of immediate interest to a wider group, for example in class discussion.
Year 7	I can speak clearly to a group of people I know.	Students can convey simple ideas of immediate interest to a wider group, for example in class discussion.

Familiarising yourself with the frameworks will help with this – but it is important to be clear to your students what you are expecting from them.



Pitching it Right

It is extremely important to set the success criteria and share it with students.

What does effective problem solving look like in Maths?

How do you develop creativity in Science?

What are the steps to developing resilience?

What does successful communication look like in Year 2?



You can use the Enabling Enterprise Skills Framework to build this into other lessons. We can do further training on more practical skills for the classroom.

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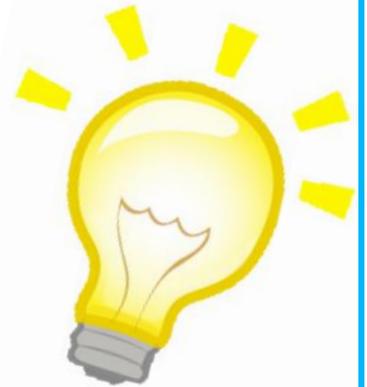
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- 5 Keep practising:**
Reinforce skills across school life.
We provide on going support for you to be able to embed this fully across the curriculum.
- 6 Bring it to life:**
Make it relevant with real world links.
Our projects have real-life links and the trips to businesses enable the students to really bring it to life..



Bringing it to Life

The most effective way to bring the skills into the classroom is through Project Based Learning. All of our programmes are PBL experiences.

- Exploring Maths by creating board games for younger students.
- Building on their French language through setting up a French café
- Using literacy and IT skills to set up and run a school radio.



There are a number of ways to ensure that PBL actually works in a school environment.

Successful PBL involves:

1. Public exhibition (tangible outcomes)
2. Multiple drafts (peer critique)
3. Links to real world
4. Opportunity to develop and reflect on skills
5. Students working in teams and taking ownership over their learning
6. Cross-curricular links

The Journey

The pathway of successful project based learning...



#1: Sharing existing knowledge



#2: Information gathering



#3: Applying knowledge



#4: Re-drafting



#5: Sharing



#6: Celebration

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Any questions or reflections?

