



A Tool for Teachers Developing an Enterprising Culture in the Classroom through Self Evaluation

www.determinedtosucceed.co.uk

Developed by the Scottish Executive in conjunction with
North Lanarkshire Council & Cardinal Newman High School, Bellshill

HMie
improving Scottish education



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determined to succeed



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Enterprise for teachers

Encouraging enterprising values – a 'can do, will do' attitude in our young people is not just about producing the business people and entrepreneurs of tomorrow. It is the route to a more enterprising Scotland populated by people who understand the contribution they can make as citizens, both to our society, and our economy. It is the way of giving individuals a belief in their own abilities – and skills required to succeed in whatever role they choose. 'Determined to Succeed' is a step change in the delivery of Enterprise in Education – one that will instil the necessary culture of enterprise in our young people to make the transition from education to the workplace with the right tools to make the best decisions and choices.

Teachers have a critical role to play. By enabling enterprise in the classroom, learning becomes fun, mutual respect grows, pupils practise their learning style, children are motivated, attendance and attainment increase.

Enterprising teachers provide opportunities for children to practise and develop life skills that will prepare them for the future.

Enterprise is a way of teaching which can be embedded into the curriculum!

Enterprise is not just an event!

Teachers can provide an environment and opportunity for children to:-

- **Assess their strengths and weaknesses**
- **Use their own learning style**
- **Source information and advice**
- **Have fun and be motivated**
- **Make decisions**
- **Solve problems**
- **Plan time and deliver tasks**
- **Carry out agreed responsibilities**
- **Negotiate successfully**
- **Interact with people in authority**
- **Resolve conflict**
- **Evaluate their performance and that of others**
- **Communicate well**

How Good is our School? – Enterprise in Education

As professionals we all want to maximise the potential in every child. Quality Indicators help us maintain our high standards. 'How good is our school' provides a rigorous basis for schools' self-evaluation and for external evaluations, including those carried out by education authorities and HMIE.

Let's look at a number of Level 4 illustrations; very good, for all aspects of enterprise in education.

Courses or programmes have breadth and balance. They give full consideration to national and local guidelines, and are fully in keeping with the school's aims. There are appropriate opportunities for pupil choice. Programmes contribute to a continuing interest in learning and self-development. Productive links are made with other curriculum areas or subjects and their contributions to enterprise in education are recognised and celebrated.

There is clear evidence of improvements in young people's performance in the attitudes, skills and knowledge associated with enterprise in education. The learning environment is stimulating and challenging. Tasks and activities reflect pupils' interests, previous experiences and future development. Pupils are motivated to work well and enthusiastically, without close supervision.

Pupils take responsibility for, and are active in, their own learning. Pupils frequently think for themselves and reflect on ideas, issues and experiences. They have a very good understanding of what they need to do to improve.

Carefully judged activities, programmes and courses are co-ordinated and supported providing individuals or groups of pupils with differing abilities or aptitudes, with a range of challenging experiences at an appropriate level ensuring that there is progression in coursework and experiences at all stages.

The school uses a range of planned and inter-related approaches to developing pupils' personal and social skills. Teachers are committed to, and active in, promoting whole-school approaches to PSD which recognise its potential to reflect enterprise in education and help young people to link the activities and appreciate their coherence.

Common expectations of behaviour are applied consistently across the school. The school provides frequent and regular opportunities for pupils to be praised and for their achievements in enterprise in education to be recognised and valued, within the school and by entrepreneurs, industrialists and others involved in delivering or supporting the programme.

Pupils Learning Experiences

How do you know?

2.1

How well are pupils achieving?

Features you might look for in pupils

'Can do' attitudes in pupils' approaches to their tasks and to ideas about jobs, work and career, including entrepreneurship.

Examples

Rating 1 2 3 4

Pupils Learning Experiences

How do you know?

3.3

How well are pupils motivated by the learning experience?

To what extent are pupils responsible for their own learning and involved proactively in considering options and making decisions about their experience in enterprise in education?

How do pupils interact with others?

Features you might look for in pupils

Quality of work/enthusiasm.

Evidence of progress achieved, including in core skills.

Evidence of responsibility for planning and assessing own progress, for example enterprise activities, competitions.

Pupils being given responsibility in group work and team approaches, including working with personnel from out with school, in particular on enterprise activities.

Examples

Rating 1 2 3 4

Pupils Learning Experiences

How do you know?

3.4

How well does the choice of tasks, activities and resources reflect the fact that enterprise in education is for all pupils?

How well do these tasks, activities and resources meet the needs of all pupils?

How relevant is the purpose and content of teaching to pupils' needs/experiences?

Do pupils take responsibility for their own learning and assess their own progress?

Features you might look for in pupils

Tasks' relevance to interests and experience of pupils.

Activities with sufficient structure for pupils with additional needs and enough challenge for higher-attaining pupils.

Approaches to learning and teaching which are effective for differing learning styles.

Programmes are designed to encourage independent research, reporting, creativity and enterprising attitudes.

Enthusiasm.

Evidence of progress achieved, especially in core skills.

Regular information is provided on progress.

Pupils' views on progress are valued.

Next steps in learning are discussed.

Examples

Rating 1 2 3 4

Pupils Learning Experiences

How do you know?

4.2

Are pupils making good progress towards developing self-esteem, confidence in their knowledge, skills and values?

Do pupils co-operate well with others, including adults such as local entrepreneurs and industrialists, in situations both in and out of school?

Are pupils encouraged to take part in curricular and extra-curricular activities relevant to enterprise in education?

Features you might look for in pupils

Ability to communicate and discuss ideas confidently and effectively.

Awareness of social issues and responsibilities, including employment and economic themes such as the importance of manufacturing sector and small business sector to Scottish Economy, for example in enterprise activities.

Evidence of interaction with others. Relationship with local entrepreneurs, industrialists and others involved beyond school.

Examples

Rating 1 2 3 4

How can we further enhance and support you in your role in enterprise in education?

- 1. Team interactive session with Head Teacher, Heads of Department and Enterprise Development Officer.
- 2. Consultation with local Enterprise Development Officer & Departmental Head.
- 3. Team interactive session with Enterprise Development Officer and teachers within department.
- 4. Cross curricular activities/observation with colleagues.
- 5. In-service training in delivering Enterprise in Education in S1 and S2.
- 6. In-service training in delivering Enterprise in Education in S3 and above.
- 7. Time to source information about resources currently available.
- 8. Time to source information from the website.
- 9. To be involved in the further development of the DTS website.
- 10. Information about the grants available to schools to implement Determined to Succeed.
- 11. To be involved in the development of enterprise materials for use in schools.
- 12. To be involved in the development of 'Best Practice' for use in schools.
- 13. Other – please give details:

School: _____

Teacher's Name: _____

Subject (if appropriate): _____

Average Overall Rating: _____

3 Key Actions for Development with Principal or Head Teacher.

1 _____

2 _____

3 _____

