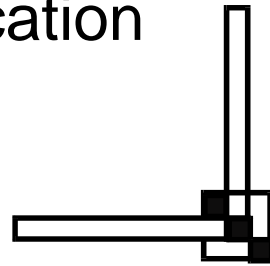


## Enterprise in Education



## ***Policy Statement***

This policy statement is designed to ensure a consistency of approach across schools in Argyll and Bute Council and should be used as guidance in formulating school policy.

### ***1. Rationale***

Argyll and Bute Council acknowledges and values the benefits arising from Enterprise in Education Policy (EiE) activities for learners, teachers and industry. EiE including Careers Education is concerned with preparing young people for the world of work.

### ***1.2 National Priorities***

National Priority 5 is particularly concerned with outcomes which can be fulfilled through EiE.

### ***1.3 Argyll and Bute Community Services: Aims and Objectives***

EiE can contribute significantly to the services' objective 'to ensure that the Council's aim for economic strength and employment opportunities are supported through education.'

#### **1.4 Argyll and Bute Community Services: Curriculum Guidelines**

EiE will contribute to the curricular Key Experiences identified for primary and secondary learners through

- participation in enterprise activities
- participation in work experience/work shadowing
- access to planned careers education

The importance attached to EiE in this framework 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.

## **2. Content**

An EiE programme has to be viewed as an integral part of the curriculum; young people need to see the purpose 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 EiE outcomes.

“Education for Work is about much more than vocational preparation. It is also an essential part of Lifelong Learning for living.”

*Education and Industry Links in Scotland: A National Framework.*

In addition to the integration of the programme into the main curricular areas there are elements which can be included in schools' planning i.e.

- Work experience and work shadowing
- Careers education
- Enterprise activities
- Special events
- Staff development and in-service training
- Personal and social education

### **3. 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 EiE within the normal curriculum. These documents support schools with practical advice on work experience which should ensure that developments reflect the local circumstances of each school whilst remaining within the national context.

#### **4. Aims**

The principal aims of an EiE programme are:

- To develop a working relationship between the the service and the business sector
- To provide a comprehensive range of opportunities for learners and staff to experience and understand the world of work
- To provide opportunities as an integral part of the curriculum at all stages and across the whole ability range and for staff as Continuous Professional Development
- To ensure that experiences take account of local/national/international economic and employment trends
- To encourage career-related and enterprise activities which promote and develop Core Skills.

#### **5. Objectives**

The specific objectives for EiE are:

- To equip learners with the foundation skills, attitudes and expectations necessary to prosper in a changing society
- To further the personal and social development of children and young people through active involvement with the world of business and enterprise

- To develop a greater understanding of the role of business, its impact on the local economy and wider economic development of the country within a European and global context
- To develop a greater understanding of the role of Small and Medium Enterprises (SMEs), including self employment, in the economic health of Argyll and Bute
- To engage representatives from business in activities which benefit learning and teaching in schools
- To enable employers to become informed about the curriculum, management, accreditation and qualifications and developments in schools
- To assist young people, parents and staff in making informed choices about employment, training and Higher and Further Education
- To offer businesses the opportunity to contribute to the development of staff by encouraging them in projects within and outwith the school

## **6. *Management***

The successful inclusion of Education for Work Enterprise experiences for all children and young people depends on the collaboration between Argyll and Bute Council Community Services and other agencies.

Within the Community Services, EiE will be part of the remit of the appropriate Head of Service.

At school level, the commitment of the Headteacher is central to the development and organisation of an effective programme. The school should give responsibility for the oversight and co-ordination of the activities throughout the school to a senior member of staff.

The planned development of Education for Work activity within each school is crucial. As part of the self-evaluation and development planning process schools will wish to review their current Education for Work provision. Account should be taken of national and local developments (eg Determined to Succeed) as well as local developments and should address such issues as progression and integration (see National Framework) and quality (see How Good is our School at Education Industry Links).

Planning for Education for Work activities should take account of a number of issues including:

- Child protection and Health and Safety
- Aims, interests and resources of the local community
- Consistency within the school and across the Council
- Staff development needs
- Staff workload

- Promotion of equal opportunities and inclusion
- Support available from partner agencies

## **7. Core Experiences**

### **7.1 Primary**

Access for every Primary school pupil to the core experiences central to Education for Work are as follows;

- Opportunities to develop core skills of communication, numeracy, problem solving, using information and communication technology and working with others, delivered through the relevant area of the curriculum
- Key aspects of the environmental studies programme which develop learners' knowledge and understanding, skills and attitudes, relevant to education for work
- Enterprise activities which develop the foundations of learners' understanding of careers, how teams work, how businesses operate and how human and other needs are met
- Opportunities for personal and social development, extending learners' self-awareness, self-esteem, interdependence and independence, relevant to their future place in the world of work

## **7.2 Secondary**

Although all secondary schools deliver some of the following, it is recommended that schools undertake:

- The Core Skills of Communication, Numeracy, Problem Solving, Information Technology and Working with Others delivered across the curriculum, in appropriate contexts in all subject areas
- Subject courses which include reference to the subject's relevance to possible appropriate career pathways; and activities which mirror or reflect practice in business
- Personal and social development which includes personal profiling; self-awareness of strengths and attributes, and aspects to improve; briefing and review of key education for work activities such as work experience, industry awareness days and careers interviews, completing and using the Progress File, reviewing and recording experiences in education for work
- Careers education and guidance which includes using ICT to find information on the curriculum, or further education and training; individual careers advice and group sessions, information on the labour market and information on destinations of school leavers provided by the local Careers Scotland office.

- Enterprise activities to provide insights into options for self-employment, awareness of different roles in a business organisation and experience of working in a team
- Work experience or work shadowing which includes choosing a placement; working on employers' premises and reviewing and recording the outcomes

## **8. Partnerships**

Effective EiE is based on good co-operation between education and business, Further and Higher Education institutions, Argyll and Islands Enterprise, Dunbartonshire Enterprise and Careers Scotland. Activities based on good co-operation between the service and business are most likely to be efficient and successful.

### **8.1 School Benefits**

Benefits to schools include

- enhanced motivation and attainment among learners
- enriched learning and teaching approaches
- support for school planning
- access to business skills for specific subjects
- enhanced school image within local community

- positive public relations from good media profile
- sharing human and material resources
- increased knowledge of education amongst employers and the business community

## **8.2 Business Benefits**

Benefits to business from partnership with schools include

- improved motivation of employees and opportunities for staff development
- greater awareness in young people of career opportunities
- enhanced company image and positive relations within the local community
- enhanced business opportunities in areas such as customer services through access to school facilities
- influence on the curriculum which will help to ensure that potential employees have skills relevant to the needs of business
- review of company policies on e.g. equal opportunities, recruitment procedures or environmental matters, prompted by young people
- increased knowledge of education amongst employers in the business community

### **8.3 Roles of Partners in Developing EiE**

As part of EiE development, Community Services will:

- ensure that an officer will be identified whose responsibility includes EiE.
- provide support to schools through an Education for Work Co-ordinator
- seek funding and support to promote EiE
- ensure a coherent approach to EiE developments
- support staff in the integration of EiE activities into the curriculum
- review, and promote where appropriate, local and national initiatives
- liaise with Learning and Teaching Scotland, Scottish Qualifications Authority, Enterprising Careers and other agencies to update schools on developments and priorities
- support and promote the Excellence in Education through Business Links (EEBL) supported by the National Priorities Action Fund
- support and promote the development of Core Skills and Progress File
- maintain a database of employers willing to provide work related experiences
- provide appropriate staff development, training and identify resources to support schools in providing high quality programmes of EiE

#### **8.4 Primary and Secondary Schools**

As part of EiE development schools should aim to

- identify a clear mechanism for managing and supporting EiE developments. This may be through an Education for Work Co-ordinator and an appropriate team e.g. Education for Work Management Team
- produce a school policy on EiE
- identify a range of activities which provide progression and integration with current learning activities. (See National Framework)
- take account of the motivating effects of EiE for all learners, including those who are disaffected
- identify strategies to monitor, review and evaluate EiE development (How Good is our School at Education Industry Links)
- ensure that EiE developments reflect the Council's policies on EiE, equal opportunities and the ethnicity of learners
- promote the development of the Core Skills - Communication, Numeracy, Problem Solving, Information Technology and Working with Others
- promote action planning and target setting to ensure all learners develop the skill within Progress File
- ensure that learners' achievements and experience in EiE are appropriately assessed, recorded and recognised

- make use of the support and goodwill of employers and the wider community as resources for EiE encourage employers to visit schools to raise awareness of the changes in education
- identify and provide appropriate resources to assist staff in delivering EiE activities
- take account of guidance by the Community Services, Scottish Executive Education Department and Learning Teaching Scotland e.g. 'Education for Work in Schools' (Set 1 and Set 2) including 'Education for Work - A Guide for Primary Teachers', Scottish Consultative Council Curriculum 1999, and other exemplars (see appendix)
- encourage involvement in the Excellence in Education through Business Links (EEBL)
- ensure that teachers are aware of the support available from Careers Scotland and the appropriate criteria for any funding
- ensure that sources of funding meet the Council's position statement on support from external sources

### **8.5 *Careers Scotland***

Careers Scotland will support school programmes in accordance with a Service Level Agreement by -

- contributing to careers education policies and programmes of delivery

- providing information and advice on the local/national labour market and leaver destination statistics for each secondary school
- providing advice to schools on careers information resources
- participating in awareness-raising activities e.g. Careers Conventions, Parent Information Evenings etc
- providing individual careers advice in response to learners' needs and requests

### **9. Staff Development**

Schools should ensure that their staff development and in-service training activities make allowances for identified needs in the area of Education for Work and Enterprise e.g. "How Good is our School at Education Industry Links?" (SOEID 1997)

All staff training relating to EiE must be relevant to priorities included within the service and school development plans.

Staff should also be aware that Lifelong Learning applies to themselves as well as to their learners. The "Industry and Enterprise Awareness for Teachers in Schools" scheme (EEBL) offers schools financial support to enable them to resource supply cover for relevant teacher placements in industry.

## **10. *Monitoring and Evaluation***

Clear procedures for determining progress towards stated aims that are contained within the School Development Plan are described within How Good is our School at Industry Links? and the National Framework document.

## **11. *Resources***

Resources to achieve an effective Education for Work agenda need to be allocated. Finance and the provision of staff time need to be carefully considered. Schools may be able to attract additional resources through contact with individual companies and local agencies, as well as with nationally funded programmes. Career Education in Scotland: A National Framework outlines how young people aged 3-18 can progress in knowledge and understanding, skills and attitudes relevant to career education. It is the companion document to Education for Work: Education Industry Links – A National Framework Careers Scotland's A Guide to Products and services can provide schools with information on the range of resources available. A number of resources are available free to schools including training and materials for Get into Enterprise and the Schools Enterprise Programme. Advice on this can be sourced from the appropriate Head of Service.

The EiE Policy will, as appropriate, inform the use of Quality Indicators during Community Services' School Review of each establishment in Argyll & Bute. The school review process focuses on key areas of school policy and reflects the duty imposed by the Standards in Scottish Schools Act on each education authority to regularly review the quality of education which schools provide.

**This policy will be reviewed in 2008/09**