



A whole school approach to enterprise education

Where is our school on its journey?

.....emerging	mature						
<p>Leadership and structures Driving forward the enterprise agenda is largely left to a single practitioner, co-ordinator or champion E.g. the school enterprise guru.....</p>	<table border="1"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>Strategies for driving forward enterprise education have the full support of the SMT and are embedded in the school improvement plan. Shared leadership regarding enterprise is encouraged and supported at all levels within the community. The agenda has high profile and is recognised by all as being a priority as part of Developing the Young Workforce and Building the Curriculum 4.</p>
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<p>Ethos and relationships Enterprise themes are contained within school mission and vision statements and feature in occasional displays and assemblies.</p>	<table border="1"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>A positive, open and participative ethos is palpable across the school and is exemplified in a tangibly warm, respectful and caring atmosphere. This is reflected in numerous displays and assemblies and, most importantly, in relationships across the school community. A clear vision for enterprise forms a core part of school culture.</p>
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<p>Curriculum areas Enterprise themes have been embedded in a few obvious curriculum areas as a result of the commitment of a small number of dedicated practitioners.</p>	<table border="1"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>Enterprise is used as a context for learning and teaching approaches across all levels and all curriculum areas. Attention has been given to progression, breadth and depth and learners are motivated by relevant, challenging and fun contexts for learning which helps them develop an entrepreneurial mind-set and a 'CAN DO' attitude. Enterprise opportunities offer personalisation and choice.</p>
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<p>Interdisciplinary learning Some attempt has been made to connect learning in a small number of curriculum areas. This learning is parallel rather than interdisciplinary and is often delivered through one-off focus days.</p>	<table border="1"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>Learners have the opportunity to engage in a number of interdisciplinary activities relating to enterprise themes which promote deep learning and the development of skills for learning, skills for life and skills for work. These are embedded in the curriculum and are timetabled accordingly. The skills are developed across all curriculum areas, in interdisciplinary studies and in all the contexts and settings where young people are learning. They have been embedded into the Curriculum for Excellence Experiences and Outcomes.</p>
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<p>Opportunities for personal achievement Learners have the opportunity to engage in a number of activities out-with normal lessons.</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>Learners take on responsibilities in many areas using enterprise themes. These are seen to be central to the curriculum and achievements are recognised through Enterprise Awards.</p> <p>Working in partnership affords young people a broad range of opportunities and scope for greater personalisation and choice, with benefits for both the young person and the partner organisation.</p>
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<p>Planning and decision making Some school policies reflect enterprise and some attempt has been made to make decision-making processes more inclusive.</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>Enterprise themes are central to the school vision and are reflected across school improvement plans and policies. The planning and decision-making process for enterprise education delivery is fully inclusive and participative and involves all stakeholders.</p>
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<p>Making connections across areas A number of co-ordinators take forward work in relation to enterprise education. This activity is undertaken in relative isolation with little communication between groups.</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>All activities are recognised as contributions towards a coherent and holistic whole school approach to developing skills for learning, skills for life and skills for work. Over time, synergies and communications routes have been developed between these areas.</p> <p>Activities are fully supported and co-ordinated at SLT level and are seen to be central to delivery of the experiences and outcomes.</p>
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<p>Learner voice A well-established pupil council is in operation and young people have the opportunity to drive forward enterprise activities.</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>The importance of the learner voice is recognised across the school and innovative measures have been introduced to strengthen the learner voice across decision-making and planning within the classroom. Children and young people are actively listened to and their views are always taken into account when planning school improvement.</p> <p>Children and young people are engaged in meaningful discussion about their skills development and they are assisted in profiling to support their career journey. Pupil parliaments make real decisions and have access to funds to drive the enterprise agenda forward.</p>
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<p>Partnerships The school has long standing partnerships with a number of local organisations, businesses and national organisations.</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>Sustained effort has been made to forge a wide range of new partnerships to support learning and engage and connect young people to enterprise. The school engages effectively with partners to identify priorities and plan, deliver, monitor and evaluate joint projects. There is a shared common understanding and language around skills development and application. The school is recognised as being open to new ideas and is highly regarded for the active role it plays in its community. Parents and community members readily lend their support to enterprise activities and learning and other experiences which meet the needs of individual children and young people.</p>
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<p>Professional Learning One-off professional learning activities linked to enterprise education have taken place.</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>A structured professional learning programme, enabling staff to research and evaluate enterprise learning and teaching, is delivered across all areas of the school community.</p> <p>The school is a member of the Scotland's Enterprising Schools Professional Learning Network and actively engages with the SES website to keep abreast of current developments and thinking around enterprise education.</p>
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<p>Career Education Partially aligned to Building the Curriculum 4, Developing the Young Workforce and HGIOS 4.</p>	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> </tr> </table> <p>Our next step:</p>	1	2	3	4	5	6	<p>Fully aligned to Building the Curriculum 4, Developing the Young Workforce workstream and the new HGIOS 4. Learners have a knowledge and practical understanding of the world of work – organisations across the private, public and third sectors, entrepreneurship (including social entrepreneurship) and volunteering – and the skills and positive attitudes required to support sustained economic growth at each stage of their learner journey. Children and young people develop career management skills as an integral part of their curriculum.</p>
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