LEADING E4E CHANGE IN YOUR SCHOOL

Education 4 Enterprise is a way of thinking and a way to approach teaching and learning. There are a number of underpinning ideas and actions, but the applications are endless. As such, there is no specific set of rules to be followed.

For a school and wider community to embrace this 21st Century approach to teaching and learning, strong leadership is required from the outset. To be successful, a complete change in mindset is needed, leading to changes in teaching practice. This will of course take time, being an iterative rather than linear process.

Teachers will require time to experiment, to develop quality community partnerships, and to evaluate the outcomes. They need to know that the school leadership, systems and structures are supportive of the approach, both in word and in action.

AN APPROACH TO EFFECTIVE E4E DEVELOPMENT

Developing and Sharing the Vision	• School leaders need to have a sound knowledge base of the key understandings associated with E4E. • School leaders require passion and commitment to this approach to teaching and learning, and need to communicate this to the school and the community. • E4E needs to become part of a school's strategic planning. Leaders need to work with the board of trustees to embed it in the strategic plan, and then into annual planning. • School leaders need to make the connections between E4E and the New Zealand Curriculum and other national educational priorities. • School leaders must allow teachers to be empowered to embrace E4E and enable them to take risks in their approach to teaching and learning. • Students must also be empowered to take ownership of their own learning; to co-construct the curriculum with their teachers.
Providing and Communicating the Incentives	Establish the value of E4E in the minds of the school community. Students, teachers and the community should have understanding of the benefits. • The outcomes for students are directly associated with the vision identified in the New Zealand Curriculum. E4E can provide opportunities for students to become better engaged with their learning, to become better connected with their community, and improve achievement levels. • For teachers, having students more engaged in their learning means they are more focused, and experience greater success and achievement. • For the community, benefits include better connections with schools, and an opportunity to participate in the education of young people in their community.

Establishing Attainable Objectives	Clear co-constructed objectives need to be established which articulate the way forward and the desired outcomes. The school needs to make the objectives real and meaningful to both students and teachers. *School wide E4E Objectives could include:* - To develop a school culture which embraces a cross-curricular approach to teaching and learning. - To develop a school environment and structure that enhances opportunities for E4E learning to occur. This might include developing teacher pedagogy; considering timetable revisions; and resourcing. - To enable students to have access to their community by developing school/community partnerships.
Developing an Action Plan	*Develop a school strategy which covers the following foci for action:* - Engage students in managing their own learning. - Empower students to develop learning relationships with the community that enhance classroom learning. - Support teachers to be facilitators and mentors, able to support individual students' needs. - Actively engage students in learning opportunities that are both relevant and authentic. - Expose students to learning experiences which enable them to try new things out for themselves and take learning risks. - Focus on the future: provide learning opportunities that encourage students to explore relevant issues and make connections across the learning areas, values, and key competencies. - Expose students to issues that exist within their local and wider community. - Share the school's E4E journey with the community: the ideas and thinking around E4E need to be communicated. - Provide teacher professional development opportunities. - Develop opportunities for teacher collaboration and teamwork. - Develop mechanisms for developing community school partnerships. - Assess school structures and systems. *Potential approaches for implementation:* - Individual teacher classroom based project approach. - School wide themes that individual teachers develop projects around. - Cells of teachers collaborating with the community and students to develop projects. - Pedagogy development (groups of teachers working together to develop the pedagogy in the safety of their own classes before engaging the wider school and the community). - Through the school vision and strategic planning.

Developing the Competencies and Understandings	Provide professional learning opportunities for school leaders, teachers and the community which: • Develop the base thinking and understandings underpinning E4E. • Provide examples of E4E in action. • Develop the pedagogy of E4E. • Inspire and engage teachers to have a go at E4E.
Determining the Resources	Establish the resourcing required to action E4E: • How can existing resources be manipulated to achieve the objectives? • How can existing systems and structures be developed to support school the E4E approach? • Should school leadership consider delegating and resourcing a school E4E coordinator? • Leadership will need to be flexible in the application of resources, be prepared to be challenged, and willing to take some risks.
Monitoring and Evaluating the Outcomes	Schools need to monitor, review and evaluate E4E progress and outcomes. Systems need to be developed to collect information which can be reviewed and evaluated to inform teacher practice and school processes. Information collection needs to be broad based and an integral part of the process. Possible sources of information may be: • School E4E teams. • Student voice. • Individual teacher action based research feedback. • Community feedback.

Appendix 1. *Education for Enterprise: Indicators of Change*

Appendix 2. *Education for Enterprise: Policy and Documentation examples*

Appendix 1: Education for Enterprise: Indicators of Change

School Leadership	Teacher Thinking and Actions	School Structures and Processes
Is able to articulate and promote a vision for enterprise education.	Teachers can see links across the curriculum in students learning.	The school continuously reviews and adjusts school processes in response to student learning needs.
Has an understanding of the connections E4E has with the NZC.	Teachers are committed to integrated learning.	The school is flexible in its approach to curriculum delivery.
Has a commitment to quality learning experiences for students.	Teachers are responsive to student voice.	Teacher professional development is focused on pedagogy.
Has a commitment to community participation and engagement in students learning and is prepared to help to establish positive links with the community.	Teachers allow a significant amount of student decision-making in classroom programmes and are able to be responsive to emerging needs.	The school vision and values reflect the schools approach to teaching and learning.
Is able to recognise leadership potential within the staff team.	High expectations are held for all.	Key competencies are the focus of teaching and learning.
Enables staff members to take professional risks.	Teachers effectively guide learners through questioning, reflection, feedback feed forward.	School planning and reporting is focused on the flexibility of curriculum delivery.
Values and promotes enterprise initiatives within the school.	Teachers have a commitment to appropriate goal setting for students.	School structures facilitate community partnerships for learning.
Encourages innovation in teaching and learning	Programmes are differentiated for different ability and strengths.	The school is actively connected to its community.
Provides a strong professional development programme that assists teachers to develop different strategies that focus on the development of the Key Competencies (Enterprising Attributes) rather than subject content.	Teachers are enablers. They support students by facilitating access to resources, personnel, community etc.	
Manages change effectively and is prepared to take risks to enhance the learning outcomes for students.	The teacher is able to observe and assess process rather than product.	
	Teachers work with other staff in teams.	
	Respect is given to diversity.	

APPENDIX 2: Education for Enterprise: Policy and Documentation Examples

Examples of Embedding E4E in the School Vision and Policy

School	A High School
Charter and Strategic Plan (excerpt)	**Charter** *Mission Statement:* "We provide opportunities for the students in our school to be outstanding young people who will leave us well prepared for the next step in their lives, ready to make a positive contribution to society." *Aims:* "Promoting and integrating an enterprising culture." "Instilling a desire for lifelong learning." *Values:* "Innovation, Inquiry and Curiosity – by thinking critically, creatively and reflectively." "Community and Participation – for the common good." **The Strategic Plan** *Purpose:* "To provide a holistic education for young people in a safe and stimulating learning environment, which will allow students to reach their potential." *School Culture:* "A life long love of learning." "Resilience – solution focused." *Goals:* The school will provide and maintain an enterprising and innovative learning environment. *Objectives:* 'Programmes will be developed to enable students to realise the importance of: • Seizing opportunities • Taking risks and learning from experiences • Knowing that failure can happen and is part of the learning experience • Making ideas happen • Working effectively in teams.

Annual Plan (excerpt)	**NAG 1 Curriculum Requirement and Student Achievement**

NAG 1 Curriculum Requirement and Student Achievement

Goal 1: To raise the achievement of all students.

Strategic Goal: To increase student achievement and reduce disparity.

The School will provide and maintain an enterprising environment.

Objective	Outcome	Action	Results
1. To increase the achievement levels of Senior Students in National Qualifications.	Effective Classroom management strategies will be carried out in all classrooms.	Continue to implement effective Learning Initiatives Programmes to meet student needs. Develop further strategies within the classroom that will enhance and raise student achievement. Curriculum adaptation to meet student needs. Implement strategies to improve student engagement.	A structured plan of consolidation to embed the following key strategies into the unit planning and curriculum delivery in every classroom: • Formative assessment and success criteria. • Literacy • Core values Differentiated curriculum • *Enterprising skills and qualities* • *… …*
3. To meet the needs of Gifted and talented students.	Strategies are in place to engage gifted and talented students.	Provide programmes that challenge the Gifted and Talented students	…… At the same time, teachers were working on fostering *enterprising skills and qualities* and this gave many gifted and talented students an opportunity to extend themselves. This was evident in several curriculum areas … ... …

School Policy Documentation (excerpt)	**A High School (DRAFT)**
	JOB DESCRIPTION: Assistant Teacher — Experienced

Principal: **Signed:**   **Date:**

Principal: **Signed:**   **Date:**

Key Tasks	Expected Outcomes	Relevant Professional Standards
Curriculum	Effectively deliver programmes which include: • Values • Key Competencies and an Enterprise Culture • Differentiation • Māori Achievement • ICT. Uses a variety of teaching methods and strategies to meet the needs of students.	…………… Demonstrate expertise and refined strategies in: • The development and practice of teaching programmes and resources, learning activities and assessment regimes. Demonstrate a high level of effectiveness in: • Fostering and practicing cultures of learning and achievement. Demonstrate expertise and refine strategies in: • ………. • Highly effective teaching techniques • ……….
Learning Environment	High standards and expectations are set and clearly communicated to students: • Engagement • Restorative practices • Pedagogy • Relationships.	Demonstrate a high level of effectiveness in: • Encouraging positive school-wide engagement in learning. Demonstrate particular skill and success in: • Communicating effectively with students • ………..

Key Tasks	Expected Outcomes	Relevant Professional Standards
Learning Environment (continued)	A student centred approach to learning is evident through: • An Enterprise culture • Teachers as facilitators • Teachers as learners • Affirmation of student achievement • Learning outcomes.	Demonstrate expertise and refine strategies in: • The development and maintenance of environments which enhance learning by recognising and catering for the learning needs of diversity of students. Demonstrate a high level of effectiveness in: • Fostering and practicing cultures of learning and achievement.
Pastoral Care	Pastoral A structured form time, meeting the pastoral needs of students is implemented and evaluated based on: • Restorative practices • Values • Relationships • An enterprise culture • Māori achievement.	Demonstrates expertise and refined strategies in: • The development and maintenance of environments which enhance learning by recognising and catering for the learning needs of a diversity of students.

Examples of Embedding E4E in the School Vision and Policy

School	A College
Charter and Strategic Plan **(excerpt)** ↓	**Charter** *Mission Statement:* "To bring out the best in students and staff and encourage life-long learning" *Values:* "Innovation" *Vision Statements:* "Develop the attitudes and values needed to become positive contributing members of New Zealand society" **The Strategic Plan** *Priority:* To provide quality teaching and learning programmes which promote high levels of student engagement and achievement. **Strategy 3** **Focus on improving teaching and learning:** — Teaching strategies e.g. Education for Enterprise, … …

Annual Plan (excerpt)	**NAG 1 Curriculum Requirement and Student Achievement**

Priority:

To provide quality teaching and learning programmes which promote high levels of student engagement and achievement.

Strategy	Goal	Target & Dates	Action	Responsibility	Costs	Outcomes
Focus on improving teaching and learning	All students in the Junior school will experience Education for Enterprise opportunities.	Year 9 and 10 students	E4E opportunities implemented.	Principal E4E Coordinator HOD's, Faculty E4E reps	Professional development for staff $XXX	Feedback from teachers, students and parents indicates improvements in student attitudes and achievements.
	E4E programmes developed in 2007 for senior students will continue and expand in 2008.	Year 11, 12 and 13 students.	E4E opportunities expanded.	Principal E4E Coordinator HOD		Feedback from teachers, students, community and business partners indicates higher levels of engagement and development.

School Policy Documentation (excerpt)	**A College**

Work Planning and Review 2008

Name: **Department:**   **HOD/Supervisor:**

Notes: This document is confidential to the staff member, TIC or HOD and Principal.

- The Performance Management System allows you and your HOD to discuss plans, progress, achievements and recognise your contribution to the school during the period under review and for career direction advice/support.

- Please attach a copy of the appropriate generic job description, which includes additional responsibilities associated with the position (if necessary).

- Goals: 3–5 is realistic. Will be evaluated by self review, checking 'achievement measures', asking key staff, student feedback etc.

- A school wide goal is set early Term 4. Faculty/department goal(s) incorporating the school wide goal should be set by the end of the year along with the personal goals or by the start of the new year. (Please see the due dates for the first meeting below the goal chart.)

School Wide Theme & E4E

Goal	Specific Tasks	Achievement Measures	Support/PD/Resources
……….. **Education for Enterprise** ………..			

Each individual teacher and department within the college must have an Education for Enterprise Goal and Specific Tasks