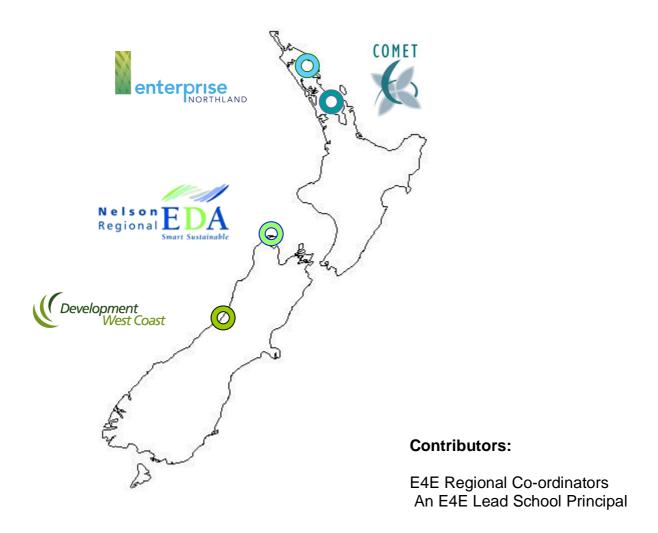# Education for Enterprise Regional Cluster Initiative

Regional Co-ordinator Summit
A Synthesis of Thinking

Tuesday 12 and
Wednesday 13 May 2009

Nelson

Contributors:

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An E4E Lead School Principal

E4E Development Challenges	
Encouraging risk taking in schools	This was identified as a make or break issue for the initiative. For the teachers and principals to engage and become active, there is a need for secondary schools to see examples and have the opportunity to dialogue with others that were already active. The need for secondary schools to engage with active primary schools was an opportunity to enhance outcomes in secondary. It has been observed that the higher the decile rating, the more entrenched the school was in summative assessment and therefore more risk averse.
Unknown Outcomes	As E4E is part of the future-focused themes in the New Zealand Curriculum, the outcomes are not concrete and definable. They may look quite different to what they currently think are real outcomes for schools. Getting them to engage is sometimes a challenge; getting people to come along on the journey can be problematic.
The Way of Thinking	There is a perception that E4E is just a project approach to learning. The challenge is to clearly articulate that it is a way of thinking and acting; a way to deliver the learning outcomes.
'Having a Go'	Stepping back from the traditional structures, ingrained attitudes and culture and taking action to embrace the way of thinking.
The need for a clear understanding of E4E concepts	The need to clearly articulate these concepts and ideas to teachers and principals. The use of the E4E webpage on TKI as a reference point, and greater clarification of the understandings associated with authentic verses enterprising learning will assist in this. In addition, the idea that partnerships with the community and business (or internally) are a core aspect the whole approach needs to be articulated.
Time is critical	Teachers and principals require time to build the classroom processes, experience some successes, develop credibility within the school and achieve some of the desired outcomes.
Effective Leadership	It is difficult to engage and encourage participation in the work when the leadership is absent from the process. Sometimes the internal cell of teachers participate in the work without any leadership input. This makes it difficult to get traction across the school. • Media coverage – raises schools perception and attracts the interest of school leadership. • Engaging cluster Principals in sharing experiences and strategies is problematic. • "Top down" traditional leadership approaches appear to inhibit development.

Communication can break down at all levels.	Within and between: • schools and the wider community; • local and government organizations; • Also the collaboration model needs continuous work to make it effective.
The perception that E4E is more about business than learning.	This perception is still common in both the business and education sectors.
The tendency for organizations to become Gate Keepers rather than facilitators	This tendency can develop in all elements of any regional partnership.

Enablers for Success	
Leadership	Strong and active school leadership is critical to success at every level. Without this support, teachers are not empowered to take risks and 'have a go' at something different.
Recognition of E4E thinking and process.	Recognition that E4E is a way of thinking and can be applied in many different ways and contexts is an important idea to be embedded into the classroom culture.
Scaffolding of skills	Both teachers and students benefit by having E4E ideas and skills scaffolding available to enable them to build opportunities and embed them into their thinking.
Providing consistent and recognizable approaches when working with teachers	When co-ordinators work directly with teachers they follow a pattern which enables teachers to engage with E4E thinking and approaches. They need to talk the ideas through, interact with potential partners, collectively plan and identify possibilities.
Clear definition of E4E	Having clear and unambiguous definitions is important. Often the language and lack of clarity can impede progress.
Nucleus of teachers	It is better to start with a nucleus of teachers (with support by the school leadership) and let the thinking and action grow from within.

Developing Relationships	The ability of the co-ordinator to operate on every level within a school is important.
Multi Structure Relationships	Co-ordinators developing relationships at different levels within the school enables activities to have greater depth and relevance for both teachers and students.
Open dialogue	Builds the understanding between sectors. Establishes the possible successes, risks and an agreed game plan for the outcome possibilities.
Pro-actively making connections for the relationships	Keeping eyes and ears open. Identifying opportunities and framing partnerships to ensure they become mutually beneficial.
Identifying the extended benefits for business and community	It is important for business and community groups to understand the potential benefits of forming learning partnerships with schools. Areas such as recruitment and media relations profile longer term effects for local workforce are important.
Mutual Benefit	There must be real value in the partnership for all parties to ensure the relationships endure.
Risk Management/Future Proofing	What happens when a key person leaves? – e.g. lead teacher , co-ordinator.
Key Characteristics of Successful Drivers	Leadership, Principals, Lead teachers, Teachers, Students Needs Passion/ Energy/ Influence.

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Advocating the clear message is critical and will assist in keeping the school focused.

School community engagement is important:

- Strategic planning enables people to see the commitment.
- The key message is addressing the engagement issue for the school.
- Making sure the teaching plan is shared – Presentation to Board of Trustees and it is written into strategic plan, key things around teaching and learning that we wish to focus on.
- Keeping E4E in the evidence that is shown to the board.
- Community and parent feedback.
- Parents can feedback to the board.
- Key element is the Principal.
- Making it part of the conversation in the staff room.
- The learning pace must mirror the active state of the new generation. Moving with the times.

Professional Development:
The co-ordinator, making the links between the curriculum and the enterprising attributes, and the key competencies in the curriculum. Giving the staff something to hang their hat on! and up to date teaching practice.

Leadership Drivers:

- Engaging the senior leadership.
- Make sure you go to E4E classes.
- Make sure you encourage your teachers to invite others and to let you know who is coming to those classes.
- Gentle encouragement – can be from gentle to strict.
- Go with the students off-site.
- Try to be involved in "lions den" etc.
- Be able to take the hard calls and provide the resources that need to be there.
- It has to be a high trust model – let the teachers get on with it.
- PD benefits are better through the day – often they fall into the further PD.
- Build it into the performance management system.
- Could accept a cross curriculum focus as part of that performance.
- The E4E co-ordinator is important – clear description – once the change in thinking is set it becomes business as usual – still needs the "hunter and gatherer" type person to help with the links.
- Gaining access into the EDA for potential funding opportunities – business connections.
- Funding Partnership / help with secretarial things.
- Good things take time – this is a community service – skill set that is invaluable for the region and the greater community.
- Support from the longer-term players who will eventually be captured.

Huge Indicator of Success:
- Ask the students for their opinion.
- Students are your best marketing tool.
- Certificates and criteria for achievement.
- Waimea College Tee Shirt – Attitude is Everything – criteria to meet.

Recognition of the Teachers:
- E4E changes the way you think about your teachers.
- True models of enterprising behavior.
- You fall over six times, you stand up seven.

What key buttons would you press to get a disengaged Principal?
- Engagement of students in learning.
- Attendance.
- Achievement.
- Students will be expected to stay on longer – need a bunch of tools to help – give them opportunities to direct and lead their own opportunity.
- Has helped improve our NCEA results.
- It's about community engagement – and good for the whole country.
- Global picture for the good of the community as a whole.

How do you perceive E4E functioning – Going Forward?
- Leadership or management group to support activities.
- Essential Regional co-ordinator – move around, professional development support, administrative support –funding needed.
- Level of support from schools – some management unit levels.
- Funding from other groups.
- Ministry of Youth Development – other government organizations.
- Iwi incorporations – Youth development.
- May need to try and find small amount of money to get someone to pull the funding together.
- High level commitment – streamlining.
- Go for a long term commitment three years or so.

Where to From Here?

Barriers	Strategies – Ideas
Risk/ Change Factor • Too Busy • Giving it a go • Unknown Outcomes • Go into it with an open mind • Led by Principal versus a need to be convinced by interested teachers	• Strong leadership – about allowing an environment the right to try and be supported in it – High Trust Model. Expected in the new curriculum. • Reluctant Principals – How do we drive it? Curriculum is mandatory in 2010. Need to convince them that the outcomes are good for the kids – this is the curriculum in action. • Effort of regional co-ordinator – successes and good practice being shared. • The "too busy" – can be helped by being provided with the time and building the leadership capability of the principals • The summative assessment needs to be reviewed in order to bring the key competencies up to status – strong desire to line them up so that the standards reflect the Active, Confident, Connected, Life Long learners.
Perceptions of E4E • Not a project - It's a way of thinking. • Not an event - It's a process. • Enterprise is not just about money and business. • E4E is evolving to have a broad focus with regional flavour.	• The role of business will increase and can become a driver. • The role of TKI - It must be holistic. • Important that when running workshops, meetings and PD the wider context and its function is very broad. • The involvement of E4E has come to be embedded into other documents e.g. EFS. • It is pedagogy driven – it doesn't rely on context and content. • Spread the thinking through the Ministry – resources.
People Involved - Principals, Lead Teachers, Teachers, Students and Community • Leadership • Passion/energy • Influence • Future proofing; sustainability of E4E • Learning culture established	• Community connectedness • Based in learning relationships • Based in pedagogy • Must be based in culture • A Curriculum leader is needed because they can push it across all learning areas – not only in business studies or careers • Highlight it on TKI – to be able to document the journey of the regional co-ordinators for future-proofing – facilitation • Building internal capability and regional capability – with the development of lead Teachers to become the deliverers of professional development.
Geography • Northland /West Coast • Travel for personal contact celebration	• Working within pods • Being able to cluster similar advisors work together e.g. E4E and EFS • Limit celebration to critical events • Access to IT, phone digital - skype • Video Conferencing Networking -West Net and Far Net Schools cluster