E4E CREATING ENTERPRISING THINKERS

HOW CAN BUSINESSES AND COMMUNITIES SUPPORT EDUCATION FOR ENTERPRISE (E4E)?

The Education for Enterprise (E4E) regional clusters initiative aims to help schools in four regions of New Zealand to develop an enterprise culture that is embedded across their curriculum programmes and reflects their local community.

The New Zealand Council for Educational Research is evaluating the regional E4E clusters initiative. Here we present some key messages emerging so far, organised to help businesses and community organisations see how they can contribute to fostering enterprising education for an enterprising New Zealand.

We pose nine relevant questions and answer them by drawing on the findings of our first report from the evaluation. We've provided page references to our report - it is available on our website at: www.nzcer.org.nz/pdfs/16246.pdf

You can also learn more about E4E on TKI: http://www.tki.org.nz/r/education_for_enterprise/

NEW ZEALAND COUNCIL FOR EDUCATIONAL RESEARCH
TE RŪNANGA O AOTEAROA MŌ TE RANGAHAU I TE MĀTAURANGA

HOW CAN BUSINESSES AND COMMUNITIES SUPPORT EDUCATION FOR ENTERPRISE (E4E)?

Q1. WHAT IS E4E?

E4E can be broadly defined as:

> ...a teaching and learning process directed towards developing in young people those skills, competencies, understandings, and attributes which equip them to be innovative, and to identify, create, initiate, and successfully manage personal, community, business, and work opportunities, including working for themselves. (Te Kete Ipurangi, 2007)

A key feature of E4E is the emphasis it places on schools developing meaningful partnerships with individuals, businesses, and community groups, to make the learning richer and more real for students. E4E is still in development nationally and regionally.

For background on the regional E4E clusters initiative see p. 2-5 of our first report.

Q2. HOW CAN E4E IMPROVE RELATIONSHIPS BETWEEN BUSINESSES, COMMUNITIES, AND SCHOOLS?

Schools' community relationships have often involved parents helping out, or businesses giving money or resources. E4E is different. It offers the potential for genuine partnerships, where people come together to negotiate and carry out joint projects, for the benefit of students' learning as well as business and community development.

There are many preconceptions out there. School staff sometimes think business is just about profit-making, and likewise business and community members can feel frustrated that the education system is outdated. E4E provides an opportunity to shift stereotyped perceptions.

Read about preconceptions and shifting perceptions in the first report, pp 64-66 and 131-134.

Q3. WHAT ARE SOME OF THE VISIONS FOR SCHOOLING AND E4E?

Our survey of community and business partners involved in E4E showed that only about half agree that New Zealand schools currently do a good job of preparing students to: succeed in the employed workforce[1]; contribute to their local communities and whānau; and support the country's future economic growth and environmental sustainability. They wanted more from future students—and they looked out for overall qualities like "the ability to work with others and in teams" or "to be flexible and deal with change", rather than specific skills or qualifications.

We asked community and business partners, principals, teachers, and students involved in E4E about their visions for the future of schooling - and the role that E4E could play. Their visions range from a slight tweak of the current system to far more radical transformation. The difference was that some interviewees (from both schools and the community) believed that E4E could be added to schools without fundamentally changing their operations; whereas others questioned the underlying assumptions about the purpose and function of schools, and often saw E4E as a vehicle for major change. For them, E4E ties in with the idea that education needs to change to support "21st century learning" – designed

to fit with today's complex, fast-changing, knowledge-driven society.
Our evaluation suggests that E4E provides enterprising learning environments to support enterprising young people. This aligns with the new *New Zealand Curriculum* and its vision of young people as "creative, energetic and enterprising". "Enterprise" is one of four future-focussed themes that schools can use to develop their own curriculum over the next few years.

See the first report's analysis of visions (p. 68-74) and partners' E4E objectives (p. 108-110).

Q4. HOW HAVE COMMUNITY AND BUSINESS PARTNERS BEEN INVOLVED SO FAR?

There are many ways to provide enterprising learning opportunities, many of which involve community and business partners working with schools and students. We saw examples where students in a range of year levels and subject areas were:

- designing website material and t-shirts for a business
- working with a local kindergarten to write and perform a play
- organising a school reunion, drawing on local suppliers where required
- working with local artists to create murals and sculptures
- researching local towns for a council website
- shadowing a graphic designer over several weeks
- problem-solving a community issue ... read more on p. 185 of the first report.

Some activities were better set up than others to develop students' learning and competencies for the 21st century. Factors we looked for included: time to work on the project in depth, students making key project decisions and deciding how to work together, and students creating something useful or making a difference in the real world. We also looked for examples of

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1. Even less believe that schooling well prepares students for self-employment.

WHY IS EDUCATION FOR ENTERPRISE (E4E) RELEVANT FOR NEW ZEALAND SCHOOLS?

WHY DOES EDUCATION FOR ENTERPRISE (E4E) REQUIRE CROSS-SECTOR COLLABORATION AND SYSTEMS INNOVATION?

WHAT ARE STUDENTS SAYING ABOUT EDUCATION FOR ENTERPRISE (E4E)?

HOW CAN BUSINESSES AND COMMUNITIES SUPPORT EDUCATION FOR ENTERPRISE (E4E)?

teachers and partners learning from one another, and being a guide or resource for students rather than just an expert who tells students what to do or think.

E4E is not an isolated programme that can be dropped into any school. It is a new way of thinking about education, a new way of doing teaching and learning. While it is important to develop specific E4E projects like those listed above, E4E demands whole-school change towards a more enterprising culture with a focus on enterprising ways of teaching and learning.

To learn more, see pages 80-84 of the first report

Q5. WHAT HAVE BEEN THE HIGHLIGHTS?

Many community/business partner interviewees claimed that a highlight of their involvement had been building relationships with students and teachers:

> *For the staff involved [in the E4E project] there is a lot of job enrichment. The staff love it ... the relationships [and] to be involved in something outside the office. (Partner)*

> *[A highlight was] seeing the teacher get more and more excited. (Partner)*

Although it was still early days in many projects, several partners mentioned that another of their highlights was being unexpectedly wowed by what students could do:

> *We're blown away by the kids and [their work]. We'd never have found that in the commercial world because it's coming from their world. (Partner)*

There is more on p.136 of the first report.

Q6. WHAT HAVE BEEN THE STRUGGLES AND AREAS OF GREATEST LEARNING?

Schools, businesses, and community groups operate in very different ways. Each sector has its own culture and planning requirements which need to be negotiated. For example:

SCHOOL-BASED CURRICULUM PLANS	BUSINESS PLANS
Curriculum plans are subject-based	Business plans are project-based
School planning is assessment-driven	Business planning is market-driven
Education is timetabled	Business time is money

We found examples where schools and partner organisations were working hard to understand each others worlds' and accommodate differences. Some of the challenges mentioned by businesses included fitting in with teachers' availability, curriculum demands, school timetables, and exam patterns. Some of the ways that schools had adapted included changing the school timetable, adjusting their planning templates, and bringing together different unit and achievement standards to support E4E. Some partners had learnt when and how to contact teachers, to set things up well ahead of time, and to avoid their own pressure points.

We see the greatest potential in the different sectors coming together to create "something new" rather than one sector mimicking the other. Indeed, where schools examined their own practices to see if they could better accommodate business ways they tended to focus on how to provide new opportunities for student learning as much as on how to satisfy business needs.

For more depth read p.134-140 of the first report.

Q7. WHAT HAS HAPPENED FOR STUDENTS AND SCHOOLS AS A RESULT OF E4E?

Involvement in some E4E activities appeared to support students to make important decisions about their learning, and to be self motivated, Teachers and students both noticed ways in which E4E had supported them to develop capacities

that align with the key competencies in the new New Zealand Curriculum, for example:

> *MANAGING SELF: At the start of the year I thought I should be allocating tasks and making them [students] accountable—but now they are accountable to each other and people outside. (Lead teacher)*

> *THINKING: Thinking more outside the box. Normally on a project like this you think. You keep urging yourself to want to learn more. (Student)*

> *USING LANGUAGE, SYMBOLS, AND TEXTS: Some of them are thinking more— you can see they are starting to look in a different way—in a much more 'designer' 'graphic' way. (Teacher)*

> *PARTICIPATING AND CONTRIBUTING: This way of learning is better because you gain a bit more respect for the people that live in the towns. (Student)*

Students we interviewed often considered that they worked harder, longer, or set higher standards for themselves on their E4E projects when compared with other school work.

Our evaluation will provide further information about the impacts of E4E for teachers and students in future reports, when large-scale quantitative data gathered at the end of 2007 and 2008 have been analysed. For more case study impacts see page 85-90 of the first report.

Q8. WHY DOES E4E REQUIRE CROSS-SECTOR COLLABORATION AND SYSTEMS INNOVATION?

Our evaluation suggests that E4E development has been occurring at multiple levels, with schools and clusters driving E4E development on the ground as well as national leaders driving it from above. E4E is currently led by a partnership between Ministry of Education and New Zealand Trade and Enterprise (with cross-sectoral reference and development groups), and between principals and economic development agencies at regional level (often with steering groups

including stakeholders from many sectors). A key aspect of whole-school change is that it needs to be driven by people within schools, to develop a sense of ownership for progressing change. At the same time, the kinds of changes and developments that schools seek to undertake in their E4E development require the involvement and support of a wide range of other people and groups, from local business and community partners, to parents, to regional and national E4E stakeholders.

This multi-level, multi-directional development process has sometimes created a sense of discomfort for people involved in E4E at all levels (local, regional, and national), precisely because it involves breaking new ground, and moving from the prescribed and familiar into the unknown and challenging. Many of the people we interviewed felt that everyone involved in E4E needed to feel safe to take risks, try out new ideas, and learn from each other in the process. Long-term and sustainable E4E development in schools will require cross-sectoral collaboration and system innovation.

To learn more see the summary entitled "Why does education for enterprise (E4E) require cross-sector collaboration and systems innovation?".

## Q9. HOW CAN I CONTRIBUTE TO EDUCATION FOR ENTERPRISE?

IF YOU'RE NOT YET INVOLVED IN E4E, you could go to the business section of the E4E website http://www.tki.org.nz/r/ education_for_enterprise/business/ index_e.php where you can also register your interest. If you are within the four regional clusters we are evaluating (Northland, Manukau, Nelson, and West Coast) you can find the regional coordinators' contact details at http://www. tki.org.nz/r/education_for_enterprise/ cluster/key_people_e.php

IF YOU ARE ALREADY INVOLVED IN E4E YOU COULD:

- Check out the E4E website links above.
- Negotiate the objectives for each E4E project (possibly with regional coordinator support) and discuss your long-term vision for E4E and education.
- Identify areas of your organisation's development plans that students could take on.
- Incorporate E4E into your future organisation/project plans, and, if possible, move from a one-off project situation to sustainable, multiple, and mutually-benefitting relationships with the school over the long-term.
- Seek more opportunities to link E4E projects with the school curriculum.
- Look up the new *New Zealand Curriculum* at http://nzcurriculum.tki.org.nz.
- Look for ways to maximise student decision-making, in-depth work, and find ways to meet real needs in their activities.
- Provide feedback to students about their work, and the capabilities/competencies you are seeing them develop.
- Build relationships with other groups and organisations interested in E4E support education transformation and regional development.
- Keep problem-solving and be patient!
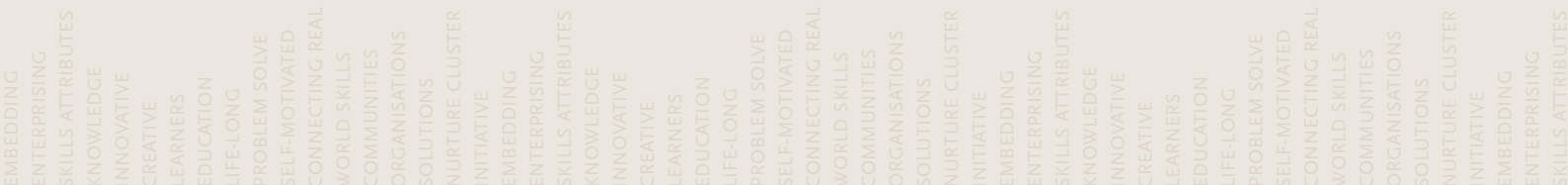
ABOUT THE REGIONAL EDUCATION FOR ENTERPRISE CLUSTERS EVALUATION

NZCER's evaluation is tracking and supporting developments in the four regional E4E clusters (Northland, West Coast, Nelson, and Manukau) through 2007 and 2008. Multiple forms of qualitative and quantitative data are being collected from each of the four regional clusters.

The evaluation will support the ongoing development of E4E within individual schools, regional clusters, and nationally.

It will examine the processes by which the clusters establish and pursue E4E and the outcomes that are achieved (in relation to both local and national objectives), and provide evaluation feedback that is engaging and meets the needs of different audiences.

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