

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

E4E IS A NEW DIRECTION, BOTH FOR SCHOOLS, AND FOR OTHER SECTORS. E4E INVOLVES MANY STAKEHOLDERS AND INTERESTED PARTIES FROM MULTIPLE SECTORS, INCLUDING PEOPLE NOT USUALLY ENGAGED WITH THE EDUCATION SECTOR. ALTHOUGH THERE CAN BE PARADIGM CLASHES BETWEEN DIFFERENT SECTORS AND GROUPS, IT IS THE INTERACTION BETWEEN THEIR POINTS OF DIFFERENCE THAT CAN BRING ABOUT THE TRANSFORMATIONAL POTENTIAL OF E4E. DEVELOPING E4E LEARNING OPPORTUNITIES REQUIRES NEW WAYS OF PLANNING, AND NEW RELATIONSHIPS AND STRUCTURES TO SUPPORT THIS. THE INDIVIDUALS INVOLVED IN DEVELOPING E4E CAN HAVE DIFFERENT OBJECTIVES. COLLECTIVELY, THESE OBJECTIVES IMPLY DEEP SYSTEMS CHANGE, FROM WHOLE-SCHOOL CHANGE TO ALL-ENCOMPASSING SOCIETAL CHANGE.

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 under the theme of the cross-sector collaboration and systems innovation. We've provided page references to the first report from the evaluation for those who want more detail. The full report is available on our website at: [www.nzcer.org.nz/pdfs/16246.pdf](http://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/](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

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

## 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 outside schools to enable the development of rich and authentic contexts for student learning.

### SO WHY DOES E4E REQUIRE CROSS-SECTOR COLLABORATION AND SYSTEMS INNOVATION? FIVE REASONS:

#### E4E IS A NEW DIRECTION, BOTH FOR SCHOOLS, AND FOR OTHER SECTORS.

New Zealand schooling is beginning to shift in new directions to support learning in the 21<sup>st</sup> century. This is signalled in many ways: for example, in the kinds of future-focused discussions across the education

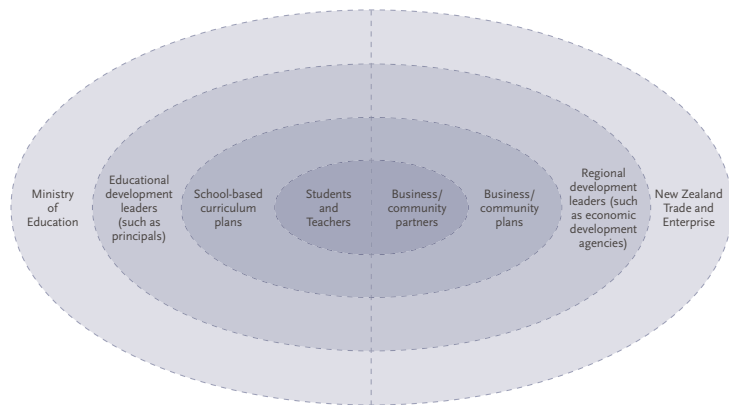


Figure 1. Local and national interfaces between education and business sectors.

sector that have been supported by groups like *Secondary Futures*; in the foregrounding of key competencies, values, future-focused issues<sup>1</sup>, and the emphasis on lifelong learning in the *New Zealand Curriculum*; and in the increased scope for schools to develop and shape their curriculum in ways that will motivate and engage students and reflect the needs and aspirations of their communities.

In addition, the *New Zealand Curriculum* suggests a vision for young people who will be creative, energetic, and enterprising, and who will seize opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country<sup>2</sup>.

E4E has the potential to be a leading model for these new directions for schooling. However, this may require significant challenges to current thinking and practice. It is not simply a matter of schools doing things differently, it requires shifts in the whole education system, developments in the relationships between education and other sectors, and changes in the way New Zealanders think about schooling and education.

To learn more about the potential for E4E to support 21<sup>st</sup> century learning, see the summary entitled “Why is E4E relevant for New Zealand schools?”, or chapter 4 of the first report.

## E4E INVOLVES MANY STAKEHOLDERS AND INTERESTED PARTIES FROM MULTIPLE SECTORS, INCLUDING PEOPLE NOT USUALLY ENGAGED WITH THE EDUCATION SECTOR.

The Regional E4E Clusters Initiative involves a wide range of stakeholders from the education, business, and community sectors working together for E4E development. This creates interfaces between the education sector and the business and community sectors at multiple levels – local, regional, and national (see figure 1).

At the local level, schools are developing relationships with a broad range of business and community partners to design and implement E4E learning, for example: small and large businesses, local and regional councils, district health boards, early childhood learning centres, charitable and community organisations, and a variety of other groups and agencies. At the national level, E4E leadership comes primarily from a partnership between the Ministry of Education and New Zealand Trade and Enterprise. Other multi-sector groups contributing to the national development of E4E include the Ministry of Youth Development, Ministry of Economic Development, Enterprise New Zealand Trust, Small Business Advisory Group, Secondary Futures, Northland Enterprise Trust, Enterprise Learning Association, New Zealand Principals Federation,

Post Primary Teachers Association, and principals from enterprising schools. Rather than one level driving the other, 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. 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. However, 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.

ALTHOUGH THERE CAN BE PARADIGM CLASHES BETWEEN DIFFERENT SECTORS AND GROUPS, IT IS THE INTERACTION BETWEEN THEIR POINTS OF DIFFERENCE THAT CAN BRING ABOUT THE TRANSFORMATIONAL POTENTIAL OF E4E.

There are many existing ideas, preconceptions, and differences in outlook between all the different groups and sectors involved in E4E. However, many people interviewed in the evaluation recognised that E4E provides an opportunity for these groups from different sectors to build new relationships, and potentially shift stereotyped perceptions of one another. Negotiated well, these new relationships can provide opportunities to develop “something new” rather than simply one group influencing the other. This might be new styles of relationship, different planning strategies, shared leadership networks, and new products or ideas. Local business and community partners told us they expected the learning to go both ways. For example, 84 percent of surveyed business and community partners felt schools would benefit from

the partnership with their organisation, but almost as many (80 percent) expected their organisation to learn from its relationship with the school(s), and 76 percent also expected their organisation would learn from its relationship with *students*. Schools in the regional E4E clusters initiative are attempting to build relationships and perhaps even partnerships with Māori communities in order to meet the aspirations, needs and values of Māori communities. Our evaluation suggest further discussion is needed about how mutually beneficial relationships with Māori communities can be negotiated locally and nationally.

To learn more about cross-sector partnerships in general see pages 130-144 of the first report. See chapter 8 for a discussion about E4E partnerships with Māori.

DEVELOPING E4E LEARNING OPPORTUNITIES REQUIRES NEW WAYS OF PLANNING, AND NEW RELATIONSHIPS AND STRUCTURES TO SUPPORT THIS.

Schools, businesses, and community groups operate in very different ways. Each sector has its own planning culture and requirements which need to be negotiated in order to achieve an outcome both parties consider successful. Here’s a simplified summary of some of the different planning styles in business and education.

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

The regional E4E clusters model involves one national E4E coordinator and four regional E4E coordinators. Many partners and school staff said they found it

essential to have a regional co-ordinator involved to broker initial relationships, mediate planning, or support partnerships throughout the project process. Indeed, the regional co-ordinators appeared to be particularly attuned to the type of differences presented in the table above. For schools, E4E project plans cannot be easily developed without having a space created for them in wider school plans. We found some initial examples of school-level plans and resources being changed in order to better support the development of E4E approaches. Some case study schools and the regional co-ordinators were beginning to develop their own resources to support E4E, and integrate E4E into the various documents that guide their practice (e.g., school visions and classroom planning templates). Other case study schools had not reached this stage, feeling they needed to spend time and effort embedding it into their plans.

Again, we found that it was not always the case of the business sector driving changes in school plans, or the education sector driving change in business plans. Schools were more inclined to examine their own practices to see if they could better accommodate business ways—but the focus was as much on how this could provide new opportunities for student learning as much as on how it could satisfy business needs.

To learn more, see pages 93-98 and 130-140 of the first report

THE INDIVIDUALS INVOLVED IN DEVELOPING E4E CAN HAVE DIFFERENT OBJECTIVES. COLLECTIVELY, THESE OBJECTIVES IMPLY DEEP SYSTEMS CHANGE, FROM WHOLE-SCHOOL CHANGE TO ALL-ENCOMPASSING SOCIETAL CHANGE.

Nationally, desired outcomes for E4E have been articulated for students, education providers, business and community, as well as government agencies<sup>3</sup>. In addition, a range of explicit and implicit objectives

motivate E4E developments within the four regional clusters.

Different layers of E4E objectives can be drawn into a cohesive model for change, as illustrated in Figure 2.

A more detailed discussion of these objectives for E4E can be found on pages 114 – 123 of the first report.

## KEY MESSAGES

E4E is not an isolated programme that can be “dropped” into any school. Instead it is a new way of thinking about education, a new way of doing teaching and learning. It demands whole-school change in the direction of a more “enterprising” culture, and a focus on “enterprising” ways of teaching and learning.

A key aspect of this whole-school change is that it needs to be driven by people *within* schools, to develop a sense of ownership for progressing change. School staff need to have access to leadership support, be that in the form of intellectual inspiration or practical resources. 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. Long-

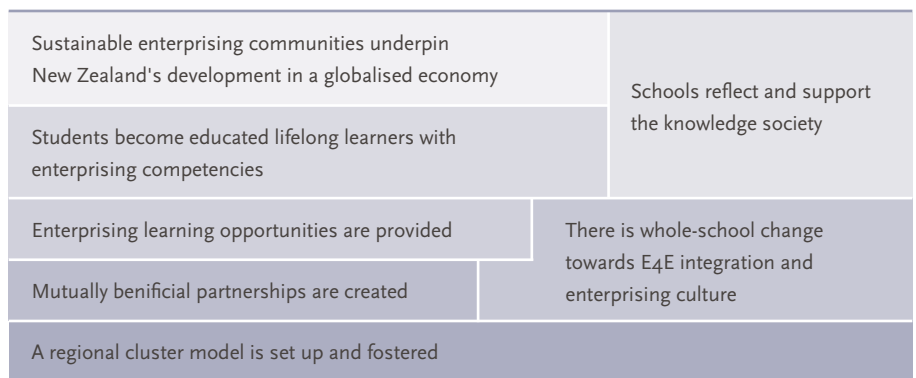


Figure 2: Multiple objectives for E4E development in the regional clusters initiative

term and sustainable E4E development in schools will require cross-sectoral collaboration and system innovation.

- 1 These are: sustainability, citizenship, enterprise, and globalisation
- 2 The vision is also for young people: who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognise each other as full Treaty partners, and in which all cultures are valued for the contributions they bring; who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives; and who will be confident, connected, actively involved, and lifelong learners.
- 3 These desired outcomes are listed on TKI as follows:

**Government agencies:** Agency partnerships that work to create sustainable enterprising communities.

**Business and community:** Students have an appreciation of the importance of the place of business in New Zealand society and have the skills, attitudes, and desire to participate in it. Communities see that students are actively contributing to the well-being of their communities.

**Education for Enterprise providers:** Schools work in partnership with community and business to embed enterprise in the culture of the school and display it in the leadership, teaching and learning, and all areas of school life.

**Students:** Students leave school equipped with enterprising attributes that empower them to stand tall as New Zealanders, seize opportunities, overcome obstacles, and make a positive contribution to their community.

# 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.

The evaluation is funded by the Ministry of Education, New Zealand Trade and Enterprise, and the Tindall Foundation