E4E CREATING ENTERPRISING THINKERS

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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. This pamphlet illustrates some of the things students were saying about their involvement in E4E. The full report 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

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

WHAT IS E4E?

Education for Enterprise (E4E) involves activities and projects which help students, teachers, and people in the community to think and act in enterprising and creative ways. In 2007 around 2000 students from over 30 schools contributed to NZCER's research, either by completing questionnaires or participating in group interviews to talk about their learning. Not all students were involved in E4E activities – but over 500 were. This pamphlet illustrates some of the things students were saying about their involvement in E4E.

WHAT KINDS OF PROJECTS WERE STUDENTS INVOLVED IN?

About half of the projects involved students designing a product, planning an event, or delivering a service for the school (e.g., designing advertising, a menu, and a schedule for the school reunion) or for an out of school group (e.g., providing the district council with information about local towns to put on their website). Other projects involved making things to sell at the school market day, or finding solutions for local problems such as improving the appearance of public areas. Here are a few of the E4E projects that students described:

We did a year-long documentary about whether teenage boys or girls have a tougher time growing up. (student)

We had to make a small business in groups of 3 or 4 people. We had to come up with the ideas ourselves and sell the service product. (student)

My project involved working with an out of school client, to come up with a range of design ideas and concepts, while considering and working from their comments, needs, and feedback. (student)

We were thinking that the olives on the olive tree should be made into olive oil, instead of people throwing them around or for them to drop on the ground. This project was mainly to stop people throwing olives and to make some money from all the olives. (student)

My group worked on a book for the children in the local early learning centre. We made a Māori consonants book including letters, pictures and words. (student)

HOW WERE THE PROJECTS ORGANISED?

Most students worked in groups and had lots of time to work together on their project. Most students did their work at school but one-quarter worked outside their school – for example, in the community, or at a local business.

Just over half of students involved in E4E said that teachers came up with the idea for the project; about one-fifth said that someone in the community came up with the idea; and a few told us it was the students' own idea.

Most students said they got to make many of the important decisions about their projects – for example, how to carry out their work, or how to solve problems they encountered along the way.

WHAT DID STUDENTS SAY THEY LEARNT?

Many students involved in E4E activities said that it helped them to get better at: listening and talking to others; having creative ideas; seeing and using opportunities; planning and organising; working out how to use their skills to complete a task; learning from mistakes; and working with others and in teams.

Most students agreed that doing E4E projects helped them to think about their strengths and weaknesses, and to think about what an enterprising person is like. Here are some of the things students said about learning in an enterprising way:

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)?

When people have ideas, [before] I wouldn't listen to them but now we listen to all the ideas and put them together as one big idea. (student)

[We learnt to] listen to everyone before you make decisions—it's hard because new people would come in and want last-minute changes. (student)

It's different from the teacher organising things. You've got to be organised yourself. (student)

We had to manage our own time so not to get left behind, so any opportunities to carry on or finish work were taken. (student)

Thinking more outside the box. Normally on a project like this you [really] think. You keep urging yourself to want to learn more. (student)

Every product we made was better than the last. We slowly eliminated the mistakes. (student)

We start off with ideas then we change them, then we look at it again and change it…I rework it. It's the only class I do it in. (student)

Our enterprise group had an interview with the Vodafone manager in one of their stores. I grew in confidence in talking as I felt I was seeing things the same way he did so I was a little inspired. (student)

Each time I met with my client I was always given good feedback. This made me believe in my work and I knew I could do it. It gave me the motivation to do well planning and organising my project. (student)

It helped us to value each other and work together. (student)

E4E

It has a purpose… It's better than just designing what you want to do. It's designing what the client wants. It's real life. (student)

HOW DOES E4E COMPARE WITH TEACHING AND LEARNING IN OTHER CLASSES?

Most students said that when they were learning through E4E activities, they:

- had more time to think deeply, and found the work more interesting, relevant, and challenging.
- worked harder and felt more comfortable making mistakes.
- had more opportunities to think, talk, and act on things important to them,
- learnt more about what groups in the community see as important.
- learnt more about how businesses work and the skills needed for certain jobs.

WHAT DID STUDENTS LIKE ABOUT THIS WAY OF WORKING?

Here are some of the things students liked about learning in enterprising ways:

There's not a short deadline…We have time to do it. We don't have to rush…You can put more effort into it, and more thought.

Building new ideas – in other subjects we don't make things or create them [ideas].

The teacher just listens to our ideas…We usually get to decide what to do…

When you're talking to other people you get more ideas—it gets your imagination running.

More teamwork—you have to take into consideration each other's ideas. Different people take on different jobs within the team…

It has a purpose… It's better than just designing what you want to do. It's designing what the client wants. It's real life.

It's really important. You have to do things by a certain time. This is more important because it's for more important people, not just for our own learning.

There's the real-life thing we have. At the end of the day you can look at [your work] and think, 'Hey I wrote that!' You don't often look back through your [school] book and think, 'Wow I wrote that.'

E4E

It's different from the teacher organising things. You've got to be organised yourself. (student)

WHAT DID STUDENTS SAY ABOUT SCHOOL IN GENERAL?

1682 students completed a survey about how they felt about school in general. In that survey:

- More than half of students said that doing well at school is important to them, and that they feel comfortable asking questions and sharing ideas in class.

BUT

- Less than half said that they learn things at school that are relevant to their lives, interests, experiences and that they get to take action about things that concern them.
- Less than 20 percent said that they often have a say about the important decisions made at school.

Students had a number of suggestions about how school could be better for them. These included having more subject options; more flexible timetables and school hours; and more opportunities to work in groups.

Students thought there should be closer relationships between the community, businesses, and schools, and recommended: making learning more practical and relevant; and more opportunities to learn about local issues and work with people from outside the school.

People from the community, businesses, as well as teachers and principals have come up with some similar suggestions.
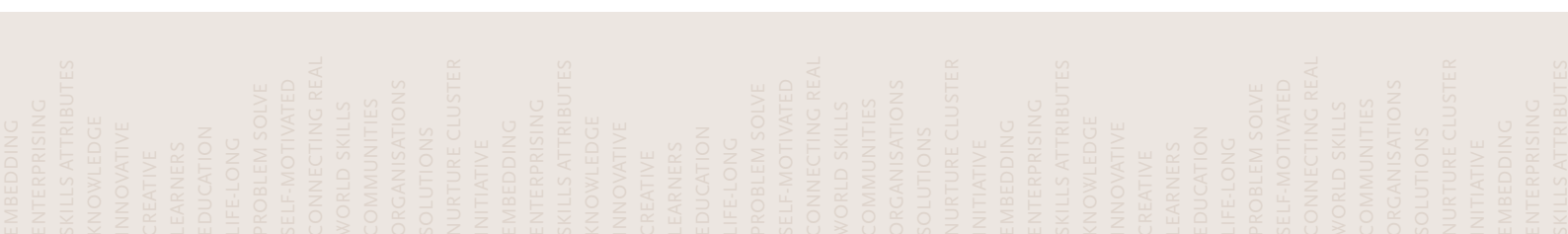
ABOUT THE REGIONAL EDUCATION FOR ENTERPRISE CLUSTERS EVALUATION

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.