

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

IT'S IN THE CURRICULUM.  
IT HAS THE POTENTIAL TO FOSTER 21ST CENTURY LEARNING OPPORTUNITIES IN SCHOOLS.  
THERE ARE MANY DIFFERENT WAYS FOR SCHOOLS TO DEVELOP E4E APPROACHES AND ACTIVITIES.  
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E4E BUILDS NETWORKS OF RELATIONSHIPS AT THE LOCAL LEVEL, WITHIN AND BEYOND SCHOOLS, AND OPPORTUNITIES FOR SCHOOLS AND PARTNERS TO LEARN FROM EACH OTHER AND DEVELOP NEW WAYS OF WORKING TOGETHER.

The Education for Enterprise (E4E) regional clusters initiative aims to help schools in four regions of New Zealand 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 relevance of E4E to New Zealand schools. We've provided page references to the first report 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 IS EDUCATION FOR ENTERPRISE (E4E) RELEVANT FOR NEW ZEALAND SCHOOLS?

## SIX REASONS

### IT'S IN THE CURRICULUM.

The New Zealand Curriculum has a vision of young people as “creative, energetic and enterprising”. “Enterprise” is one of its four future-focussed themes.

Students can strengthen the key competencies through involvement in E4E, as well as making connections across the key competencies, values, and learning areas.

To learn more, see pages 7-9 of the first report

### IT HAS THE POTENTIAL TO FOSTER 21<sup>ST</sup> CENTURY LEARNING OPPORTUNITIES IN SCHOOLS.

New thinking suggests 21<sup>st</sup> century learning should focus on developing learning capacity, and the ability to function in an uncertain future. 21<sup>st</sup> century learning should focus on students generating new knowledge by carrying out authentic tasks in real-world contexts. This includes drawing on, reprocessing, and recombining existing “old” knowledge.

21<sup>st</sup> century learning also includes a strong focus on developing relationships between people (as this is where new knowledge is generated) and relationships between ideas (the ability to synthesise, see the “big picture”, and know how different knowledge systems work and interact). With its focus on developing students’

(and teachers’) “enterprising attributes”, E4E can provide a powerful and relevant context for developing teaching and learning approaches that reflect 21<sup>st</sup> century learning goals. 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 enterprising student learning.

To learn more, see Chapter 4 (pp. 43-47) of the first report

### THERE ARE MANY DIFFERENT WAYS FOR SCHOOLS TO DEVELOP E4E APPROACHES AND ACTIVITIES.

Our evaluation suggested at least six different varieties of E4E activity occurring in schools, each with its own benefits and challenges. These are:

**A) IDENTIFYING ENTERPRISING OPPORTUNITIES WITHIN EXISTING SCHOOL APPROACHES:** This approach requires teachers to identify what they already do which could be considered enterprising. This approach signals that teachers can still find ways of offering enterprising education within the parameters of their subject areas, as well as through forming external partnerships. It is one way of gently introducing teachers to E4E. The risk is that in some classrooms no change actually occurs.

**B) BUSINESS OR COMMUNITY EXPERT AS TEACHER:** This involves arranging visits between students and business/community experts. However, This approach builds connections between the school and community. The expert tends to take on the traditional teacher role, responsible for disseminating knowledge. Students are positioned as recipients and have few opportunities to work with partners to build knowledge. The risk is partner “burn out” because the relationship tends to rest on partner altruism rather than mutual benefit. There is also the risk that, apart

from the novelty factor of having a different person in the teacher role, this is business as usual. The challenge is to develop more reciprocal partnerships, for the benefit of both student and partner learning.

**C) TEACHER-CREATED “PURPOSE”:** In this third approach students create new knowledge, products, or services for a purpose which has been constructed by the teacher. While this can provide students with many 21<sup>st</sup> century learning opportunities students are not creating new knowledge to meet a *real* need. The challenge for schools here is to apply the approaches used to real projects which involve students creating new knowledge to meet real business or community needs.

### D) CREATING REAL KNOWLEDGE TO MEET A REAL NEED AS A PRACTICE

**ACTIVITY:** This type of activity involves students creating a product, or new knowledge which *could* be used for a real purpose but is not taken to that point. As with the “teacher-created purpose” this approach can provide students with many 21<sup>st</sup> century learning opportunities. However, the community does not benefit from students’ work and the students spend time and energy creating new knowledge for no purpose other than meeting their curriculum requirements and developing skills which they might use in the future. The challenge is to extend this approach one step further so that the potential of the new knowledge or product can be realised, and both the community and students can benefit.

### E) TEACHER-DIRECTED WORK FOR A REAL PURPOSE IN THE REAL WORLD:

This type of activity involves students creating new knowledge or a new product for a real purpose but is so strongly teacher-directed that potential 21<sup>st</sup> century learning opportunities are not realised. Teachers tend to take responsibility for initial meetings with business/community partners, and make many of the important decisions about how to organise, direct, and compartmentalise the task. Such projects may appear to involve curriculum

integration in that students from different curriculum areas might contribute. However, if the collaboration across curriculum areas only occurs at the teacher level, and if the students are not required to draw together their knowledge from across different subject areas, then this approach risks being experienced by students as business as usual. The challenge for teachers is to increase the amount of control they hand over to students, especially in the early stages of the project when things are being set up and important decisions are being made.

**F) STUDENT-LED CREATION OF NEW KNOWLEDGE FOR A REAL PURPOSE IN THE REAL WORLD:**

Here students create new knowledge or products to be used for real purposes. Some examples we saw were extra-curricular while others were part of the curriculum. Some involved curriculum integration while others did not. Most involved community links. What distinguishes this type of activity is that projects are largely student-led. The challenge for schools offering this type of activity is to incorporate systems-level analysis and understanding of both subject areas and of business and market economies. There was no evidence from the student interviews that this metalevel analysis was occurring, although we did not directly question them about this.

We see the six types of activity as sitting loosely along a continuum where A is most like the current schooling situation and F is closest to 21st century learning, although not yet at the point at which we consider it represents fully developed 21st century learning ideals.

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

**E4E HAS THE POTENTIAL TO BRING TRANSFORMATIVE PRACTICES INTO SCHOOLS.**

We asked principals, teachers, students, and business and community partners in

the regional E4E clusters how E4E fitted in with their vision for schooling in the future. Their views tended to form a continuum, ranging from those who see E4E as a way of “tweaking the known” or improving the current system without fundamentally changing the way schools operate (an “improvement agenda”), to those who could imagine a “radical shift” – because they were thinking deeply about the underlying assumptions about the purpose and function of schools (a “transformative agenda”). Some examples of more “transformative” visions:

*I think bigger and better things will happen. [Like what?] Cross curricular...we've got to work together across departments—move away from the content focus to ‘Here is a problem. How do we solve it?’ rather than ‘Here is some content. Let’s make it relevant.’ (Principal)*

*If we could do more work in the community – working in business and learning new skills and teaching others what we have learnt (student)*

*In the long-term, I could run the school’s media department. They could change the timetable so it wasn’t a single period but half a day so the students could work at school or here (Business/community partner)*

To learn more, see pages 68-75 of the first report

**WE CAN SEE AN IMPACT ON TEACHERS AND STUDENTS THROUGH E4E PRACTICE.**

In mid-2007 we interviewed teachers and students in 15 schools in the regional E4E clusters. Their comments suggested a number of interesting impacts as a result of their involvement in E4E-type activities. For example, teachers talked about being cast in a new role, in which they were less directive and more responsive to students’ needs as they arose. Some described having a less formal, more open, and more

trusting relationship with their students as a result. Most teachers observed that when involved in E4E projects they had to be more flexible, because “It’s not like being on a train track—it’s like juggling plates on sticks” (Teacher). This required less detailed long-term planning but often, more careful and strategic organisation. While it could create an increased workload, many teachers commented on increased job satisfaction when taking E4E-type approaches.

In many cases, involvement in E4E activities appeared to support students to make important decisions about their learning, to be self motivated, and self-determining. Teachers and students both noticed ways in which E4E had supported them to develop capacities that align with the key competencies, for example:

**THINKING:** “When we start off with ideas then we change them, then we look at it again and change it. You go over it with [teacher] and he tells you what he thinks is good and bad and then I rework it. It’s the only class I do it [reworking of ideas] in. The rest are just boring” (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).

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.

To learn more, see pages 85-91 of the first report

