

enabling enterprise

enabling students to succeed through enterprise



Enterprise Skills throughout Education: From 3 – 18

IIEC, 7 September 2017

Tom Ravenscroft

Welcome

There are three big things that I want you to get out of the session



Objectives

- Understand the principles of effective enterprise skills development in the school environment.
- Explore how enterprise skills are built up over a student's entire journey through education, introducing the Skills Builder framework.
- Develop ideas of how the Skills Builder framework can help to pitch activities at the right level, with examples to take away.



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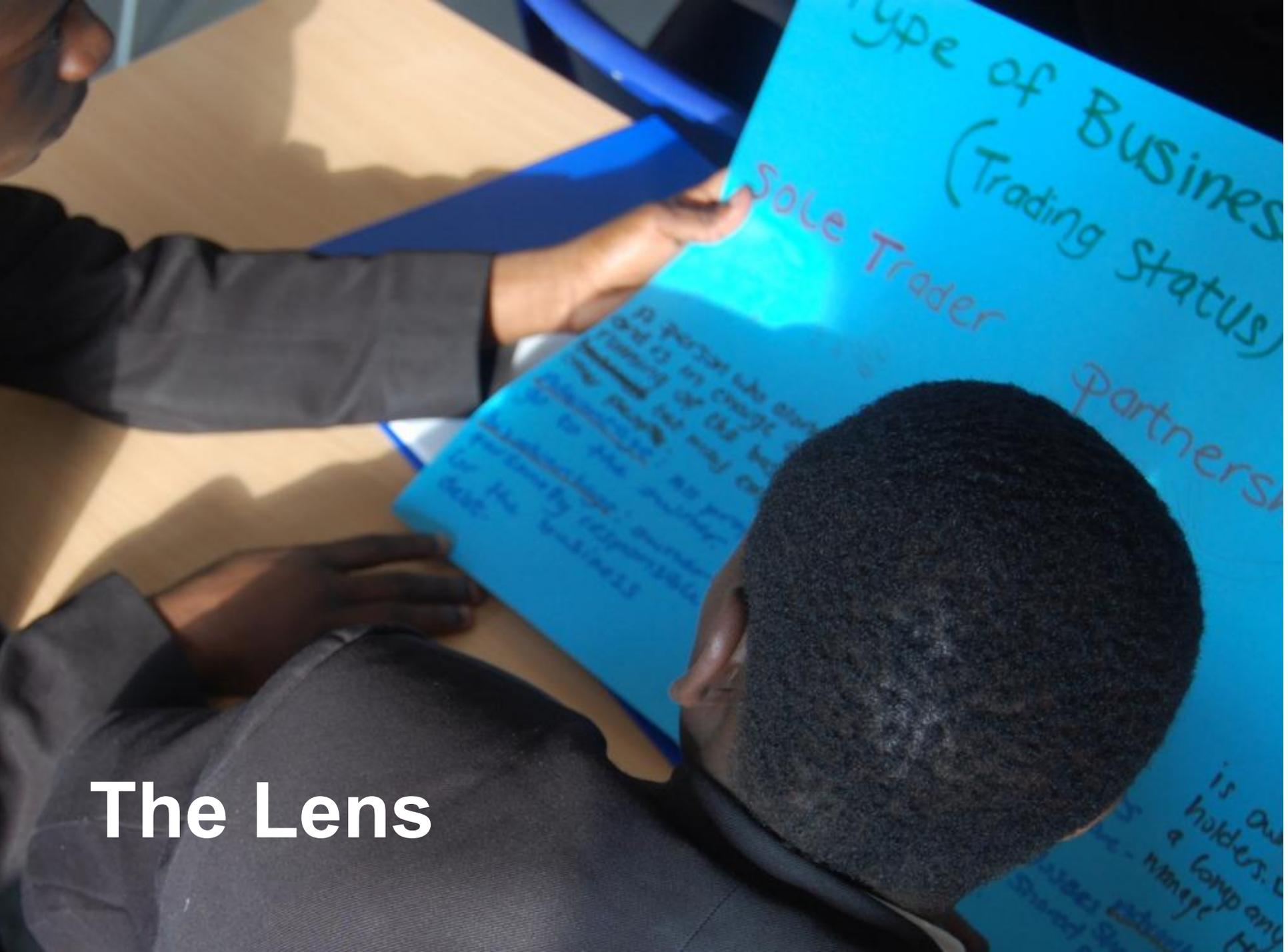
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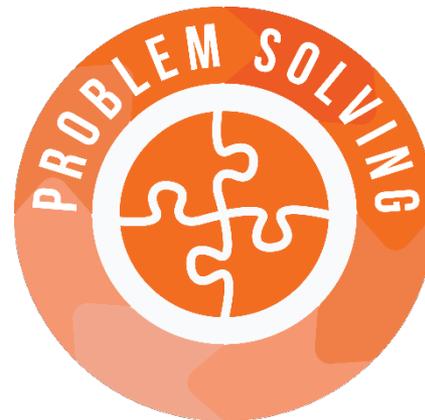
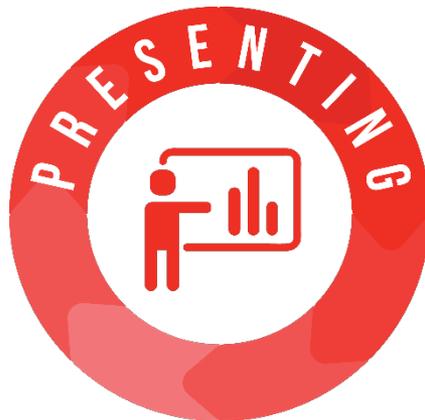


Who is in the room?



The Lens

**One day,
all students will be
equipped with the
skills, experiences
and aspirations to
succeed.**



**We focus
on building
enterprise skills
with rigour and
impact...**

Literacy

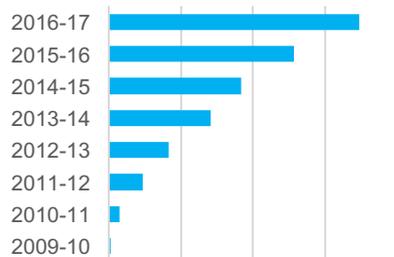
Numeracy

Enterprise

It's grown...

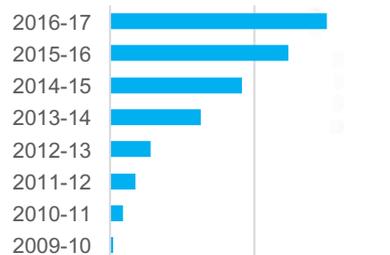
86,800

Students
on EE programmes
in 2016-17



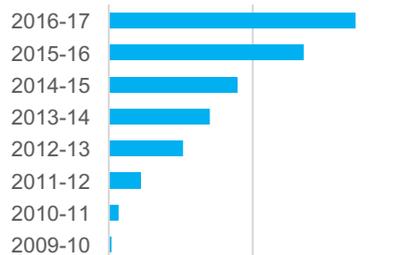
1,505,000

Learning Hours
on EE programmes
in 2015-16



3,420

Teachers
delivering EE programmes
in 2015-16



The Principles



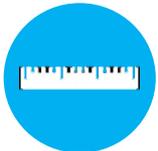
Keep it simple:

Focus on a consistent set of teachable essential skills



Start early and keep going:

Work with children from as young as 3 and throughout education.



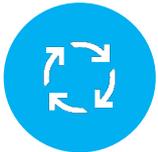
Measure it:

Assess essential skills and progress in them to focus efforts most effectively.



Focus tightly:

Ensure dedicated time is spent just on building those skills without distractions.



Keep Practicing:

Reinforce the skills thorough explicitly deploying them in many settings.



Bring it to life:

Enhance the skills'

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**To make progress,
we need to
understand the
steps to actually
building these
skills...**



**Let's take
Teamwork as an
example...**



**Firstly, we need a
definition...**



Our definition:

Working collaboratively with others towards achieving a shared goal.



Next, what are some of the teachable components of teamwork?



**We then need to put
these in a logical
order...**



The good news is that we've worked through these for each of the skills, working out what is age or stage appropriate...

Question 4:

By what age do we expect...



“I can take turns with other children”

A

Year 1 (5 years-old)

B

Year 4 (8 years-old)

C

Year 8 (12 years-old)

D

Year 12 (17 years-old)



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“I am happy to help with different jobs in my team”

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“I can evaluate the team’s approach to tasks and carefully influence to get better results”

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“I look for chances to try something I might find difficult”



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This framework is called Skills Builder and draws expertise from across the education and employment



Teamwork

This skill focuses on the students' confidence and effectiveness in working as part of a team.

Initially, it is about the students being able to work with others in a constructive manner. As they progress, the focus is increasingly on not just making their own contribution but encouraging and supporting others to make their fullest contribution too.

The highest performing team members will understand their colleagues' strengths and weaknesses and support the team to divide roles accordingly. They should also be adept at avoiding and managing conflict.

Ultimately, by the time they leave school students should be able to work effectively in a team and evaluate the team's performance to drive future improvements.

Target for:	Student Descriptor	Teacher Explanation
Pre-Year 1	I can take turns with other children.	Students are able and willing to take turns on an activity with their peers.
Year 1	I can work with other children to do something together.	Students are able to make a contribution towards a bigger task as part of a group.
Year 2	I know why teams are sometimes better than working by myself.	Students are able to articulate why teamwork can be more effective than individual work in some situations.
Year 3	I am happy to help with different jobs in my team and take responsibility for finishing my job.	Students can take on different jobs in their team to complete the team task.
Year 4	I know how to get on well with my team and know some ways to resolve a disagreement.	Students are able to address disagreements and disputes in an effective way, and generally work well with others.
Year 5	When I finish my task, I help others complete their tasks on time too.	Students can think beyond their own part of a task and actively try to support other team members to complete their jobs.
Year 6	I help my team make decisions and I am happy to make my own suggestions.	Students can contribute to the decision-making process and are willing to put forward their own ideas.
Year 7	I recognise the value of others' ideas and make useful contributions myself.	Students can see that their peers will also contribute valuable ideas, and will be willing to compromise to reach a joint decision.
Year 8	I include all team mates in group discussions and encourage them to contribute.	Students can see the importance of including all team members in discussions and actively encourage contributions from their peers in their team.
Year 9	I can spot when I might be getting into an argument and take steps to avoid it.	Students are able to perceive when conflict with their peers might be developing into an argument and take steps to avoid it.
Year 10	I can spot when others might be getting into an argument and make suggestions to avoid it.	Students demonstrate an awareness of the wider team dynamics and work to avoid arguments in the team.
Year 11	I contribute to team meetings in a measured, valuable and concise way.	Students can make a valuable contribution to team discussions which builds on previous conversations and addresses the particular challenge the team faces.
Year 12	I can reflect on the team's progress and make suggestions for improvements.	Students can accurately analyse the performance of the team and suggest improvements.
Year 13	I can reflect and evaluate on the team's approaches to tasks and carefully influence to get better results.	Students can evaluate a team's approach, and use their influence to improve a team's performance and the outcomes of a task.
Year 13 <i>Better</i>	I'm aware of the team leader's strengths and weaknesses and actively support them when they need me.	Students can evaluate the performance of a team leader, and actively engage to support the performance of the leader, improving the outcomes for the team.
Year 13 <i>Best</i>	I understand the skills of other team members and adapt my approach to them	Students can identify the skills of other members of their team and can support other team members in areas they find difficult or challenging.



Listening

This skill focuses particularly on the students' ability to listen and understand information.

Initially, it is about the students being able to hear and recall simple instructions. They also develop the ability to record key pieces of information.

As they get more skilled, the focus turns to being able to analyse what they are hearing and the purpose of what is being shared. They develop the ability to understand the speaker in greater depth. This includes understanding the use of tone, bias, themes and implications.

Ultimately, by the time they leave school students should be able to listen, capture key information and also to evaluate the speaker and their goals.

Target for:	Student Descriptor	Teacher Explanation
Pre-Year 1	I can listen to others for a short time.	Students listen with enjoyment and respond appropriately to stories.
Year 1	I can listen to adults, follow instructions and tell you what I heard	Students can listen to an adult, such as a teacher or teaching assistant, and recall and follow simple instructions.
Year 2	I can listen to other students and ask questions about what I heard.	Students are able to listen to peers and ask relevant questions based on what they heard.
Year 3	I can follow a conversation and tell somebody else what it was about	Students are able to listen to multiple speakers, retain the information and give a basic account.
Year 4	I can explain that there are different purposes to speech and how to identify them.	Students are aware that there are different reasons why people communicate (eg. to ask a question, give instructions, provide information or persuade) and identify some simple language features of each one.
Year 5	I can listen to extended talk and identify the key information I need	Students can listen to and respond to extended talk, identifying the key information they need and retain it.
Year 6	I can take part and respond in a class discussion	Students are able to follow and take part in a class discussion and express opinions when called upon.
Year 7	I can analyse how a speaker uses language and gesture to engage the audience	Students can analyse how a speaker engages an audience through language and gesture.
Year 8	I can use strategies to listen for a specific purpose.	Students begin to recognise their own skills and strategies to listen. Students can listen for a specific purpose and consider the effect of the language on that purpose.
Year 9	I can analyse the tone, emphasis and status of the speaker and their effect.	Students can recognise the tone, emphasis and status of speaker and consider their effect.
Year 10	I can ask probing and relevant questions to check and build my understanding.	Students are able to follow a speaker and to create their own meaningful, probing questions to check and deepen their own understanding.
Year 11	I can listen to different points of view and evaluate them.	Students can make comparisons between different points of view and evaluate them.
Year 12	I can identify underlying themes, implications and issues when listening.	Students can identify themes, implications and issues in what is being said.
Year 13	I can analyse bias when listening through a speaker's language, omissions or ambiguity.	Students can analyse bias through language, omission and ambiguity.
Year 13 <i>Better</i>	I can explain a speaker's techniques and approaches in different contexts.	Students understand a speaker's intentions and techniques and how they use a range of different approaches in different contexts.
Year 13 <i>Best</i>	I can evaluate how a speaker can become an outstanding speaker.	Students can evaluate a speaker's use of language, gesture, tone, emphasis, bias and the plausibility and validity of their point of view to make suggestions for improvement.





Aiming High

This skill focuses on the students having high aspirations for themselves and being able to turn these into realistic plans.

Initially, the students should be developing an understanding of the importance of trying their best and taking satisfaction in their achievements. This then underpins a growing ability to set their own goals and create steps to achieve their targets.

Students should also be building the ability to self-reflect accurately, and be able to draw out their strengths and areas for development – and to seek out opportunities for their own development.

Ultimately, by the time they leave school students should have goals for themselves, and the ability to work consistently towards achieving them.

Target for:	Student Descriptor	Teacher Explanation
Pre-Year 1	I'm know what 'trying my best' means.	Students have started to understand what 'trying my best' looks and feels like.
Year 1	I know what 'trying my best' means.	Students can explain what 'trying my best' looks like in the context of their school and class work.
Year 2	I know it's important to try my best if I'm going to get better.	Students respond to encouragement and show pride in higher achievement
Year 3	I know how to try my best and I feel proud when I do.	Students are aware of when they are working at their best, and find this a rewarding experience that they can take pride in.
Year 4	I look for chances to something that I might find difficult and ask an adult to set me extra challenges.	Students can seek out opportunities to give themselves extra challenge to increase their achievements. Teachers will provide students with an achievable challenge.
Year 5	I can choose goals with some help from my teacher or another adult.	Students can set a simple goal that is appropriate and achievable, with the support of a teacher or another adult.
Year 6	I can set my own goal that gives me a chance to try something I might find difficult.	Students are able to approximately gauge what a stretching goal looks like and define that for themselves.
Year 7	I can order and prioritise different tasks to help me achieve my goal.	Students can break down simple goals into steps and prioritise those steps to achieve the goal.
Year 8	I can identify and ensure access to appropriate resources to achieve my goals.	Students understand that they might need other resources (people, funds, tools) to achieve their goals and can identify those needed to achieve a simple goal.
Year 9	I can create a plan to achieve a simple goal, breaking down tasks and securing resources, independently.	Students can create a simple plan by setting a goal, prioritising tasks and securing resources.
Year 10	I can reflect on my skill set with accuracy and identify opportunities to improve further.	Students can analyse and justify their own strengths and weaknesses, and come up with sensible ways of developing themselves further.
Year 11	I can motivate myself to work autonomously to fulfil my plans and to achieve SMART targets to reach my goal.	Students are able to apply themselves to seeing through their plans over a period of time.
Year 12	I seek out feedback, including constructive criticism, to support me in achieving my goals.	Students seek wider input to achieve their goals and to chart their own progress against their plans, including both compliments and constructive criticism.
Year 13	I can create long term goals, based on my own strengths and weaknesses.	Students can evaluate their longer term plans in terms of their own strengths, weaknesses and ambitions.
Year 13 <i>Better</i>	I can set regular milestones to help me reach my long term goals and keep me on track.	Students can break down their longer-term plans into steps with milestones that keep them on track to achieve their goals.
Year 13 <i>Best</i>	I am able to modify my milestones and actions to respond to changes.	Students are able to incorporate setbacks or changing circumstances into forward planning and make appropriate adaptations to keep them on track for success.

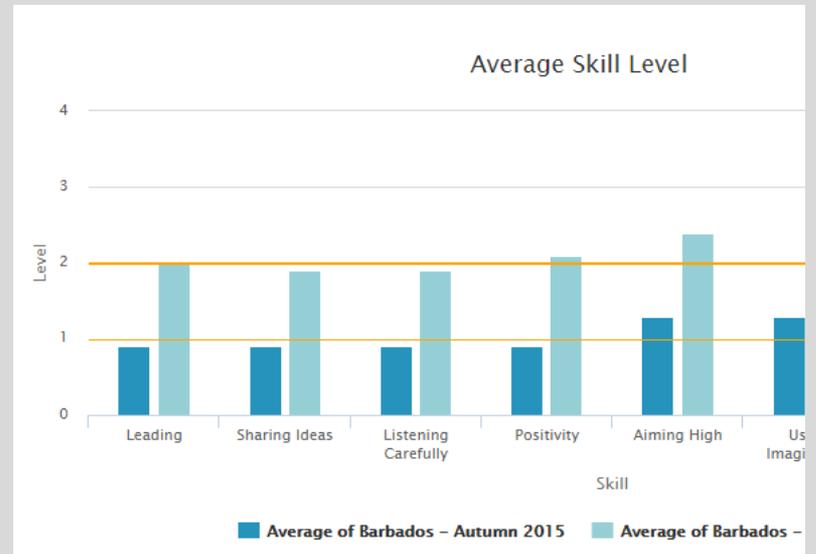


The online teacher assessment tool lets teachers quickly assess their students against the Skills Builder framework and produce reports on skill development

Teachers can quickly assess their students against the target levels for their age group

Teamwork		Sharing Ideas	Using Imagination	Problem Solving	Aiming High	Positiv
First Name	I	Level 2	Level 3	Level 4	Level 5	Leve
		Students are able to articulate why teamwork can be more effective than individual work in some situations.	Students can take on different roles in their team in order to complete a collaborative task.	Students are able to address disagreements and disputes in an effective way, and generally work well with others.	Students can think beyond their own part of a task and actively try to support other team members to complete their roles.	Students can contribute to decision-making process and willing to compromise own ideas to group conse
Raisin 1	Ye				✓	
Raisin 2	Ye			✓		
Raisin 3	Ye					✓
Raisin 4	Ye				✓	
Raisin 6	Ye				✓	
Raisin 7	Ye			✓		
Raisin 8	Ye					

And run reports to highlight progress and identify next steps for their class or individual students



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This framework is obviously essential for achieving the six principles...

The Principles



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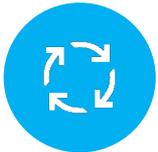
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Bring it to life:

Enhance the skills'

Our programmes provide three elements for our students:

**Lesson-time
projects**

**Challenge
days**

**Trips to
employers**

We also provide support to their teachers in two ways:

**Training and
support**

**Skills
assessment**



Maple Class

We love to measure...

We have put the Gingerbread men in height order

We measured the height of different classroom objects using cubes

We used of different vocabulary

WEST HILL PRIMARY SCHOOL
Measuring the length of the boat

fast in the

You can!



Journals

I - J

Journals

E - I



How might this framework be useful in your setting?

Ways we can help...

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