

# Enterprise Education

## How the Enterprise Strategy can Enhance Professional Development Placements

From **September 2005** the Government will be providing **£60** million to support a new focus on Enterprise Education in Key Stage 4.

Enterprise Education develops enterprise capability, innovation, creativity, risk-taking, and a can-do attitude and the drive to make ideas happen, together with financial capability and economic and business understanding.

One key to developing enterprise education lies with enterprising teachers able to enthuse young people, and provide relevant learning opportunities.

### Professional Development Placements for Teachers (PDPs)

A relevant placement in a company or business can greatly enhance teaching and learning by:

- refreshing and updating the teacher's current knowledge
- acting as a stimulus for classroom material
- providing opportunities for sustainable links with business
- addressing specific personal training needs
- supporting the development of leadership and management skills

Last year Education Business Partnerships organised in excess of **20,000** PDPs, for a wide range of teachers across all Key Stages and all subject areas. The Enterprise Strategy presents a further exciting dimension and focus for a number of these placements, as illustrated by the case studies which follow in this flyer\*.



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\*This flyer has been compiled by the National Support Group for PDP organisers, a network funded by DfES and organised through the National Education Business Partnership Network

## The Role of the PDP Organiser

Your local placement service, which is part of your local Education Business Link Consortia, will be able to help plan and deliver placements around individual, group or sometimes whole school requirements. Once a teacher has identified his or her objectives the placement organiser will:

- identify suitable placement opportunities
- negotiate a placement with the company and agree suitable timings for the placement
- set up a pre-placement meeting to discuss and finalise a placement programme
- support and evaluate the placement
- help identify future training or curriculum needs

Placements can frequently exceed their original aims and lead to sustainable links with companies, which in turn give rise to a number of exciting projects and developments. Programmes planned for a group of teachers with the same curriculum needs can also have the additional benefit of providing valuable networking opportunities.

## Examples of Enterprising Outcomes

### 1) Supporting Leadership and Management

Senior and middle managers can benefit from placements in businesses where they have the opportunity to experience and evaluate different styles of management and leadership at work.

#### Case Study

#### Senior and Middle Managers look at Management Techniques

A Professional Development Placement day to review 'The Challenges of Being a Manager', hosted by Regent's Theatre, Ipswich, attracted maximum numbers. Run by Dynamix in association with the Ipswich and Norwich Co-operative Society and the Suffolk EBP, the day consisted of a series of inter-active tasks and examples of good practice in everyday management.

The qualities necessary for good management were explored together with management styles and methods. Teachers looked at methods for managing teams, meetings, conflict and change with new and different approaches being discussed and developed. Practical examples were given so that the teachers were able to return to school armed with tools that could be put to immediate use to engage students and colleagues.

### 2) Updating Financial Capability and Business Understanding

In order for enterprise to be embedded across the whole curriculum all teachers will need exposure to business issues and perspectives. Enterprise should not be regarded as the preserve of the business studies or ICT department, but can apply across all subjects.

## Case Study

### Whole School PDPs

As a Business and Enterprise College Whalley Range High School was very keen to build relationships with industry. It was felt that a key way of building and embedding such links was to give all staff the opportunity to spend a full day in a local business, or institution, of their choice, linked to a relevant area of the curriculum. Jane Delfino, Enterprise Director at the school said, "WRHS and Manchester City Pride EBP enjoy a very successful partnership, which has been very well established for a number of years. A number of our teachers had been involved in successful placements in the past and so it was decided to widen this opportunity to include all teachers and support staff."

Brenda Yearsley (PDP Manager at MCPEBP) took up the daunting challenge of finding 130 placements reflecting individual personal development needs. Venues touched on every curriculum area and included theatres, prisons, the CIS, CIBA Speciality Chemicals, the Manchester Evening News and the BBC. The day was extremely successful and the formal evaluations from both school staff and employers were extremely positive.

### 3) Enhancing Enterprise Knowledge via a Specific Industry

Teachers, especially those delivering the GCSEs in vocational areas, benefit greatly from visiting relevant industries where they can update their own knowledge and also gather case study and stimulus material.

#### Case Study

##### Cooking up a Stir

Liverpool Compact EBP arranged for 10 teachers to visit Princess Gardens Chinese restaurant, Liverpool. Owner Steven Tso explained his "desire to make youngsters aware of the creative opportunities within the industry" He thinks this can be achieved through their teachers experiencing the restaurant trade first and then bringing their pupils back to visit.

The teachers spent the day learning how to run an industrial kitchen, choose suppliers, plan menus, and develop recipes. They then helped cook a Chinese banquet.

The teachers' collective objectives were to witness the working practices within an industrial kitchen, connect their visit to the GCSE or A' level Food Technology curriculum and help raise standards and knowledge of the business side of catering enterprises.

The day was heralded a success, with all objectives being met.

Comments from the teachers included "A superb day in every respect."

Thanks to St Helen's EBP, 2 teachers then took their professional development further and arranged a class visit to Princess Gardens. The skills the students learnt at this practical session contributed to their Food Technology GCSE. Some weeks later, they invited Steven and Head Chef Glen to school to judge a Chinese cookery competition between the 2 schools. This enterprising activity motivated the pupils and enhanced curriculum delivery.

#### 4) Developing Enterprise Capabilities

Placements can also enable teachers to work with companies in the development of resources or activities specifically designed to support the students' enterprise entitlement and stimulate enterprise capabilities.

##### Case Study A

##### Enterprise and Entrepreneurship

North-Tyneside EBP currently offers in-service training on Enterprise and Entrepreneurship for teachers of all Key Stages. The programme includes:

- a demonstration of resources available for use with students
- examples of local best practice
- an input from local entrepreneurs
- presentations by larger companies of "intrapreneurship"
- an opportunity for teachers to develop personal action plans on delivering enterprise in school

##### Case Study B

##### Creative Design

A placement opportunity was set up by Wirral EBP at Roy Hankinson Group, a local specialist paint company. Teachers of Design and Technology, Applied GCSE Art and Design, GCSE Product Design and Work Related co-ordinators took part. The placement covered two sites, Hankinson's regional office and The Trafford Centre, to enable teachers to view the relationship between the company and their client.

The aims were to:

- bring relevance to areas of the art and design curriculum
- discover the importance of "meeting the brief"
- develop a practical resource for use as an enterprise activity
- introduce teachers to the "Creative Studies Course" run by a local college & CITB

The resource was intended to encompass practical applications for art and design students, look at the skills required to work with clients and meet the client's brief.

Following the PDP, two of the teachers were also supported in the development of an enterprise activity on "Creative Design".

Prior to the activity, students attended twilight sessions to learn about "creative finishes and paint techniques" and on the enterprise day itself students specialised in areas of Art, Design, Business Studies or ICT working to strict deadlines. Following the day the students had a greater knowledge of the importance of enterprise within the design industry and the part enterprise may play in their future careers.

**For further information contact your local PDP organiser**

**Or contact**

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