MINISTRY OF EDUCATION, HERITAGE & ARTS

ENTERPRISE EDUCATION IN FIJI

Enterprise Education

What is Enterprise Education?

Enterprise education is an approach to learning where students identify real life projects through which they develop and demonstrate transferable enterprising skills and attributes. The projects can be related to social, personal, civics, community, business and work issues. It is about developing simulations, projects, practice firms and activities to develop "enterprising attributes". These activities may be school or classroom based or out in the community. Enterprise education is also about making the learning real and exciting with a focus on the achievement of learning outcomes across the curriculum.

Purpose of Enterprise Education

It has become clear that living standards are now dependent upon having citizens who can identify and create opportunities. It has also become apparent that many of these opportunities are based on the knowledge economy and the associated emerging technologies, which requires a workforce and business managers who are enterprising, skilled, flexible, adaptable and innovative. Innovation is the driver of every modern economy and is the key to competitiveness, employment growth and social wellbeing. Hence enterprise education assists young people in dealing with change.

Post-school life in emerging and modern economies is characterised by:
- a trend from full time employment to casualised work that includes self managed work, contract work, job sharing and home based employment.
- the need to incorporate work with further formal learning.
- an increasingly complex web of support agencies.
- increasing mobility between jobs.
- an increased need for work ready, transferable skills in order to enter the labour market.
- an increased need for skills related to the new technologies.
- blurred distinctions between work and leisure.
- changes in lifestyle that are not related to age or experience.

Essentially young people need enterprise skills and attributes to:
- get a job
- keep a job
- be self-employed
- manage mixed income earning
- look after themselves and others
- manage local community development.

Enterprise education is also needed by the education systems to:
- revitalise older teaching and learning practices
- modernise school organisation
- challenge the fundamental principles of schooling.

From the time children commence schooling, enterprise skills and attributes become part of a life long learning process. Schools have to prepare students well for this varied but continuous journey.

What Skills and Attributes is Enterprise Education Looking to Develop?
The following list of 'attributes 'has been consolidated from a variety of sources and is intended to allow educators and others to describe enterprising people in relation to their skills, competencies, understandings and values.

- Generate, and use creative ideas and processes.
- Generate, identify and assess opportunities.
- Match personal goals and capabilities to an undertaking.
- Use initiative and drive.
- Are flexible and able to deal with change.
- Identify, prevent and solve problems.
- Identify, assess and manage risks.
- Monitor, evaluate and reflect (to build on success and learn from mistakes).
- Establish and effectively use/manage networks.
- Identify, recruit and manage resources.
- Work individually and/or collaboratively.
- Negotiate and influence.
- Communicate ideas and information.
- Collect, organise and analyse information.

Personal characteristics fostered and encouraged through enterprise include:
- Flexibility and adaptability
- Motivation and commitment
- Personal presentation and high self esteem
- Honesty and integrity
- Balanced attitude to work and life
- Humour and common sense

By developing enterprising skills and attributes, students are setting themselves up to be able to cope with changes that will occur in all aspects of their lives and to be resilient in the face of this change.

YEAR 6 & 8

ENTERPRISE EDUCATION OUTLINE

TECHNOLOGY AND EMPLOYMENT SKILLS TRAINING

2015

Enterprise Education is about developing skills in students that allow them to engage more in the learning process and still achieve curriculum objectives through real-life situations.

Skills nurtured and developed through enterprise include:
- Communication
- Problem solving
- Working in teams
- Self- management
- Planning and organisation
- Technology
- Life -long learning
- Initiative and enterprise

Personal characteristics fostered and encouraged through enterprise are:
- Flexibility and adaptability
- Personal presentation and high self
- Motivation and commitment
- Honesty and integrity

Year 6

Going Green: The students work to raise awareness of 'green' issues within their school **(Environment)**

Community Café: The children set up a small café or food stall to promote healthy eating.**(Numeracy and Health)**

Brilliant Books: Students review an exciting new book range to promote reading and redesign classroom reading areas.**(Literacy)**

Active Minds: students explore different types of fitness and create their own fitness.**(Physical Education)**

School of Design: The children think about the needs of others, creating a model to re-design part of school. **(Art)**

Cigarettes, Laws and Me: students learned about cigarettes, laws, statistics relating to cigarettes use and young people, and effects of cigarettes on the body.**(Health)**

Challenge Days: students identify a need or challenge in their school or community, and develop ideas to solve them.**(Social Studies)**

Note:

- Classes to be organize so that students to be able to acquire skills and attributes that been specify on page 4.

- Teachers to be innovative and creative to engage participatory learning in order to instill lifelong learning to students.

- One hour duration allocation for each task for 6 weeks or one whole week on focusing on a particular task.

- Assign a day in week 11 or 12 for an Enterprising Day to display the students skills to the whole schools where parents can be invited.

Year 8

Creative letters

Rationale

The object of this exercise is to generate a response for each letter of the alphabet. The exercise can be varied to suit different ability levels and different contexts or subject areas. Any answer that the student can justify is acceptable. For example, in a Science class the teacher might get each student in turn to provide the name of a metal for a letter of the alphabet.

Variations

Different topics suggest different lists to draw from. Some of the following might be fun:

- in Art – colours

- in Drama – actors' surnames

- in English – adjectives, nouns

- in Social Studies – countries of the world and presidents,

- world heads of government during the last 100 years

- in Health and physical education – sportspeople of the world, diseases

- in Languages other than English – languages of the world, words in English and words in (for example) which start with the same letter

- in Mathematics – space, 2D and 3D shapes, angles

- in Technology – motor vehicle parts, different foods.

Process

Announce to the class that you are going to test their knowledge of the subject (Science, Music, Art, Drama or whatever) in an interesting way.

Ask each student to provide the name of a metal (or whatever) for a letter of the alphabet. The first student will have the letter 'A'. The response from that person might be 'aluminum'. The teacher can allow three passes for difficult letters.

Creative Responses

Rationale
It is often easier to think of lots of things rather than just a few. The smaller the number of things to think of, the more discerning you are in the beginning. It is better and easier to generate lots of ideas in the beginning and then become discerning. The purpose of this activity is to generate as many ideas as possible by encouraging creativity.

Process

Get students to think of at least thirteen responses to a set of questions within a topic area. The topic can be chosen to suit the class and the context. Some examples follow:

- What are 13 (or 10 or 5) ways to advertise the sale of a truck?

- What are 13 (or 10 or 5) ways to raise money at a fete?

- What are 13 (or 10 or 5) ways to save water?

- What are 13 (or 10 or 5) ways to save the world?

- What are 13(or 10 or 5) ways to ride a bicycle?

- What are 13(or 10 or 5) things you must remember when going into your next test?

- What are 13 (or 10 or 5) things you can do to help yourself study harder?

- What are 13(or 10 or 5) things you can do to improve our environment?

The technique can be used in a variety of learning areas. In Music, for example, topics can include song titles, nursery rhymes, and rhythms and so on.

The Famous Five

Rationale
This exercise is useful when you are thinking of running a unit that will encourage students to set up their own 'mock' small business.
Process
Ask students to:

- List at least five jobs or businesses in which you use your head.

- List at least five jobs or businesses in which you would have to travel.

- List at least five jobs or businesses in which you would forever be a learner.

- List at least five jobs or businesses in which you would use paint.

- List at least five jobs or businesses in which you would use your hands.

What Do They Do?
Rationale
Creativity is enhanced with daily practice. Try this exercise with your students.
Process
Give students the names of a few companies and ask for responses using questions such as: 'What types of goods or services might each business produce' and 'How many goods or services might each business produce?'
When the teacher has collected a variety of responses to the questions, ask:
'Which of the goods and services suggested by class members is the most like by the customer ?'

You might offer a prize for the person with the most ideas.

The list of company names offered to the class might include some of the following:

(Please teachers list the name of companies or businesses that are familiar to your students)

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- One hour duration allocation for each task for 6 weeks   or one whole week on focusing on a particular task.

- Assign a day in week 11 or 12 for an Enterprising Day to display the students skills to the whole schools where parents can be invited.

OR

ONE DAY COMBINE ENTERPRISING DAY FOR BOTH YEAR 6 AND 8 STUDENTS TO SHOWCASE THEIR SKILLS TO THE SCHOOL AND COMMUNITY IF POSSIBLE