

ENTERPRISING THE CURRICULUM – A POLICY DOCUMENT

POLICY AIM: TO BE AN ENTERPRISING SCHOOL

INTRODUCTION

Determined to Succeed is aimed at:

- actively promoting a climate of innovation, ambition and excellence throughout the Scottish education system
- ensuring that the curriculum and approaches to teaching and learning help children and young people to develop their full potential

STRATEGIC FIT

DtS fits with the strategic aims of Argyll and Bute Council:

- to strive continuously to improve the quality of education for all in Argyll and Bute
- to respond to change and to prepare the service to meet the future needs of learners and society through a commitment to lifelong learning
- to support all learners by actively promoting partnership and equality of opportunity

DtS is one of a raft of measures with a common aim (ACfE, AifL, More Choices, More Chances, Scottish Skills Strategy – Lifelong Learning, Cooperative Learning, Citizenship, community links) all of which Tarbert Academy is committed to developing. It is supported by HMIE, LTS, SEED.

It is also a neat fit with the school mission statement, which includes:

- to encourage development of the talents, character and personality of every pupil to the highest possible level
- to foster tolerance and understanding of others
- to develop all pupils to the highest level of which they are capable in numeracy and literacy, recognising as we do that these basic skills are essential for lifelong learning
- to build in our pupils a commitment to high standards of work at whatever level of ability the pupil is capable of working. The guiding principal is that whatever is done should be done well. This is especially important when others depend on what we do.
- to provide courses in all subjects on offer in the school which are appropriate to the interests, needs and abilities of pupils.

AIMS

In response to the developing nature of education in the 21st century, the national policies of ACfE and DtS in particular, and to meet the specific changing needs of students and local businesses and community, to form a team to embed enterprise in the curriculum in pilot departments, initially for S1 and 2, but eventually to roll out to all years. Units of work will be adapted to include enterprising contexts, establishing links with local businesses and the community. Staff will be given the opportunity to consider enterprising teaching and learning methods that reflect current educational theory and research. Specific students will be targeted and their progress, achievement and experience monitored. To raise the awareness of enterprise and ambition, two standalone projects will be run for these cohorts.

| OBJECTIVE | SUCCESS CRITERIA |
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| Selected units of work for S1 and S2 to include enterprise content and contexts, including business links. | Adapted schemes of work will be in place by an agreed date in line with HGIOS3 QI 1.2 and rated good. Students able to appreciate the relevance of what they are learning, assessed through interviews and teacher observation. |
| Raise achievement of below average students and improve learning experience through enterprising teaching and learning methods, and explicit teaching of enterprising and transferable skills. | There will be evidence in due course that a sample of targeted pupils will have improved their levels of enterprising skills from benchmarked position in June 2008 and be able to articulate this, based on questionnaires, teacher observations and appropriate school assessments. Focus for evaluation will be the achievements and experiences of the pupils in line with HGIOS3 QIs 2.1, 3.3 and 3.4 which should be rated as good or above. |
| Provide opportunities for teacher learning to investigate theory and research into: <ul style="list-style-type: none"> • enterprising teaching and learning • changing nature of education in 21st century • changing focus from teaching | Team members will have had appropriate opportunity to read and research into theory to support the rationale for this project and have become confident experts, able to lead others, as indicated by interviews and self assessment. Appropriate training and |

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| <p>to learning</p> <ul style="list-style-type: none"> • life long learning | <p>development will be provided where possible and staff will rate their learning experience as good or above. If possible, EEBL placements arranged at staff discretion.</p> |
| <p>Raise pupil expectation of life after school and develop a culture of ambition.</p> | <p>Alumni project successfully in place by agreed date. Prominent display of ex-students career information completed.</p> |
| <p>Strengthen business and community links with school and give students explicit enterprise experience.</p> | <p>Take your sons and daughters to work project run for first time by agreed date with positive evaluation from all stakeholders, and rated good for HGIOS3 QI 4.3.</p> |
| <p>Establish business links for five departments, thus building relationships with employers.</p> | <p>Business links will be in place for each of the designated departments by an agreed date. Employers from the community in classrooms working with teachers.</p> |