

CURRICULUM FOR EXCELLENCE AND ENTERPRISE IN EDUCATION

Enterprise in education is about taking an enterprising approach to teaching and learning. Enterprise encourages all young people to learn and develop in a way that meets their needs and develops skills for learning, skills for life and skills for work.

Good enterprising teaching and learning should:

- provide opportunities for learners to think and act in enterprising ways
- provide a clear focus on core and employability skills, and the ability to transfer these to different contexts, in particular the world of work
- provide opportunities for work-related experiences, both in and out-with the classroom
- adopt an enterprising approach to learning and teaching
- promote positive attitudes
- provide opportunities for learners to develop skills such as problem solving, decision making and evaluating risks
- provide entrepreneurial experiences.

The contribution enterprise in education makes to the personal growth of children and young people can enhance their life chances and choices. It can help them to become successful learners, confident individuals, responsible citizens and effective contributors to society and at work, with a clear understanding of their roles in the world. **(Education Scotland 2011)**

Stairway to Success

ACTIVE, COLLABORATIVE, INTERDISCIPLINARY LEARNING THROUGH ENTERPRISE.

The Stairway to Success programme meets the experiences and outcomes of Curriculum for Excellence through manageable and achievable outcomes. It follows an active approach to learning through Enterprise in a way that will enthuse and engage learners, with a range of teaching and learning ideas that completely address the seven Principles of CfE. The learning activities are designed to provide challenge and enjoyment, with some degree of personalisation and choice built in to every project. The overall programme based approach offers experiences which are coherent and relevant while drawing on range of curricular areas in order to provide breadth of learning. The principle of depth is addressed by providing opportunities for learners to transfer learning across a range of contexts.

In particular, the Stairway to success Programme meets the experiences and outcomes of Social Studies as it enables learners to :

- engage in activities which encourage enterprising attitudes
- develop an understanding of concepts that stimulate enterprise and influence business
- establish firm foundations for lifelong learning and for further specialised study and careers.

Further suggestions for interdisciplinary links have been made in order to allow CfE outcomes to be met across the curriculum.

Teambuilding

As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others.

HWB 4-09a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 4-10a

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 4-11a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 4-13a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 4-14a

Links

Talking and listening (discussion)
Writing (recording and reporting)

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Links

Talking and listening (discussion)
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Expressive Arts (creativity)
Social Studies (products & services)

Job Roles

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I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking **LIT4-02a**

When listening and talking with others for different purposes, I can:

- Communicate detailed information, ideas or opinions
- Explain processes, concepts or ideas with some relevant supporting details
- Sum up ideas, issues, findings or conclusions **LIT4-09a**

Links

Talking and listening (discussion)
Writing (recording and reporting)
Social Studies (Roles and salaries)

Finance

I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt and lead a responsible lifestyle

MNU4-09a

I can source information on earnings and deductions and use it when making calculations to determine net income

MNU4-09b

I can choose the most appropriate form of fractions, decimal fractions and percentages to use when making calculations mentally, in written form or using technology, then use my solutions to make comparisons, decisions and choices.

MNU 4-07a

I can select appropriately from a wide range of tables, charts, diagrams and graphs when displaying discrete, continuous or grouped data, clearly communicating the significant features of the data.

MTH 4-21a

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others.

MNU 4-20a

Links

Talking and listening (discussion)
Writing (recording and reporting)
Mathematics (calculations)

Meetings

When listening and talking with others for different purposes, I can:

- Communicate detailed information, ideas or opinions
- Explain processes, concepts or ideas with some relevant supporting details
- Sum up ideas, issues, findings or conclusions **LIT4-09a**
- I can make notes and organise them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate **LIT4-15a**

Links

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Writing (recording and reporting)

Product Selection and Costing

To show my understanding across different areas of learning I can:

- Clearly state the purpose, main concerns, concepts or arguments and use supporting detail
- Make inferences from key statements and state these accurately in my own words
- Compare and contrast different types of text **LIT4-16a**

Having investigated the practical impact of inaccuracy and error, I can use my knowledge of tolerance when choosing the required degree of accuracy to make real life calculations **MNU4-01a**

Having recognised similarities between new problems and problems I have solved before, I can carry out the necessary calculations to solve problems set in unfamiliar contexts **MNU4-03a**

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MNU4-09b

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Social Studies (purchasing)

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Business Planning and Presentation

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MNU4-20a

By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions **EXA4-06a**

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Writing (recording and reporting)
Expressive Arts (presenting to audience)
Art (Creating graphics and pictures)

Destination Imagination

CHALLENGE BASED LEARNING ACROSS THE CURRICULUM.

Destination Imagination is a challenge based learning programme aimed at young people between the ages of xx-xx run over the period of a single year.

DI focuses on developing competencies across Life and Work, Thinking and Reasoning, Working with Others, Writing, Reading, Listening and Speaking, Mathematics and Health

The challenge based model lends itself to cross curricular activities – and any given group may choose to focus on some or all of the challenge types represented below.

Challenge types are broken down into: Technical, Scientific, Fine Arts, Improvisational, Structural & Community Outreach

Life and Work

- Making effective use of tools
- Using various information sources to accomplish tasks
- Managing Money (**MNU3-09a, MNU3-09b**)
- Pursuing specific jobs
- General Preparation for entering the workforce
- Effective use of basic life skills (**HWB3-19c**)
- Displays reliability and basic work ethic
- Operates effectively within teams (**HWB3-23a**)

Thinking and Reasoning

- Understands and applies the basic principles of presenting an argument (**LIT3-01a**)
- Understands the basic principles of logic and reasoning (**LIT3-08a**)
- Effectively uses mental processes that are based on identifying similarities and differences (**LIT3-02a**)
- Understands and applies basic principles of hypothesis testing and scientific enquiry
- Applies basic troubleshooting and problem-solving techniques
- Applies decision-making techniques

Working with Others

- Contributes to the overall effort of a group (**HWB3-23a**)
- Uses conflict resolution techniques
- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills (**LIT3-02a, LIT303a, LIT3-06a, LIT3-08a**)

Writing

- Uses the general skills and strategies of the writing process (**LIT3-20a, LIT3-21a, LIT3-23a**)
- Uses the stylistic and rhetorical aspects of writing (**LIT3-23a, LIT3-24a, LIT3-29a**)
- Uses grammatical and mechanical conventions in written compositions (**LIT3-21a, LIT3-22a**)
- Gathers and uses information for research purposes (**LIT3-25a, LIT3-26a, LIT3-28a, LIT3-29a**)

Reading

- Uses the general skills and strategies of the reading process (**LIT3-14a, LIT3-18a**)
- Uses reading skills and strategies to understand and interpret a variety of information texts (**LIT3-11a, LIT3-13a, LIT3-14a, LIT3-16a, LIT3-18a**)

Listening and Speaking

- Uses listening and speaking strategies for different purposes (**LIT3-01a, LIT3-02a, LIT3-04a, LIT3-06a**)

Mathematics

- Uses a variety of strategies in the problem solving process (**MNU3-01a, MNU3-03a**)
- Understands and applies basic and advanced properties of the concepts of numbers (**MNU3-01a, MNU3-07a**)
- Uses basic and advanced procedures while performing the processes of computation (**MNU3-03a, MNU3-03b**)
- Understands and applies basic and advanced properties of the concepts of measurement (**MNU3-08a, MNU3-11a**)
- Understands and basic and advanced properties and concepts of geometry (**MNU3-11a, MNU3-18a**)
- Understands and applies basic and advanced concepts of statistics and data analysis (**MNU3-20a, MNU3-20b, MNU3-21a, MNU3-22a**)
- Understands and applies basic and advanced properties of functions and algebra (**MNU3-07a, MNU3-07b, MNU3-07c, MNU3-08a**)
- Understands the general nature and uses of mathematics (**MNU3-12a**)

Health

- Knows the availability and effective use of health services, products and information (**HWB3-13a**)
- Knows environmental and external factors that affect individual and community health (**HWB3-13a**)
- Understands the relationship of family health to individual health (**HWB3-03a**)
- Knows how to maintain mental and emotional health (**HWB3-06a**)
- Knows essential concepts and practices concerning injury prevention and safety (**HWB3-15a**)
- Understands essential concepts about nutrition and diet (**HWB3-15a, HWB3-30a**)
- Knows how to maintain and promote personal health (**HWB3-27a**)
- Knows essential concepts about the prevention and control of disease
- Understand aspects of substance use and abuse
- (**HWB3-38a, HWB3-39, HWB3-40a, HWB3-43b**)
- Understands the fundamental concepts of growth and development (**HWB3-32a, HWB3-34a**)

empower

Practical Employability Skills

empower is a comprehensive learning tool designed to encompass all the necessary skills and knowledge to meet the diverse needs of an ever changing and challenging employment marketplace. The full programme runs for 32 hours face to face delivery, with a further 8 hours of self-directed activities. On completion of the programme, participants are supported to implement individual action plans, with the aim of moving onto a positive outcome in further education, training and employment.

The overall flexible modular based approach offers experiences which are coherent and relevant while drawing on range of curricular areas in order to provide breadth of learning. The principle of depth is addressed by providing opportunities for learners to transfer learning across a range of contexts and specific situations.

In particular, the Empower Programme meets the experiences and outcomes of Social Studies as it enables learners to :

- engage in activities which encourage positive attitudes and goals
- develop an understanding of concepts that will support them in their chosen careers
- establish firm foundations for lifelong learning and for further specialised study and careers.

Further suggestions for interdisciplinary links have been made in order to allow CfE outcomes to be met across the curriculum.

Cost of Living and Goal Setting

Having recognised similarities between new problems and problems I have solved before, I can carry out the necessary calculations to solve problems set in unfamiliar contexts.

MNU 4-03a

I recognise that each individual has a unique blend of abilities and needs. I contribute to making my school community one which values individuals equally and is a welcoming place for all.

HWB 4-10a**Links**

Talking and listening (discussion)

Writing (recording and reporting)

Mathematics (calculations)

Modern Studies (cost of living)

Motivation and Self Esteem

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HWB 4-10a

I can respond in ways appropriate to my role, exploring and expanding on contributions to reflect on, clarify or adapt thinking.

LIT 4-02a

*When listening and talking with others for different purposes, I can:
communicate detailed information,
ideas or opinions
explain processes, concepts or ideas with some relevant supporting detail
sum up ideas, issues, findings or conclusions.*

LIT 4-09a**Links**

Talking and listening (discussion)

Writing (recording and reporting)

Social Studies (self-image)

Attitudes for Success

*To show my understanding across different areas of learning, I can:
clearly state the purpose, main concerns, concepts or arguments and use supporting detail
make inferences from key statements and state these accurately in my own words
compare and contrast different types of text.*

LIT 4-16a

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HWB 4-10a**Links**

Talking and listening (discussion)

Writing (recording and reporting)

Career Positioning

I can convey information and describe events, explain processes or concepts, providing substantiating evidence, and synthesise ideas or opinions in different ways.

LIT 4-28a

I can persuade, argue, evaluate, explore issues or express and justify opinions within a convincing line of thought, using relevant supporting detail and/or evidence.

LIT 4-29a**Links**

Talking and listening (discussion)

Writing (recording and reporting)

Social studies (Careers and work)

Job Search

To show my understanding across different areas of learning I can:

- Clearly state the purpose, main concerns, concepts or arguments and use supporting detail
- Make inferences from key statements and state these accurately in my own words
- Compare and contrast different types of text LIT4-16a

Links

Talking and listening (discussion)

Writing (recording and reporting)

Social Studies (Employment)

Communication

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I can independently select ideas and relevant information for different purposes, organise essential information or ideas and any supporting detail in a logical order, and use a suitable vocabulary to communicate effectively with my audience. LIT4-06a

As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT4-22a

I can justify my choice and use of layout and presentation in terms of the intended impact on my reader LIT4-24a

Links

Talking and listening (discussion)

Writing (recording and reporting)

Interview Techniques

As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT4-22a

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Links

Talking and listening (discussion)

Writing (recording and reporting)

Application Letters, Forms and Writing a CV

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By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions EXA4-06a

Links

Talking and listening (discussion)

Writing (recording and reporting)

The Company Programme

ACTIVE, COLLABORATIVE, INTERDISCIPLINARY LEARNING THROUGH ENTERPRISE.

The YES Company Programme meets the experiences and outcomes of Curriculum for Excellence through manageable and achievable outcomes. It follows an active approach to learning through Enterprise in a way that will enthuse and engage learners, with a range of teaching and learning ideas that completely address the seven Principles of CfE. The learning activities are designed to provide challenge and enjoyment, with some degree of personalisation and choice built in to every project. The overall programme based approach offers experiences which are coherent and relevant while drawing on range of curricular areas in order to provide breadth of learning. The principle of depth is addressed by providing opportunities for learners to transfer learning across a range of contexts.

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HWB 4-10a

I make full use of and value the opportunities I am given to improve and manage my learning and, in turn, I can help to encourage learning and confidence in others.

HWB 4-11a

Through contributing my views, time and talents, I play a part in bringing about positive change in my school and wider community.

HWB 4-13a

I value the opportunities I am given to make friends and be part of a group in a range of situations.

HWB 4-14a**Links**

Talking and listening (discussion)
Writing (recording and reporting)

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Talking and listening (discussion)
Writing (recording and reporting)
Expressive Arts (creativity)
Social Studies (products & services)

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- Communicate detailed information, ideas or opinions
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- Sum up ideas, issues, findings or conclusions **LIT4-09a**

Links

Talking and listening (discussion)
Writing (recording and reporting)
Social Studies (Roles and salaries)

Finance

I can discuss and illustrate the facts I need to consider when determining what I can afford, in order to manage credit and debt and lead a responsible lifestyle

MNU4-09a

I can source information on earnings and deductions and use it when making calculations to determine net income

MNU4-09b

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I can select appropriately from a wide range of tables, charts, diagrams and graphs when displaying discrete, continuous or grouped data, clearly communicating the significant features of the data.

MTH 4-21a

I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others.

MNU 4-20a**Links**

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Mathematics (calculations)

Meetings

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Social Studies (purchasing)

Market Research

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I can evaluate and interpret raw and graphical data using a variety of methods, comment on relationships I observe within the data and communicate my findings to others

MNU4-20a

By working through a design process in response to a design brief, I can develop and communicate imaginative and original design solutions **EXA4-06a**

Links

Talking and listening (discussion)
Writing (recording and reporting)
Expressive Arts (presenting to audience)
Art (Creating graphics and pictures)