

# Developments in WRL and enterprise

In the light of  
*Every Child Matters*

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# *Two pillars of government policy for education*

## **5 year strategy (principles)**

- Greater personalisation and choice
- Opening up services
- Freedom and independence for headteachers
- A major commitment to staff development
- Partnerships with parents, employers, volunteers etc

## **Every child matters**

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution (including developing enterprising behaviour)
- Achieve economic well being (including being ready for employment)

# DfES14-19 implementation plan

- A new curriculum entitlement – pre and post 16
- IAG free of stereotypes for all
- Support for CEG via LSDA
- Local flexibility
- All schools and colleges in local 14 to 19 partnerships
- More info re 14 specialist pathways
- Specialist Schools to offer the appropriate pathway
- TDA (TTA) to develop Initial Training of teachers
- Financial changes to promote post-16 learning

# GCSE developments

- Maths – working party on the future (including functional skills and financial capability (single and double) from 2009
- English language and ICT – to include functional skills from 2008
- Science – new more applied Programme of Study 2006 (new single, double and triple awards)
  
- 8 established GCSEs in vocational subjects – Art & design, business, engineering, health & social care, ICT, leisure & tourism. Manufacturing and science

## **New pilots**

- Languages – new applied versions of GCSEs (single and double)
- Applied Sport and PE - pilot 2005 (single and double)
- Performing Arts – pilot 2004+ (single & double)
- Construction – pilot 2005 (single & double)
- Hospitality and catering – pilot 2005
- Developments in Land and rural Studies and Retail Studies for 2006
- Geography – hybrid pilot (single) 2004+
- History – hybrid pilot (single) 2005+
- Hybrid science for the 21<sup>st</sup> century Applied pilot 2004+

Most will be available to all from 2007

# Functional skills and core GCSEs

- Meeting the needs of employers (and the economy)
- The Functional Skills Development Board (Key skills and Basic Skills)
- English – confident and capable when speaking, listening, reading and writing and able to communicate to a range of audiences and contexts (using ICT)
- Maths – understanding of a range of concepts and how and when to use them, the analytical and reasoning skills etc.
- ICT – confident and capable with systems and tools in a range of contexts and able to apply safely
- What comes out to make room for them?
- The need for contexts for learning

## Diversity in the core (and foundation) subjects

- Using non-GCSE courses (AS, vocational, occupational, Certs. of Achievement, etc.)
- Using different GCSEs (Media, Statistics)
- Adapting the subjects to the needs of learners (and their main pathway)
- Using varied contexts to learning
- Varying teaching and learning approaches

# Vocational developments

- Blair's pre-election pledge & Ruth Kelly's first interview
- The end of GNVQs & GCSEs in Vocational Subjects & Hybrid GCSEs
- Growth of BTECs, OCR Nationals, NVQs and other occupational and vocationally-related awards
- An entitlement to 14 new specialised pathways (from 2008-2014) and the place of work experience
- Growth of awards for CEG, PSHE, citizenship, WRL and enterprise
- The work-based route – YAs and *E2E for schools*

# Changes to performance tables

- All approved qualifications now count
- Some vocational qualifications have GCSE equivalent scores - others have better scores
- Year 11 in 2004 were first to benefit fully
- Potential for current Year 8 or 9
- English and maths in the headline column from 2006

# Update on WRL

- Restatement of the entitlement – all schools
- QCA resource pack
- QCA guidance on *Recognising Achievement and Ensuring effective learning*
- Ofsted inspection reports
- Continued Support for enterprise learning
- A single framework for CEG/WRL at KS3 & 4

# *Every Child Matters*

## **What?**

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution (including developing enterprising behaviour)
- Achieve economic well being (including being ready for employment)

## **Why?**

- Changing view of childhood
- Human Rights - UN Convention on the Rights of the Child 1989
- Citizenship/democracy
- Consumerism
- School improvement
- Personalised learning

# Personalised learning Is about:

## *Staff*

- Listening to pupils
- Recognising their talents
- Supporting their progress
- Valuing every child

## *Every pupil*

- Experiencing success
- Being engaged and excited by learning
- Feeling supported in making progress
- Feeling they matter

# Some emerging PL issues

- Who is allowed to speak?
- Who gets heard?
- Who is listening?
- Skills?
- How do people regard each other?
- Do some people feel threatened?
- Appropriate systems and structures?
- Spaces to make meaning?
- What happens?

# Range of student voice activities

## Peer support

- Buddying systems
- Peer tutoring
- Peer teaching
- Circle time

## Change structures

- School councils
- Student governors
- Students on appointment panels

## Student driven change processes

- 'Child-to-child' initiatives
- 'Students as researchers'
- lead-learners

# Learning to learn

Learning to learn means reflecting on one's learning and intentionally applying the results of one's reflection to further learning. It involves:

- understanding the demands that a learning task makes
- knowing about intellectual processes and how they work
- generating and considering strategies to cope with the task
- getting better at choosing the strategies that are the most appropriate for the task
- monitoring and evaluating the subsequent learning behaviour through feedback on the extent to which the chosen strategies have led to success with the task

# The experiential learning cycle

- Experience
- Reflection
- Generalisation
- Application
- Experience etc. etc.
- See *Maximising learning from work-related activities* (QCA)

# Key issues for WRL and enterprise

- Diversification
- Identifying individual need
- Learner ownership
- Gender and cultural issues
- Linking to subject courses
- Records of achievement – *Progress File* etc
- Ensuring *economic well-being* and developing *work-place skills* (ref. Ofsted framework)
- Child Protection

# Integrated approaches to personal development

- Citizenship, CEG , RE, sex education (& PE), work-related learning and enterprise, PSHE, environmental education & financial capability, the Key Skills & thinking skills, *Progress File* & individual learning plans
- At [www.qca.org.uk/14-19](http://www.qca.org.uk/14-19) - the *Personal Development Curriculum* 14 to 19
- White paper proposals (PD being revised for 2006 'PD IN THE curriculum' & the Skills Framework & a single framework for CEG and WRL)
- Ofsted national evaluation of PSHE

# QCA's skills agenda

QCA to produce a single framework for 11 to 19 year old learners for developing:

- Personal
  - Employability (?)
  - Learning &
  - Thinking
  - Skills
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- Advice to ministers on 24/12/05
  - Work to be completed by 31/3/2006

# Ofsted's national evaluation of PSHE

- Knowledge and understanding versus personal development
- The need for better assessment and evaluation
- Form tutors versus a committed specialist team of teachers

# Ofsted's national report on enterprise learning (11/05)

## **Good schools show–**

- A strong commitment by Senior Managers
- Effective leadership and management
- Common understanding of enterprise
- Clearly identified learning outcomes
- Firm location in the curriculum
- Effective use of the existing curriculum
- Use of extra-curricular activities
- Provision for all, not a few
- Optimum use of teacher expertise
- Use of outside expertise
- Continuing professional development
- Effective assessment and monitoring of progress

# An entitlement model

- Work experience for all
- A personal development core (CEG/PSHE/Citizenship for all)
- WRL contexts to core subjects (English, maths, science, ICT) for all
- Theme (Industry/enterprise) days

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- Vocational courses for all (?)
  - Further options and targeted/differentiated programmes
  - Using KS3 to prepare for KS4

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- Assessment of learning

# Some other key issues emerging

- Impartial guidance (*Youth Matters* consultation)
- Gender and cultural issues
- Effective business links and '*current and emerging practice in the work place*'
- Following QCA's quality guidelines
- Assessment of learning
- The quality of management and leadership
- Legal implications (health and safety and child protection)

# The Key Stage 3 review

- September 2005 to Autumn 2007
- To ensure KS3 is less prescriptive
- To better meets pupils' needs
- Content of core curriculum
- Relationship between PSHE and citizenship
- Implications of post 14 changes
- Assessment in foundation subjects
- Phased implementation from 9/2008
  
- QCA work on CEG and WRL in KS3

# Key questions

Is education primarily about:

- teaching subjects or teaching children?
- preserving the past or preparing for the future?
- preparation for university or preparation for life?
- success in examinations or success in life?
- preserving credibility of the system or increasing inclusion and progression?