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# HARMONISING THE TENSIONS BETWEEN ENTERPRISE, CITIZENSHIP AND DEMOCRACY IN EDUCATION

(VOLUME II)

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## VOLUME II

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# APPENDIX I

**Initial Exploratory Study:**

***The Impact of Enterprise in Education on Pupil Attainment***

## The Impact of Enterprise in Education on Pupil Attainment: An Exploratory Study

### Introduction

The research study contained within this thesis has origins in earlier work that formed part of the researcher's MPhil studies between October 2000 and December 2001 and which became a vital first stage in developing his thinking about enterprise in education, the social and political culture surrounding it and the perceived benefits emerging from it in terms of pupils' education. An initial, exploratory study into the links between enterprise in education and pupil attainment provided the researcher with a learning experience that raised new questions and stimulated further, in-depth research. Detailed below is an abridged version of that exploratory study, which illustrates the way in which it acted as a springboard for further research set against the backdrop of widening cultural and political developments.

### Origins of the Exploratory Study

Two fundamental debates were at the centre of the researcher's initial, exploratory study. Firstly, the early part of the 21st Century brought with it increasing concern about the continuing underachievement at the upper primary and lower secondary school stages in Scotland, particularly in English Language. A report by Her Majesty's Inspectorate of Education (Scotland) (2003, p.3) highlighted that many pupils were lacking the communication skills that are 'fundamental to participation in the adult world'. In particular, the Inspectorate pinpointed significant weaknesses among pupils from P6 to S2 in their ability to produce 'well-structured, extended writing with accurate spelling and punctuation' (HMIE, 2003, p.10). Secondly, in the publication of its *Determined To Succeed* document, the Scottish Executive (2002) was suggesting that enterprise in education may lead to increased achievement and attainment among disaffected learners, through a wider framework for learning which involves non-school environments.

Indeed, enhanced use of communication had long been recognized as one of the biggest outcomes of a curriculum underpinned by enterprise. In Scotland, Brownlow et al (1998, p.5) had already argued that enterprise projects allow pupils to become involved in real activity rather than just 'planning or simulating how it might be done.' This, they claimed, stimulated a drive in learners to communicate more effectively for a wider audience. And yet, the presence of national guidelines and target-setting in schools had meant an increased trend of teaching English language as a discrete subject and using more prescriptive forms of teaching materials and local education policies. Many teachers appeared more comfortable with these resources and felt that they offered an easier means of devising literacy contexts in an already crowded curriculum. Indeed, a survey of teachers' opinions about the learning gains arising from enterprise projects in 2000 revealed considerable doubt about the overall contribution such education may play in raising pupil attainment (National Centre for Education for Work and Enterprise, 2000).

Here, then, we had an interesting educational debate. It seemed that enterprise in education was being recommended as an effective vehicle for raising pupils' ability to communicate effectively and, by implication, raising attainment in writing. The promoters of this type of education were referring to the wider framework for learning that can emerge through non-school audiences and the motivation that can be gained from pupil ownership of projects and authentic use of social and economic contexts. Many other current resources used in schools relied more on imaginative contexts where children were simply planning or simulating activity as a context for writing. Some teachers seemed to prefer these contexts, and many were not completely convinced that enterprise in education may provide an effective alternative and a means of improving pupil attainment. It could be that some pupils were finding the opportunity to be creative, initiate solutions to real social issues and communicate these to genuine audiences a good incentive to produce better quality writing. For others, it may be that the approaches favoured by many teachers were, in fact, more effective.

Thus, the initial project sought to explore whether there was any tentative evidence to suggest that enterprise education may have a greater beneficial effect on the quality of pupils' functional writing than other types of contexts for lessons in case study schools. The study focused upon a rigorous match of experimental and control groups within a small exploratory study, drawing upon an initial sample of three schools. This small sample consisted of one Roman Catholic school, one inner-city school from an area with a high proportion of ethnic minority families and one school from a more rural background. The three schools were all engaged in conducting enterprise projects in P6 or 7 classes (ages 10-11). The content of the projects included pupils making story-books to sell to younger children, creating 'positive behaviour' badges for pupils, organising tickets for the school show and setting up a football coaching company for younger children. Although all of the projects were centred on business enterprise themes, some also focused on community involvement (such as the football coaching company).

A sample of 50 pupils' functional writing work was assessed using the NFER-Nelson 'Literacy Impact' tests (Twist and Brill, 1999), which were nationally standardised with pupils in years 5 and 6 (P6 and P7 in Scotland) in October 1999. Assessment criteria were centred on four areas: *purpose and organisation* (the ability to use persuasive description and to use non-chronological structure to provide a logical framework); *grammar, vocabulary and style* (the ability to use connectives, constructions, pronouns and tenses as well as adventurous and interesting vocabulary); and pupils' accurate use of *punctuation* and *spelling*. In each test, pupils were asked to construct a leaflet for a given audience, using the generic forms of reporting and persuading. Examples of all tests and assessment criteria are contained within appendix II.

In test A, all 50 pupils were asked to write a leaflet for a simulated audience about the imaginary context of 'Casford Castle' – a scary castle that had recently opened a new visitors' centre. In test B, an experimental group of 25 pupils were asked to

write for a real audience beyond the school environment about the product or service they had created as part of their ongoing project that promoted enterprise in education. In addition a control group of 25 pupils, who were not participating in such a project, were also asked to complete a leaflet for the product or service that the other pupils had created and for the same external audience. In writing test C, all 50 pupils completed the second task from the NFER-Nelson scheme, where they were asked to create a leaflet for a simulated audience to promote a new imaginary brand of ice-cream called 'Toffee Tower'. On each occasion, pupils' writing was assessed using the same criteria from the standardised test scheme. To ensure reliability of findings, each of the tests was assessed twice – once by the researcher and once by classroom teachers. Results were grouped via the use of the SPSS statistical analysis package, and quantitative patterns analysed accordingly. Tables of emerging quantitative data are illustrated overleaf.

Table I displays the mean scores for each group under each criterion across the three different tests. Table II displays the statistically significant differences in pairs of mean scores for each group under each criterion, obtained from a Paired Samples T-Test. Finally, table III displays the statistically significant differences between the experimental group and control group scores for the 'enterprise' writing task. Key observations will now be made with reference to each of the four test criteria.

## Table I – Mean Scores: Experimental and Control Group

| Criteria | Cont or Exp | N | Mean |
|---|---|---|---|
| *Purpose and Organisation* | | | |
| Scary castle | Experimental | 25 | 2.8800 |
| | Control | 25 | 2.7200 |
| Enterprise | Experimental | 25 | 2.8800 |
| | Control | 25 | 3.7600 |
| Toffee Tower | Experimental | 25 | 4.1600 |
| | Control | 25 | 4.0800 |
| *Grammar, Vocabulary & Style* | | | |
| Scary castle | Experimental | 25 | 2.7200 |
| | Control | 25 | 2.6400 |
| Enterprise | Experimental | 25 | 2.8000 |
| | Control | 25 | 3.2800 |
| Toffee Tower | Experimental | 25 | 3.4400 |
| | Control | 25 | 3.5200 |
| *Punctuation* | | | |
| Scary castle | Experimental | 25 | 1.9600 |
| | Control | 25 | 1.8400 |
| Enterprise | Experimental | 25 | 1.9200 |
| | Control | 25 | 1.9600 |
| Toffee Tower | Experimental | 25 | 1.9600 |
| | Control | 25 | 2.0800 |
| *Spelling* | | | |
| Scary castle | Experimental | 25 | 2.3200 |
| | Control | 25 | 2.0400 |
| Enterprise | Experimental | 25 | 2.4000 |
| | Control | 25 | 2.1600 |
| Toffee Tower | Experimental | 25 | 1.9600 |
| | Control | 25 | 2.3600 |

## Table II - Paired Sample Tests

| *Criteria* | | Sig. (2-tailed) |
|---|---|---|
| **Purpose and Organisation** | | |
| Scary Castle – Enterprise | Experimental | NS |
| | Control | .01 |
| Toffee Tower -Enterprise | Experimental | .001 |
| | Control | NS |
| Scary castle – Toffee Tower | Experimental | .001 |
| | Control | .001 |
| **Grammar, Vocabulary and Style** | | |
| Scary Castle – Enterprise | Experimental | NS |
| | Control | NS |
| Toffee Tower -Enterprise | Experimental | .05 |
| | Control | NS |
| Scary castle – Toffee Tower | Experimental | .05 |
| | Control | .05 |
| **Punctuation** | | |
| Scary Castle – Enterprise | Experimental | NS |
| | Control | NS |
| Toffee Tower -Enterprise | Experimental | NS |
| | Control | NS |
| Scary castle – Toffee Tower | Experimental | NS |
| | Control | NS |
| **Spelling** | | |
| Scary Castle – Enterprise | Experimental | NS |
| | Control | NS |
| Toffee Tower -Enterprise | Experimental | .05 |
| | Control | NS |
| Scary castle – Toffee Tower | Experimental | NS |
| | Control | NS |

**Table III – Significant Differences Between Experimental and Control Groups in Enterprise**

| Criteria | Sig. (2-tailed) |
|---|---|
| *Purpose and Organisation* | |
| Enterprise: Experimental/Control | .05 |
| *Grammar, Vocabulary and Style* | |
| Enterprise: Experimental – Control | NS |
| *Punctuation* | |
| Enterprise: Experimental – Control | NS |
| *Spelling* | |
| Enterprise: experimental – Control | NS |

**Key Observations - *Purpose and Organisation***

- 'Toffee tower' produced the highest mean scores for both the experimental and control groups, far surpassing the scores in either of the other two tests. However, the 'enterprise' context appeared more successful for the control group than the 'scary castle' context.

- Significant differences between the experimental group's 'toffee tower'/'enterprise' and 'scary castle'/'toffee tower' scores confirmed the success of the imaginary ice-cream context for this group.

- A significant difference could be noted between the control group's 'scary castle' and 'enterprise' scores, confirming greater success within the latter context.

- Differences between the mean scores of the experimental group and control group for 'enterprise' indicated significance. This confirmed that the control group scored a higher mean score for 'enterprise' than the experimental group, and that this was unlikely to be a chance result.

**Key Observations - *Grammar, Vocabulary and Style***

- Both the experimental and control groups appeared to achieve their highest mean scores within the 'toffee tower' context, but the 'enterprise' context apparently yielded better results than the 'scary castle' context.

- A significant difference could be noted between the experimental group's results for the 'toffee tower' and 'enterprise' tests, confirming that the more imaginary context yielded more positive results for this group.

- Although the control group's mean result for grammar seemed higher than that of the experimental group within the 'enterprise' context, inter-group comparisons of performance were non-significant.

**Key observations - *Spelling and Punctuation***

- The experimental group appeared to gain its highest mean scores for punctuation in the 'scary castle' and 'toffee tower' tests, and the control group achieved its highest score in the 'toffee tower' test. However, statistics suggested a lack of significant differences, suggesting chance outcomes.

- The experimental group's highest score for spelling appeared to be in the 'enterprise' test, and its lowest score in the 'toffee tower' test. The control group, however, appeared to achieve its best result in spelling within the 'toffee tower' test.

- Comparisons between the experimental group's 'scary castle' and 'enterprise' results for spelling were non-significant. However, comparisons between 'toffee tower' and 'enterprise' indicated chance probabilities of 1 in 20, confirming this group's better performance in 'enterprise' for spelling. No significant differences could be noted for the control group, rendering this particular data inconclusive.

- Non-significant comparisons between the experimental and control groups were noted with respect to punctuation and spelling results in 'enterprise'.

This rigorous analysis of mean scores underpinned by paired sample tests allowed the researcher to make several tentative observations about the assessment data emerging here. It appeared that the experimental group pupils were more able to be persuasive, organise their writing coherently and make more accurate use of grammar and vocabulary when constructing leaflets about imaginary 'toffee tower' ice-cream than they were within any other context. It was unclear whether these pupils were any more persuasive or able to use more accurate grammar when writing about their enterprise product or service than they were when they were engaged in the imaginary writing context of 'scary castles.' It *was* clear, however, that these pupils produced more accurate spelling within the 'enterprise' context than they did within the 'toffee tower' writing, although no accurate findings emerged with regards to their use of punctuation.

For the control group, it seemed that the pupils were more able to be persuasive when they were writing about the 'enterprise' context than they were when they were writing about 'scary castles', but it was uncertain whether these results were more or less successful than those gleaned from the 'toffee tower' context. But, the most interesting observation was that those children who had not participated in an enterprise project at all seemed able to be more persuasive and organise their writing more coherently when writing about an enterprise product or service than those pupils who had studied enterprise and created the product or service themselves.

**Pupils' Views About Contexts For Functional Writing**

Follow-up interviews and discussion groups were conducted with a random selection of pupils, after the completion of all three tests. Children were asked to identify the piece of writing that they felt they had enjoyed the most and the least, giving reasons. To summarise the findings, it seemed here that the children attributed their success in writing tasks to the interest they had in the theme of the writing and the experience they had of the subject matter. Some experimental group pupils did identify that enterprise education presented them with more of a real-life context, and that they understood the writing task because it was related to a wider project they had created themselves and wanted to make a success of. Others clearly expressed a preference for functional writing tasks that emerged from imaginative and simulated contexts, particularly the 'ice-cream' theme, because they saw this as providing more enjoyment and more opportunity to be imaginative in relation to personal interests. Some pupils in the experimental group clearly expressed a wider interest in fantasy-style writing, and indicated a desire to engage in more of this type of writing task at school.

Among the control group, it appeared that many of the pupils gained their motivation to write about enterprise themes from their awareness of the ongoing projects in the school. In some cases, where enterprise was seen as a whole-school activity that promoted activities such as the organisation of the school show or football coaching initiatives, these pupils felt involved and knew a lot about the work of the enterprise company. It seemed that these pupils were often more accurate when writing about the projects than the pupils who had created them, certainly in terms of persuasiveness. In other situations, where enterprise was confined to a classroom activity, control pupils found it more difficult to write about the project.

**Teacher's Intended and Visible Outcomes**

Open-ended interviews were conducted with class teachers responsible for the pupils who were involved in the enterprise projects. In summary, it appeared that this

group of classroom teachers often saw the potential for developing pupil attainment in writing through an enterprise context, and had that development as an overt or covert aim in the design of their projects. Often, they sensed that the focus on PSD that came with such projects combined with the presence of an outside audience may lead to a heightened awareness of their own personal commitment towards writing about the work of an enterprise company. In commenting about the visible outcomes of enterprise projects, these same teachers admitted that sometimes they were encouraged with the effect that enterprise had had on pupils, and other times they were not. They recognised some pupils' general reluctance to write, no matter what the context, and that writing tasks connected to imaginary contexts or personal pupil interests were sometimes the only way of motivating such pupils.

**Implications**

The research data outlined here illustrated that this small sample of Scottish teachers often embarked on enterprise projects with the specific goal of developing personal and social skills and also to enhance pupils' sensitivity to real social affairs. In so doing, many of them noted the increased motivation of pupils to engage in writing as a means of communication. Others, however, recognised that imaginative contexts or ones related to pupils' specific personal interests were the only way of motivating some pupils to write. The exploratory assessment data emerging from the case study schools illustrated that the use of these imaginary contexts often produced better results than an enterprise stimulus. The way in which the school promoted enterprise also seemed to make a difference; it was clear that wider school and community initiatives resulted in pupils having more awareness of enterprise and using it successfully as a stimulus for writing, even if these pupils had not created the enterprising ideas themselves.

This small, exploratory study yielded some tentative results that suggested that enterprise can by no means be regarded as an educational panacea. Although some short-term benefits may have emerged for some children, it was unclear whether these benefits would be sustained as they transferred their skills into other areas of

writing. It was also apparent that other strategies may have been resulting in as much, if not more, benefit to many learners. Indeed, it may be that these alternative strategies, such as the use of simulated and imaginative contexts for writing, may have been ones that primary teachers felt more comfortable with and more able to implement successfully than the strategies and contexts involved in enterprise projects. For some, it may not have been direct involvement in an enterprise project that stimulated writing at all, but rather exposure to an enterprising ethos that pervaded whole-school initiatives. However, it must be stressed that the data outlined here was restricted in its breadth of assessment data and focussed on the comparison of a limited range of writing contexts within an extremely tentative, exploratory study.

**Looking Back, Looking Forward**

This initial study provided the researcher with some new insights into the way in which teachers and pupils may conceptualise enterprise in education and may view its outcomes. In particular, the following observations emerged:

- Teachers' tendency to view enterprise as a vehicle for the expression of personal and social development and the communication of socially-driven motives.

- The mixed views of teachers as to the potential of enterprise education to raise pupil attainment, and the feeling that it was by no means an educational panacea.

- The differing vehicles for promoting enterprise in education, ranging from classroom-based projects to school-wide initiatives and the creation of an enterprising school ethos.

- Pupils' mixed reactions towards enterprise as a learning context and the preference of some for other contexts that may also be preferred by teachers.

These initial observations led the researcher to raise new questions about the political and social motivations underpinning enterprise in education and the way in which it may be transferred into practice in a wider sample of schools. It also led him to question the way in which teachers and pupils regard enterprising behaviour and the way in which enterprise in education may connect with civic, democratic and communitarian principles and practice. Thus, an initial, exploratory study had provided the researcher with a learning experience that enabled him to make a mature judgement about progressing the content of his thesis into wider territory that formed the basis of his PhD and sought to tell a more substantial story.

**For further details of this study, refer to:**

Deuchar, R. (2005). Fantasy or reality? The use of enterprise in education as an alternative to simulated and imaginary contexts for raising pupil attainment in functional writing. *Educational Review, 57* (1), 91-104.

# APPENDIX II

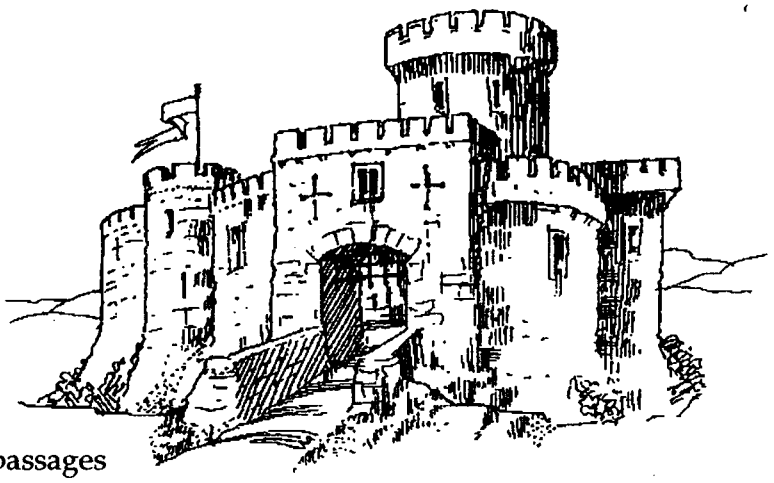
**Initial, Exploratory Study:**

***Assessment Tools & Criteria***

**This is the first, short piece of writing. Your teacher will read it through with you. You will then have 10 minutes to do your writing. Your teacher will tell you when to stop.**

# Let's Visit Casford Castle

Casford Castle is an ancient castle. It has recently opened as a visitors' centre. The castle owners are preparing a leaflet to tell people about the castle, and describe what it is like. This picture of Casford Castle will appear on the leaflet:



Here is a list of some of the castle attractions:

- haunted bedroom
- knight's armour
- underground secret passages
- moathouse café.

**Your task is to write a short description of the castle for the leaflet.**

The purpose of the description is to:

- give information about what Casford Castle is like
- encourage people to visit the castle.

Think about:

- describing the interesting details of the castle
- making the castle sound attractive enough for people to want to visit it.

## *Enterprise Project*

# *Scary Stories ...*

Your enterprise project is now underway, and you are soon going to start making your scary story books. But, you must now try to tell people about your books and persuade people to buy them. You need to write to your parents to let them know about the project.

The purpose of the letter is to:

- **Give information about the project and the scary story books.**
- **Encourage people to buy the books.**

Think about -

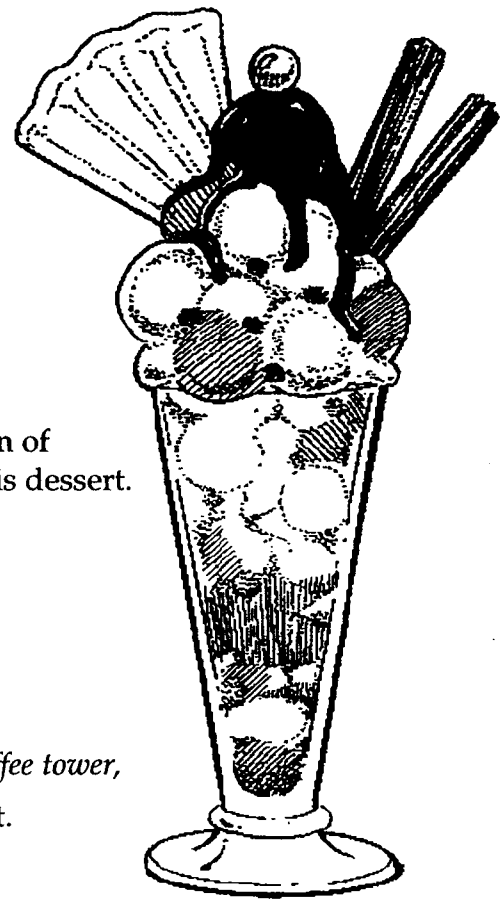
- Describing the interesting details of the story books.
- Making the story books sound attractive enough for people to want to buy them.

**This is the first, short piece of writing. Your teacher will read it through with you. You will then have 10 minutes to do your writing. Your teacher will tell you when to stop.**

# The Toffee Tower

The *toffee tower* is a new kind of ice cream dessert to be sold at Treats café.

This picture of the *toffee tower* will appear in the Treats café menu.



Now Treats café needs a tempting description of the *toffee tower,* to encourage people to try this dessert.

**Your task is to write a short description of the *toffee tower.***

The purpose of the description is to:

- give information about what is in the *toffee tower,*
- encourage people to try this new dessert.

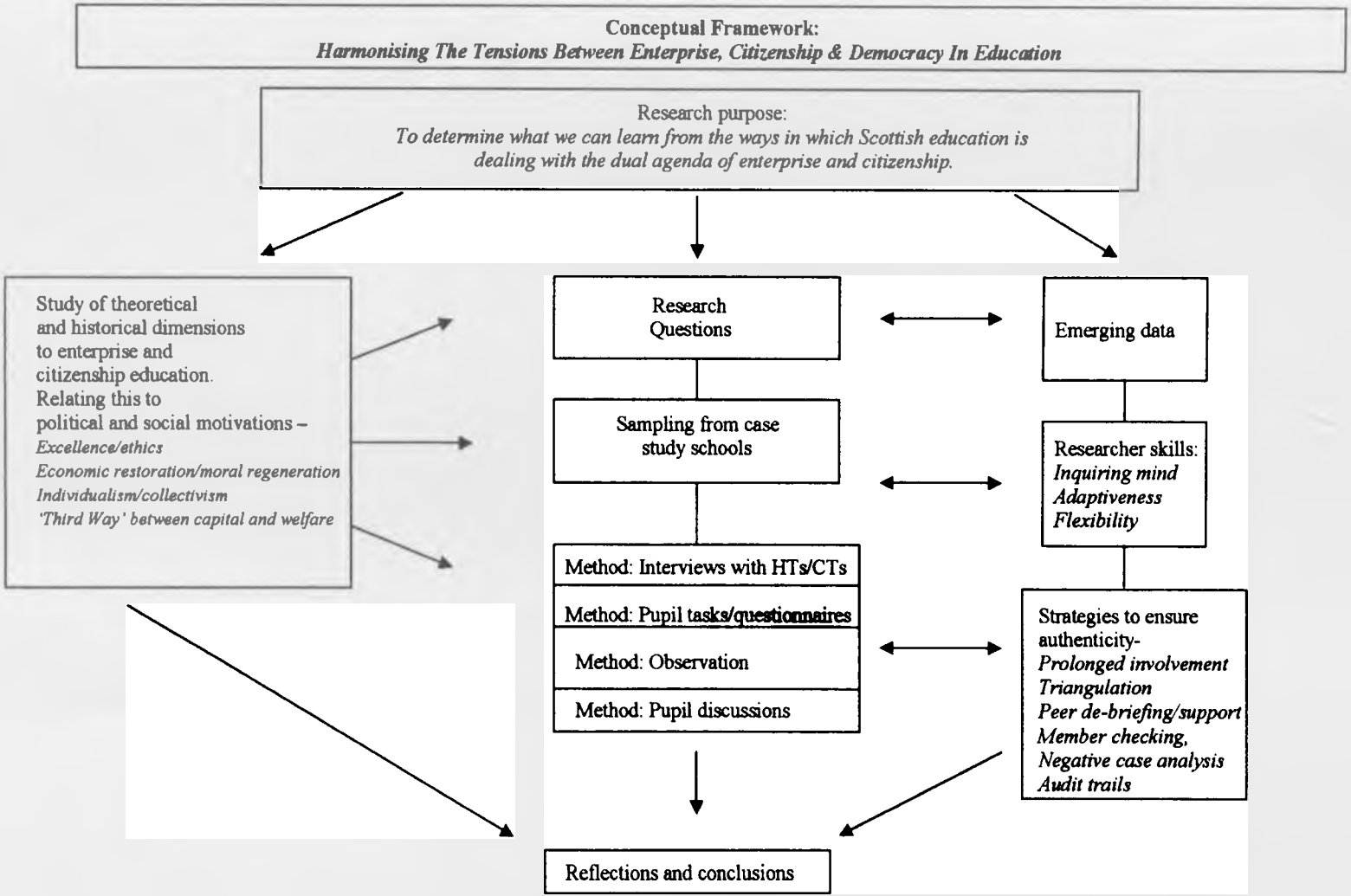
Think about:

- describing the interesting details of what is in the *toffee tower*
- how to make the *toffee tower* sound delicious enough for the customers to want to try it.

| Purpose & Organisation | Grammar, Vocabulary & Style | Punctuation | Spelling | Handwriting |
|---|---|---|---|---|
| Simple persuasive appeal to reader.<br><br>Some attempt at non-chronological organisation<br><br>Some inclusion of detail<br><br>**2 marks** | Some generalising words used to describe repeated events.<br><br>Simple connectives may be used to link ideas logically.<br><br>Use of appropriately chosen vocabulary adds interest.<br><br>Subjects and verbs generally agree.<br><br>**2 marks** | At least half the sentences are marked using full stops, capital letters & question marks.<br><br>**1 mark** | Spelling is often accurate, including that of common polysyllabic words.<br><br>**1 mark** | Handwriting is partially joined. Ascenders and descenders are in proportion and predominantly parallel.<br><br>**1 mark** |
| Persuasive appeal to the reader used to some effect.<br><br>Basic non-chronological structure evident (eg. introduction, description, concluding appeal).<br><br>Some inclusion of detail to support the persuasive description.<br><br>**4 marks** | Use of generalising words.<br><br>Simple connectives link ideas together.<br><br>Vocabulary is appropriately chosen to add interest, and in some places may be adventurous or particularly precise.<br><br>Some use of complex constructions; pronouns / tenses mostly appropriate.<br><br>**4 marks** | Sentences marked accurately using full stops, capital letters and question marks. Limited use of punctuation within the sentence.<br><br>**2 marks** | Spelling is predominantly accurate, including that of common polysyllabic words.<br><br>**2 marks** | Handwriting is joined. Ascenders and descenders are in proportion and predominantly parallel. Handwriting is often clear and fluent.<br><br>**2 marks** |
| Persuasive appeal to reader used fairly consistently for effect.<br><br>Non-chronological structure provides a logical framework for each section.<br><br>Developed persuasive description includes appropriate levels of detail.<br><br>**6 marks** | Generalised statements may be used.<br><br>Connectives give order and emphasis.<br><br>Use of adventurous vocabulary adds interest to the writing, and some words are particularly well chosen for interest precision.<br><br>Use of complex constructions extends meaning; pronouns and tenses consistent.<br>**6 marks** | Full stops, capital letters and question marks used correctly. Some use of punctuation within the sentence. If used, inverted commas clarify where direct speech begins and ends.<br><br>**3 marks** | Spelling, including that of polysyllabic words which conform to regular patterns, is generally accurate<br><br>**3 marks** | Handwriting is joined, clear and fluent.<br><br>**3 marks** |

## APPENDIX III

### Conceptual Framework


Conceptual Framework:
Harmonising The Tensions Between Enterprise, Citizenship & Democracy In Education
Research purpose:
To determine what we can learn from the ways in which Scottish education is dealing with the dual agenda of enterprise and citizenship.
Study of theoretical and historical dimensions to enterprise and citizenship education.
Relating this to political and social motivations –
Excellence/ethics
Economic restoration/moral regeneration
Individualism/collectivism
'Third Way' between capital and welfare
Research Questions
Sampling from case study schools
Method: Interviews with HTs/CTs
Method: Pupil tasks/questionnaires
Method: Observation
Method: Pupil discussions
Emerging data
Researcher skills:
Inquiring mind
Adaptiveness
Flexibility
Strategies to ensure authenticity-
Prolonged involvement
Triangulation
Peer de-briefing/support
Member checking,
Negative case analysis
Audit trails
Reflections and conclusions

# APPENDIX IV

## Teacher Interview Schedules & Transcriptions

## Headteacher Interview: Phase 1

**Interview with headteacher on:** _____

**Name:** **School:**

1 **General questions to set the scene about:.**

a the school – fabric, resources. .....

b the pupils – social class, achievement levels, parental support. ...

c the teachers – experience, aspiration, turnover. .....

d the local labour market and employment prospects .....

2 **Probing about:.**

a the school ethos and aims and how these are being developed .....

b the pupil needs, the key attitudes and behaviours they demonstrate and you encourage .....

3 **Focused conversation about the curriculum in the school, concentrating on:**

a what aspects of the curriculum (especially for the project class) have been especially successful or memorable

b what curricular strengths are typical of the school as a whole

c from a and b, what would she select as fitting her definition of "enterprising" (activities, teaching styles, organisation and management)

d other ways in which the school encourages enterprising behaviour eg. tuck shop, newspaper, pupil council

## Headteacher Interview: Phase 1

e extent to which (where, when, how) the school specifically delivers enterprise projects: which materials do they use (probe for particular slants such as civics, core skills, science and technology etc and ask why these are chosen)

f why the school chooses to deliver enterprise through projects

g benefits to the school from doing so – now; in your development plan for the future

h teachers in school presently who have had primary enterprise training:

Name _____ Class _____

Name _____ Class _____

Name _____ Class _____

i can you give any specific examples of the effects that the training had on the teachers eg. skills developed; confidence built; specific projects undertaken; the quality of these projects.

j what you expect from the research; why s/he agreed to participate

## Interview A1 (HT) *June 2002*

### Description of the school

The fabric of the school itself - windows and roof - are very, very bad. We're bothered a lot by leeks on the top floor, which is quite disruptive. The local area - most of the children live in tenement flats, some are privately owned by the parents, others have private landlords. Quite a high number are unemployed. I think the ethos of the school is very good, very positive. It's always commented on by anyone who comes into the school. The children are very involved in making it a good school ethos, they're very involved in different things within the school. Last year we did a big project with the community to develop a statement of shared values, so we have a statement of shared values that is shared throughout the community not just the school community. I'm really keen to see citizenship, enterprise all these things really going forward. In our development plan for next year, the main priority is for values and citizenship. We're trying to provide opportunities for the children to be involved in a lot of these activities, but what's been happening is it's been left to senior pupils. Next year, the teachers themselves are all in agreement that this should be spread throughout the school so that classes themselves take responsibility for a citizenship activity. Whether it's a visiting speaker, or getting the children out or getting them involved in enterprise links to specific topics they may be studying... We're going to be doing a big push on that next year so that the children learn from an early age rather than waiting until they get to juniors and seniors.

### Description of the pupils

Most of our pupils are bilingual. The majority, I would say 70 or 80%, are second or third generations, mainly from Pakistan. The children themselves work really hard, they've got a good positive attitude to work. The standards are pretty good for this area, although it's not a high achieving school. We've started using all the intervention strategies so a lot of our infants will be getting level A at primary 2 and that progress tends to keep going until maybe the end of primary 4 and then you

begin to see a wee dip. It's obvious that, although the children's understanding of English is pretty good up until that level, once you get into the more complex language, that's when it dips again especially in the maths side. So by the time you get to primary 7, there's about 50% reaching level D. Although they are still working hard, the mathematical language becomes difficult for them.

**Description of the teachers**

We don't have a high turnover of staff now. Probably when I came about 13/14 years ago, there was quite a high turnover of people going for senior teacher posts, assistant head posts ... people going for promotion. It's been pretty static since then. The teachers have been here for a number of years, most of them 10/15 years experience. And then there's some older teachers who have been in the job for 25 + years.

**Description of the local area**

Parents are very supportive of the school but they really lack in knowledge in how to support the children at home. They're quite happy that the school is doing a good job and they just want the school to get on with it more or less. The white, indigenous families are fine, a lot of the parents are working. There are a lot of single-parent families, but again the mothers are working. So again, very supportive of the school but taking a back view of everything, they don't get really involved in the education side of things. If you run any educational workshops, you don't get a good turnout. But if you run any social events then they're out in full force. To see the children performing.

**What aspects of the curriculum have been memorable ?**

Probably for the children, I would say environmental studies and within that they do get opportunities to go out and about and do research. Also, the expressive arts, they have lot of opportunities to participate in sport, we have visiting artists in, we have

drama. So there are loads of opportunities in the upper school to develop in environmental studies and expressive arts.

**What curricular strengths are typical of the school as a whole ?**

I think the teachers go out of their way to make environmental studies areas relate to life outside of school. Maths and language is also extremely important and we use all the early intervention strategies so we try and keep their attainment levels up. So by using the skills they're learning there and putting them into practice and practical contexts for them, we find the children are gaining a lot more. A lot of the children don't have a depth of knowledge that children in other areas will have because the parents don't take them out and about ... they don't go to the art galleries or go out on family days so we feel it's very important that the school does that.

**Definition of 'enterprising' ?**

I think that it's really an opportunity to develop core skills: communication, working together, seeing the benefits of relating it to the outside world. I think it's especially important when they get to the seniors that they see that this has value outside. And that links in to the citizenship themes we have. I think it's good that they can understand that you can learn from other people, and it's not just all in school. That learning takes place throughout life. They enjoy visiting speakers coming in. Even the wee ones, if they're maybe welcoming a baby in RE, we'll try and find a mum who's just had a baby and bring them into the school. People who help us, we'll have people in or they'll go out to the health centre, places like that. So we think it's very important that what they're learning can relate to the real world and they can learn from other people.

We've got the pupil council, we've had it for two years now and I think if you asked any of them they would feel that they were making a difference. We've got our eco-school committee, our anti-litter committee, playground committee. We run after-school clubs for sports as well as drama. We seem to be involved in quite a lot; we

usually have a community project where we're working on something with the community. They were working on an urban nature trail along with the Govanhill housing and they will be involved in designing rot-iron gates for Govanhill housing for a new development they're putting into the local area. We're hoping to get involved in the D. Community, who care for the elderly. They were saying at their meeting that their grounds are very badly taken care of so we're hoping to get involved in that. So there's been a number of things over the year; they had their school newspaper, they designed the handbook cover. I think, where we see an opportunity, we will try and involve the children in making the decisions.

**Benefits to the school ?**

I think so; we're certainly recognised at authority level. The senior education officer, while I don't think she's ever been in the school, she knows about us, she knows we're an eco-school, we're in the trade's house for work in the community, we're in the rose bowl competition. Plus I have been asked to do a number of presentations to my colleagues on citizenship, values, that sort of thing.

**Teachers with enterprise training and the effects ?**

There's only actually two who have gone to the training. Well, three if you include me. J. and myself have gone to a couple of courses. The primary 3 teacher went to the infant one. But the staff had time out last week and they were auditing the development plan and trying to enable us to meet our targets for values and citizenship. And a lot of them are putting in that they would like to be involved in enterprise and citizenship activities. I think it's given them new ideas, and I think it's enabled them to see that it's not an add-on, that these enterprise activities can very much become part and parcel of the topic that they're doing. And I think that's really important, especially with work load issues that are going around at the moment. And knowing that an enterprise project doesn't have to be a 'buy and sell' project, it doesn't have to be a money-making activity.

**Expectations of research ?**

Just really a sharing of practice of what's going on in other places. Because sometimes you're so busy in your own school, that you don't actually see what other people are doing. That's probably the main thing.

**Class Teacher Interview: Phase 1**

**Interview with teacher on: _____**

**Name:** **School:**

1 **General questions to set the scene.**

How would you describe:

a this school?

b the pupils?

c your current class?

2 **Focused conversation about:**

a your own curricular strengths

b how you would describe "enterprise" in the primary school

c to what extent do the words you used in b describe you: now; as you hope to be in the future

d what contribution has training in enterprise (if any) played in developing your skills and expertise now and in the future

e particular activities you use which stimulate enterprising behaviour in the pupils

f what words would you use to describe an enterprising pupil; why do you choose them

g three named pupils in your class who you would say are enterprising: what makes them enterprising (prompt for conforming or non-conforming; individual or social; types of behaviour)

h what other enterprise projects have these pupils done; how do you know that; in planning your enterprise project what adjustments did you make because of their prior experience

**Class Teacher Interview: Phase 1**

i describe any enterprise project you have engaged in with your pupils this session (organisation, theme, management, methodology)

j what were your intended outcomes (prompt for: curricular, personal, skill, knowledge; to please the headteacher, etc); what actual outcomes did you observe and identify – for you; for pupils; for the school

k what evidence do you have for these outcomes (prompt for: changes in behaviour; pupil comments about self and others; parental comments; attainment)

l what were the particular outcomes which:
pleased you
surprised you
disappointed you

m how does all of this change your views about enterprise and the way you might approach it in future?

n will you want to use an enterprise project next session?
what class?
what type of project?
why?

## Interview C1 (CT) *June 2002*

**Description of this school**

I would say a very supportive atmosphere for the children, over all I think we do a good spread of the curriculum and in general the children are very enthusiastic.

**Description of the pupils**

I would say they're probably average, pretty motivated though. Social background-wise they're probably above average in terms of a percentage that have social problems. It's quite low.

**Description of your current class**

Quite a wide range of ability. In general pretty enthusiastic and motivated but when I say they're motivated I've to work quite hard to achieve this, that's taken a long time. For instance last year's P7, they were much more motivated from day one and they were much more challenging children from day one. This class that I have now they have taken a lot of input to motivate them. There aren't any characters stand out but they're a 'low-key class' is the way I would describe them.

**Curricular strengths?**

Language and maths. I'm not saying I don't enjoy some of the environmental studies topics but I would not say they were my strengths. I would say the basics are my strength.

**How would you describe enterprise in the primary school?**

I think it should be approached with the idea of motivating the children and giving them responsibility, that's the way I look at it that it's a way of making the children

responsible for their own work, their own learning. I thoroughly enjoy it. I would say this year's not the best example, to be fair, I would say last year's was probably a better example. Where I think the most difficulty with it is the time commitment that it involves. The children do enjoy it, the children are motivated but the time commitment is really very difficult, I think it's difficult to fit in. That may be simply that I've been doing it at a 7 which has all sorts of other pressures on it. It may be that 7 is not the best place to do it, if you're doing it up the school a 5 or 6 is in fact a better place to do it where you don't have the other high school commitments, other commitments that are there. I don't honestly know if I would do it at a 7 again, I think I would be encouraging people to do it throughout the school juniors, seniors, probably infants but at seniors I would be saying you should be focussing on a 6 because it would probably give them the challenge to go towards P7 and you don't have the additional pressures of P7.

**How near to eclipsing it do you think you are?**

I don't think we're there yet. I don't even know that we're nearly there. I do know that the girl who's in P3 just now has just been on the enterprise course and I know that she is quite keen to do it. I would say last year's was more successful than this year but no, I don't think we're nearly there in terms of doing it as a school to be honest.

**What contribution has training had in developing your skills?**

I did a course about 2 years ago. That would be the second one. I was on one a long time ago where is was the BP pack. I was on the one I think about two years ago. I would say the training gives you the motivation but like all in-service training to be honest unless you can come back and implement it very quickly after the course, you lose a lot of the motivation, you do, and I don't know whether the way they do the training is the best or whether they should be using people who are seconded to do enterprise to actually come in and do it in schools with the children. I think that's

something that's worth looking at. I know they don't have the personnel to do that but I think that's a way of looking at it.

**Particular activities you use to stimulate enterprise behaviour?**

I've certainly used the games in terms of team building which I would possibly even use them if I wasn't doing enterprise. You know the one where you've to say what you're very good at, what you're good at and what you could improve on? As a team builder exercise at the beginning of getting a class I think that's an excellent one. I also did the window box where they all had to make a window box and all had to contribute flowers etc. That is quite interesting from their point of view and from mine to watch that. I like that.

**What words would you use to describe an enterprising pupil?**

I'd probably use the words forward-thinking, somebody who had leadership skills but also somebody who was reasonably popular because to me an enterprising pupil has to be somebody that will work well with others, who can come up with ideas but who also allows everybody to join in, can be a sort of team builder, that's what I would say.

**Can you name three pupils in the class who are enterprising?**

I can name one right away ... S. and, N. as well. Boys are more difficult to be honest in that class. Last year's wasn't, but in that class there are no boys really stand out as being ultra keen, the girls certainly were.

**You named S. and also N., what makes them enterprising?**

They've got the insight to see where they want something to go; they are also sensitive enough to encourage others to be involved. Although they have the idea they don't ram the idea, they have the ability to work with others and they're also

enthusiastic. To be fair they're probably not the only two but they're the ones that spring immediately to mind.

**What other enterprise projects have these pupils done?**

These particular pupils haven't done any.

**Describe any enterprise project you have engaged in with your pupils**

P7 always do an end of term show. Well we did look at lots of areas where we could be involved with enterprise and in all honesty it was time that overtook us at every turn which is why I would have a re-think about involving P7 in it. We decided that the enthusiasm would be there but I think we only ended up doing tickets and the programme. We thought of T shirts but again, that part of it ... kids have great ideas but it's whether or not we can actually implement them. They don't have the overview and I know we're not supposed to intervene, but you have to but certainly they will be producing the tickets and the programme using the digital camera etc. I think it will be good for them. It will involve outside audiences when they're selling the programmes to everybody that comes to the show so there will be a lot of people getting involved. The product in the end will go to a big group of people.

**Intended outcomes?**

I was probably looking for people to work as a team. Probably looking for certainly communication skills in terms of being able to sell themselves and sell their company. Looking for computer skills when making the programme.

**Has any outcome surprised, pleased or disappointed you?**

I would say I was certainly pleased with the way they tackled things. I was pleased at the way they worked together as a class because that doesn't always work. For instance when they were deciding on what they wanted to do for window boxes then

the more communicative could persuade people and I was pleased with the way that worked. I would say my disappointment probably doesn't come from them, I would say it either comes from me or from the time element that you just don't get the chance. You do have great ideas, and the children always have great ideas, the disappointment comes from the time factor.

**How does all this change your views on enterprise for the future?**

I don't honestly think I'd tackle it with a P7 again.

# Interview with Headteachers

Date:

First Name: Surname:

School:

1. Which classes in the school have undertaken enterprise projects this session and what types of project have they been?

   To what extent does this happen because of conscious decisions and through your school development plan, and to what extent is it due to individual decisions by class teachers?

2. What links do you currently have with business people and community agencies? (probe for details).

   To what extent are these due to your enterprise programme?

   How do these links help the enterprise programme?

   What roles in school/class do you encourage externals to take?

3. Which part of the 5-14 curriculum is best suited to enterprise projects?

   How does it link to other curricular areas and school initiatives?

4. How do you support the enterprise activities of your teachers?

   What role does formal training in enterprise play in this?

   What training in enterprise have your staff received this year? (probe for location, source, extent and purpose, numbers involved).

**Headteacher Interview: Follow-up**

How has the school followed up on this training?

How would you rate the support from EESOs and SEP?

5. How enterprising is your school and what evidence do you have for this?

   What kind of enterprise orientation (business, creativity, community) best describes your school?

   How did you decide on that orientation?

6. If the main focus of enterprise is "business" what issues (values, morals, ethics) does this raise for you and your view of the principal purposes of schooling?

7. What advice is contained in your local council's educational improvement plan about enterprise in education?

   How empowered or constrained are you by your local council?

8. What do you see as the overall educational mission of your school?

   How was this mission determined?

   How does this match your own principles and values? (robe for the contribution enterprise makes to the values and mission)

   What are the main pressures which make the achievement of this mission difficult? (probe for any pressure which comes from enterprise and probe for time, resources, crowded curriculum, lack of confidence/support pressures).

**Headteacher Interview: Follow-up**

9. How important do you see the inclusion of ethics and moral education in the curriculum? (probe for the relationship between enterprise and ethics/morals).

10. What role does the pupil council play in your school?

    What are the links between the pupil council and your enterprise programme?

11. What do you judge parent awareness and attitudes towards enterprise in education to be?

12. Do you feel under pressure to incorporate enterprise activities in your school?

    Where do you feel most of that pressure comes from? (probe for which stakeholders and what expectations – internal and external).

    Why do you think that pressure exists today?

13. How well do the expectations of educational stakeholders match your own expectations as a headteacher?

## Interview A2 (HT) *March 2004*

**Which classes in the school are taking enterprise topics on this session?**

Well all the classes are doing enterprise this session because we had looked at all our different subjects, social subjects, science & technology, health, PSD etc and we identified which topics...you know....were good for enterprise and each class therefore does a main enterprise a year....each year.

**And is that obviously tied to the whole school development plan then?**

Yes, this was last year...we had been looking at integrating some of the Glasgow scheme topics...cause a lot of them were overlapping...you know ...they had similar contexts. For example in Primary 1 they did the weather in social subjects, they did science, the seasons and also science / technology of the seasons....so we integrated that topic and the Primary 1 enterprise topic became growing plants for Mothers Day. Now that might not have been a full business one....a lot of them are just ... it's the children....you know.... that give the ideas and they work it out and how they are going to do it and present it to their parents etc.

**What about the links with business people or local community agencies? How do you get on?**

Well first we have K. ... you know about them...they still come in doing the peer reading. They have also donated books to the school but they took the children out to the bookshop to choose the books themselves and we're about to start a big peer mediation programme and they are going to sponsor that. We're going to put stickers round the local shops...you know...just really to make the shopkeepers aware of what we're doing.

**Would that be for managing playground issues?**

Yes, it's come from the eco school...improving the school ground etc. It has come from one of their action plans and 15 children from P6 have just undergone peer mediation training with Professor D. ... I don't know if you know him. So he came along and did a days training with the children, which was very successful and their idea is that they will set up lunch clubs and the mediators will take children who are either causing bother or who are isolated and then that will develop into sort of playtime buddy, where we have a friendship bench and...you know children can go. So the KPMG are going to help sponsor that...you know...raise some money for it.

So that's our main business contact for all...through most of the enterprise or the education for work projects that the class are doing. They are inviting people in ....now it could be from Visibility Scotland....for the disability, they brought in a blind person and they talked about that or it could be the children going to the local post office, the sorting office that sort of thing. These are less formal links, every year there will be a class doing that...you know ...having visitors in or going out....which is more on the kind of citizenship, education for work and enterprise....but it's kind of connected.

**What part of 5-14 do you think best suits enterprise and does it link with other areas as well ?**

Well initially when we looked at all our subjects we thought it was going to be the social subjects but in actual fact a lot of them are coming out from the health or science and PSD, there's a lot from there. But because we have integrated a lot of the topics it will be ....you know.... social subjects, science, health maybe as one topic with the enterprise project, connected to that. For example at Primary 2/3, the composite...eh...their social subjects topic is the Post Office.....no sorry that's the education for work....but their enterprise is a display of knowledge...they're making friendship books for the nursery and that's associated with PSD.

**How do you support the kind of enterprise activities then throughout the school, what do you see your kind of role within it?**

Eh....well my role initially was to be looking at all the different topics that we have. I also had L. in from the enterprise...you know the council enterprise group and then I set up individual interviews between L. and each class teacher, so once I had these grids made up, of all the different topics, the class teacher and L. then looked at it and tried to identify what would be a good enterprise topic from that...so that was my initial support with putting them in touch with L. A few of the teachers have also been out on the courses, go for enterprise, enterprising infants and the other thing I do is set aside money, if they need money. So I support them that way and I usually do the contacts with the people, from business or any external agencies that we want to.....

**And so you say that there were 2 or 3 people doing the training, would that be in the last 2 years then?**

Yes, I've still got one teacher to go out in the summer term.

**What about when they come back in from the training, is that followed up in some way?**

Yes they go ahead and try them out because they know what their focus is and they know what kind of enterprise project they're going to be doing. So the training just gives them some more ideas and a lot of the time it's really just how to get the children engaged. Where the ideas are coming from the children...so...it's more about that...you know.....helping the teachers to understand that enterprise is more...it's not so much about the finished article....it's more about how the children are involved and are they taking responsibilities, are they coming up with the ideas...are they writing the letters, things like that so.....that's where it kind of supports the teachers.

**How would you rate the support that you get from the authority and from the Schools Enterprise Programme?**

I think it's very good. Certainly we're quite far down the line as far as integrating the topics and specifying each year what each stage will do, as an enterprise topic, rather than leaving it up to teachers. It's actually now in this programme, that's what you have to do....so L. was very, very helpful at that time, getting all that set up and I know that any of the teachers, when they've gone to their courses they come back very enthused. And L. is always at the end of phone if you need any support for anything ... so we've gone forward for enterprise awards obviously as well. So yea, I think the support is good.

**So how enterprising would you say the school is now and what would be your evidence for that**?

Well I think apart from it being curricular, we also have the two enterprise groups. We have one made up of the juniors, the 4s & 5s and one with the seniors. Now when these initially started it was really J. that took control of that and she would be doing them after school but now we have the primary 6 teacher and J. as the primary 7 teacher. They mix up the kids and the primary 6 teacher will take the juniors to their enterprise project and J. will take the senior classes...so there's a bit of team teaching, co-operative teaching in there and rather than it just being committees it's the whole class...you know...all the children are being involved in these. But they still have their committee that runs everything and they're the ones that will meet with J. They're the sort of steering group I'd say. I very much see enterprise as part of whole school ethos on citizenship ... I firmly believe that the children should be participating, taking responsibility, you know ... giving their own ideas.

**Would you say now that the focus of enterprise here is mainly focused on business or is it mainly focused more on community initiatives or environmental issues....or is it a mixture?**

I would say....it....it's a mixture but probably more leaning towards the environmental, the sort of community.

**And where there is a business focused enterprise would you say that that raises any issues about values, morals and ethics?**

I think it's pretty easy to harmonise it...I think too because we have our statement of shared values and from that we've got the code of conduct and then how everything else fits in with that....eh...I think it fits pretty well.

**Now what about the local authority's plans, improvement plans for enterprise.....how empowered to you feel by those or constrained in any way?**

I think possibly if we weren't so far down the road we might be feeling a bit under pressure...as it were....but because we've been taking things onboard over a number of years....you know....it's all just sort of fitting in ....I did send in our plans for the integrated topic approach where we could fit in enterprise to the curriculum and quite disappointingly I didn't get any feedback on it....cause I was concerned about the balance. I spent a long time working out that we were still having the correct balance for each curricular area. I sent all that in but...you know....didn't really get much back. So I really don't know how schools feel who are really just starting on the road, but I just go...and we do our own thing and no one bothers .....as long as we're actually doing it.

Our cluster of schools.....we're about to become a new learning community after Easter. So we have just appointed an enterprise employability officer from within the teaching staff. It was actually one of the academy teachers who got the post. So again ... there will be more moves coming from within our own new learning

community. We've just completed a questionnaire that had to be sent back to the authority on what we were doing and the enterprise employability officer has a copy of that and she's just started a couple weeks ago, so she'll be coming round and it'll be more about sharing within the new learning community rather than individual schools. So I would imagine a lot of the work that I have done...you know...will hopefully be helping in feeding in to the other schools.

**So what would you say was the overall mission of the school just now and how does that kind of determine things?**

Well...I think it's....it's more about educating the whole child and children who are bright and clever...they will make it anyway. We have to be looking at other children and looking at what their strengths are and really building that up. Building up their self esteem ....making them realise that going to Uni is not the be all and end all. Obviously we'd be encouraging that in the brighter child, but that every child has something to offer and that if we can bring them up with self esteem, with self confidence ...and really seeing what their strengths are and helping to support that and realise that whatever the children do, they can achieve and have. It all comes under our values to...you know...making them responsible citizens but....you know...people that will respect other people regardless of what culture they are and religion etc. It's all about that, it's educating the whole child and I think that has been....it has been very well received from parents. I had put out a questionnaire to parents, because we're auditing our development plan and this has come through very strongly from the parents, that they recognise what we're doing with the children and eh....and it's also letting children make their own mistakes...you know when you first start giving children responsibilities, sometimes they don't know how to cope with that and it's trying to give them the strategies...you know....how you cope, how you relate to other people, cause when some of them start....you know...the children go a bit far...they don't quite know where the boundaries are...I don't mean that we're saying to them, right....we're giving you this responsibility but if you come back and ask for too much you're not getting it...not that kind of

thing but more, children realising that there has to be a bit of give and take with other people.

**What are the main pressures, would you say, on trying to achieve what you're trying to achieve?**

I think probably the biggest thing is the curricular pressures and that's why I try to take some of the pressures off the staff, by saying...look if we do it this way then there is more time and you then don't have to worry that if you're doing an enterprise topic for example, that you're missing out on maths or.....I have worked out a balance and tried to take that pressure off. Some of the Glasgow Scheme topics and I'm talking about social subjects, science technology.....they're very very full and for a teacher to try and do everything that's in these topics, it would not leave them time to do any of these other things that I'm talking about. So what we have been doing is trying to identify the important learning outcomes and what are the skills we are trying to develop through these topics and focus more on that, within the context of the topic, whether it be weather or the Romans or whatever it might be. We're really focusing in.....what are the important things we want our children to know, as far as knowledge is and what are the skills and attitudes and aptitudes that we can develop through that?

**What about ethics and morals then, how important do you see that as being part of the curriculum now?**

Well I think that comes through almost everything that you do with the children....you know...it's not just an RE topic that you do every so often and I think that's...it's really one of the reasons I spend so long on developing the statement of values. Really trying to involve everyone in what are the values that are important to us and within that obviously are ethics and morals and....eh...that comes through. And we talked a bit about the pupil council last time. The pupil council tends now, I would say...they're a kind of steering group within the school with all the other committees that are there....em...it's just by chance that all the other committees are

actually represented on this pupil council. Although as you know the pupil council were actually democratically elected but just the way it turned out.....now if I think...say next year there wasn't a representative from one of the committees I think we would be asking to co-opt them on. So it has become like a steering group, because they'll come back from class meetings and they'll maybe be making a suggestion about the playground, so the pupil council will say...well we can pass that onto the playground committee...so that kind of thing. But the main focus that the pupil council has been working on this year...it's again....it's about pupil questionnaires that we've sent out....about children's views about school in general. Not focusing in on the playground or anything...just in general, in the school, in the classroom.....

**So was that to all the kids in the school?**

Well from Primary 3 up. We left the 1s & 2s out cause they just tend to say they like everything. So we're getting these back and that will be the big push for the children...will really be to look at these and see if there is anything that they can take onboard.

All the things that are coming to the pupil council, we feel that the other committees are dealing with so.....I said right we will be the steering group, and explained about what a steering group was.....so things come through the school council that way.

**What do you judge about parental awareness and attitudes towards enterprise?**

Well what we've been doing this year, I don't think they have been up until now.....I would have to say. Well we started a series of ...em...meetings with parents, the class teacher meeting with her classes parents and in actual fact that's why I'm going up to class shortly.....and the teachers are talking about the learning outcomes that they're doing. They're sharing the learning outcomes with the parents, so they're talking about their integrated topics and how the enterprise etc. is

working alongside that and what we're hoping the children will gain from undertaking these activities.

So this afternoon for example, the Primary 5s have been doing a big writing project and their books are again for the younger classes. So the children, after the teacher's spoken about how she teaches writing and how the children develop, the children are then coming down to read their stories to their parents.

**What about the higher profile that enterprise has now.....do you feel that it has a much greater profile than it did 2 or 3 years ago....and what do you think is causing that in general?**

Well I think in general it certainly has a much higher profile now....eh....but within our own school probably not.....you know...cause we have been building on it. Well I think it's really coming from Scottish Office.....basically.....I think they want a lot of entrepreneurs around in Scotland.

**Do you think then that the expectations of educational stakeholders match your own expectations then?**

I would like to think so....I would.....I think possibly....well hopefully with these parents meetings...I think possibly parents didn't have the same expectations....or awareness of why we have all these committees and why we have the enterprise and why we have sales that the children have etc. Hopefully we'll be building on that and...you know...and developing that side but ....no I think our expectations are pretty much in line with Scottish Office ... Although I'm not sure if there are any entrepreneurs in primary 7!

## Class Teacher Interview: Follow-up

# Interview with Teachers

Date: _____

First Name: _____ Surname: _____

School: _____

Subject: _____

1. What enterprise projects have you delivered in the current session? (teacher gives brief description).

   Would you describe these as business; community; environment?

   Were they oriented towards raising and handling money?

2. If the main focus of enterprise is "business" what issues (values, morals, ethics) does this raise for you and your view of the principal purposes of schooling?

3. Do you use any resource packs in supporting your projects?

   Which packs and how do you use them? (probe for short-cuts, misunderstandings, etc.)

4. Approximately how many enterprise projects have you delivered in your career?

   To what extent has your approach to these projects changed?

   Why has it changed? (probe for pupil attitudes and skills; their own attitudes and skills).

5. What enterprise training have you received in the last two years? (teacher describes location, tutor, nature and purpose).

   How did the school follow-up and support you after that training?

## Class Teacher Interview: Follow-up

What further support would you need? (probe for external and internal support)

6. Which part of the 5-14 curriculum do you feel best fits the notions and practice of enterprise?

   Why?

   What other curricular domains might enterprise fit and why?

7. What do your pupils think enterprise is for?

   What evidence do you have for that?

   To what extent do you feel that your pupils' opinions about enterprise are based on attitude and to what extent are they based on experience?

8. Do you feel that the enterprise agenda is having a bigger impact on the curriculum than it did two years ago?

   What do you base that opinion on?

9. Do you feel that pupils are now showing more positive attitudes, skills and qualities towards enterprise?

   Why do you think this has happened?

10. How would you describe the overall mission and ethos of your school?

    To what extent is enterprise part of that mission and ethos?

    Who decided this? (probe for own choice; collective agreement in school; HT decision)

    What freedom do you have over interpreting and delivering these values?

## Class Teacher Interview: Follow-up

To what extent do these values cause you difficulty?

11. Do you feel under pressure to incorporate enterprise activities in your teaching?

Where do you think most of that pressure comes from?

Why do you think that pressure exists today?

**I was just going to ask you about the enterprise projects that you've been involved in.... in the current session ?**

I haven't been so far but certainly we have talked about it.....eh...and our intention is from Easter to the Summer....eh.....we've started some of the team building stuff...eh...and from Easter to Summer we're going to do 2 things. We're going to produce a class/school magazine....eh and we're going to produce badges of achievement and buddy badges. Buddy badges, we do reading and behaviour buddies. Which my children do with the rest of the school.....so they're going to work on badges for that...so that is the intention. Certainly we have done some of the team work for that already but because....I mean....this has been a particularly heavy term for me but after Easter...eh...I always hesitate to say it should be okay but it should be...so that's certainly the plan.

**So is it more kind of to do with community based projects?**

Yea, I would say it is this time, yes.....and this is probably the first time that's we've done it in that way.....the last twice we've done it we've done it .....we've kind of done it as a sort of business enterprise type thing...eh...whereas this time it's more.....by community support information-giving but its.....using more kind of IT skills and things like that....you know..

**And what about when you have been involved in a business project in the past...do you have any issues that that raises about values and morals...are there any conflicts there or do you think they are quite well harmonised?**

No.....I think they are okay....eh...I think as long as there is an understanding that...you know....I mean.....I think it's important that they're understanding that profit is not necessarily what your looking for...but I do think children...I think children like to see the results of what they've made or what they have produced and

recognise that....they are responsible for having this amount of money.....eh.....I think it was quite a good learning experience in the first one we did where there was a huge supply and demand thing where we couldn't meet it.....and that let them see first hand how difficult that was.....I think it's quite critical for teachers to direct them that not all of the money made, if there is money made, should go to them. Eh...and I've never had a real problem with that although you always get some that say.....oh I don't want to give it to a charity.....eh.....but we always have managed to split it...eh and I think we always would.....I think as long as you get the kind of value side of it in there....I don't think it's a big problem.

**Do you use the packs....do you use the teaching packs?**

Oh yes I would say...I mean I would say I did more at the beginning....I certainly used some of the ideas from the packs.....particularly for the team building part of it.....I don't know that I use it beyond that. But there are others.....like we've just had another member of staff on the course last week...the business enterprise and we've got another 2 at least who have been on it....and I would say they probably do use the pack.

**How many projects have you delivered in your career now overall?**

Probably 5....Probably 5 not all in this school....3 in this school and 2 many years ago before it was....I don't think it was even called business enterprise then.....I can't remember what it was called...but it wasn't the big thing at that point.

**What training have you had in the two years?**

No...I don't think I have in the last two but I have been.... I think about 3 years ago I was ... I think it's probably 3 years....when they brought in the new pack. I was on it....I don't know that I found it hugely different...I think once you've got the...the understanding of it ...then it's.....it's just about the same....there is a lot of different things put into it. I think one thing....one thing that's probably changed over the

years is my understanding and maybe in the delivery of it as well....but it does give children.....I was going to say of less academic ability.....I don't even know if I mean that....but it does give children the ability to shine in different places. .....where they maybe wouldn't shine academically. I mean 50% of our staff are trained in enterprise...eh....and the fact that 2 Primary 3s are just producing stuff this week...eh...so....I would say that it's not followed up as such but we certainly...there is a high level of encouragement to get involved and there is no doubt that...I mean initially it was that a child in primary school would have 2 opportunities of enterprise during their school year and that there is no doubt they would have now because there are 4 different teachers ....and I don't see any reason why they all won't be trained eventually.

**Do you feel as if you need further support?**

I think sometimes internally it would be quite good....and I'm probably talking at primary 7 level here right enough. I think it would be quite good at primary 7 level if people who.....I know as part of enterprise you are supposed to do this yourself as class teacher but.....you know the class teacher is supposed to do a million things that you can't do.....eh...so I think an outside initiative of bringing in reasonably.....and this is going to sound terrible.....young trendy people who've set up their own businesses ... Would be a good idea....because it lets people see... now I've got a boy in my class who does actually wants to set up his own business.....and he's absolutely no confidence that he can do so....he probably can actually....and I think that other faces coming in who have set up their own businesses either locally or Scotland wide.....or something....or even a forum that...you know how they do the...I mean....I don't mean as elaborate as they do on drugs...eh....but they do the drugs road show which is absolutely fabulous...eh...I don't know who does it....'DrugWise' or something...you know even a road show like that of people who have set up their own businesses and maybe who haven't had high academic achievement but have still managed to succeed ....and I think that's key...because a lot of children think if you don't have high academic achievement you're not going to succeed in this world and that's not true. They could tell

them...eh...I mean...down to....I mean the pack does encourage you when you're starting off to get a local business person in to....but they assume that you are going to organise that...that you're going to know that and you're going to have the time to do it....and you don't always....maybe some people do...but I mean I don't.

**Which part of 5-14 do you think now fits enterprise best?**

I find 5-14 questions difficult.....do you mean which area of the curriculum or.....

**Yea ...area of the curriculum.....do you think it suits best?**

I think it probably suits a whole lot....it certainly suits maths, it suits language, it suits an element of environmental studies, it hugely suits PSD...because of the team work and the understanding that you have to work together to achieve certain things. All of that. I mean to me that is the major part of enterprise....is the confidence building, the learning to work together....eh... the sense of achievement...the end result.....the frustrations that you go through.....the problem solving...the trying to work it out....eh...the not being given the answers by the teacher...all of that...so I think it is probably very...it fits quite a lot...

**What do you think the pupils think enterprise is all about?**

They have a thing in their head that it's about running their own business. I don't know that that is always directly related to money. I think they think it's about responsibility....now I'm talking up the school...I have no idea what they think of further down the school...eh...but it's about....I think they do see it as about producing something. And about to a certain extent about an identity for themselves....I don't know....no I don't .....my feeling is that it's not....but that maybe because I don't do a big thing on the money side of it.

**Do you feel that enterprise is now having a bigger impact on the curriculum now than it did...say 2 or 3 years ago?**

No....I would say personally I don't think there has been a bigger impact than it had 2 or 3 years ago....it's certainly having a bigger impact than it had 10 years ago.....I don't know that it's having a bigger impact than it did 2 or 3 years ago but I think....I'll be honest the major difficulty for that is that the curriculum is so overloaded...you canny get it in.....eh...I think it's a valuable part of it...but I think it's a more valuable part of it than some other things that we do. But....I mean.....I would quite like to tell...to run the authorities....but I don't.....eh....but no...I mean ....I do think that it could replace other things that we do that are probably less beneficial. I think children working together is the key....and ...you know...being responsible for yourself etc,.....children aren't as selfish as they used to be....I don't think.....I don't think children are as selfish as they were 10 years ago. I think they think more about one another....they...I mean I'm not painting a brilliant picture cause obviously there are ups and downs there....but eh....I think the collective responsibility of children is much greater than it was 10 years ago.

**How could you describe the overall kind of ethos and mission in the school?**

The children respond to it very well and the majority of the staff respond to it very well. I think they are....I mean.....I think in general teachers are probably...I mean you have to change so much anyway....but I think the more new blood you bring in to be honest....then the more...it's not even fresher approaches it's just a different approach....but no I think the ethos there is pretty good. I would like to see it happening probably in more classes than it does....but having said that I think that goes back to people's own priorities and what people are comfortable with....because not everybody is comfortable with that....eh....and it goes back to the pressures of... everything else you have to do.

**Yes, and in terms of ...you know....how enterprise will be driven in the school....how is that decided?**

I'm trying to think if it is in the development plan.....yea I think it probably is in the development plan. Initially it comes through....it doesn't come as a whole staff decision. We get asked what we are interested....what kind of courses we are interested in doing, what would we be interested in developing.....em.....and people are reasonably keen on developing that I would say.

**Any values that cause you difficulty then associated with enterprise?**

No I don't think so.....I think that I'm comfortable with why I'm doing it ...eh.....I have slight worries about the directions that come from ....the likes of Jack McConnell etc...who seem to see enterprise as us overriding.....particularly in secondary schools.....as if to say panacea ...that's going to solve everything.....you know....if you put people into the workplace and you make it everything...you know....you get carried away with this....eh....I personally don't have but I think.....I think there are dangers that it could be seen to achieve more than it was actually ever geared to achieve.

**Do you feel under pressure to do more enterprise now than you did before?**

Not particularly but I do feel that...now....I said....I don't know if it was this year or last year.....I've said I really didn't think I could do it.....and I was under pressure because there was nobody else in the top end of the school who was trained.....that's different now and the primary 6 teacher was trained last week...so I mean....I don't feel....I mean if I totally refused it wouldn't be a huge problem....but I think the more people you have trained in the school the less pressure you're under....cause then...then you know that the experience is going to happen....so no I don't feel under undue pressure.....I worry that undue pressure will come.....as it comes in everything.

And that there is a school of thought from politicians that schools can achieve everything that they want to achieve.....because it's a very good political football ... it's a bit like personal learning plans....you know...those wonderful things that are going to happen.....they're just supposed to happen.....eh....no...I don't feel undue pressure but I think the only pressure I would feel under was time....no doubt about it. I would say I don't teach enterprise...or get myself involved in enterprise any differently than I do in any other area of the curriculum. But then ... to be fair I would say that the (Local Authority) co-operative learning strategies that they are trying to involve are good for enterprise as well.

## DISCUSSION QUESTIONS
*Teacher-Leader*

- **How long has the pupil council been in place?**
- **What challenges did you experience in setting-up the pupil council?**
- **What are your main aims behind the pupil council?**
- **How frequently does the pupil council meet?**
- **Does the pupil council have a budget? If so, what is it used for?**
- **How are pupils in the school represented on the council?**
- **How are members selected?**
- **What is your role on the pupil council?**
- **How are representatives prepared for their role on the pupil council?**
- **How do representatives obtain ideas for the pupil council?**
- **What topics are most commonly discussed during meetings?**
- **What methods are used to feedback information to other pupils?**
- **How do the representatives feel about being on the council?**
- **Are there any differences in attitude between age-groups?**
- **What are the opinions of non-council members towards the pupil council? Are their views monitored?**
- **What do you think are the main benefits for councillors?**
- **What practical changes have come about as a result of the pupil councils' work?**
- **How do other staff feel about the work of the pupil council?**

**How long has the pupil council been in place?**

Nine years

**What challenges did you experience in setting-up the pupil council?**

Initially, some staff were not convinced by its value. There was difficulty in extracting pupils from classes.

**What are your main aims behind the pupil council?**

I had studied politics as part of my OU degree, and so the democracy idea stemmed from there. Making pupils aware of the idea of pressure groups and debating skills are the key aims.

**How frequently does the pupil council meet?**

Every two weeks.

**Does the pupil council have a budget? If so, what is it used for?**

No budget.

**How are pupils in the school represented on the council?**

P.3-7 reps, but two P7 pupils represent P1/2.

**How are members selected?**

Pupils who wish to stand make a speech, and other children vote. In my old school we used to announce an election on a Monday and children produced a manifesto. They had to be proposed and have the proposal seconded. They made speeches and had question time on Thursday and then pupils went to the polling stations on Friday. Some pupils acted as police members, and voters had to prove their identity and this was matched to the electoral role. We always used PR rating. The Returning Officer made an announcement about the votes and the pupils had to prepare winning speeches. There were posters released and supporters wore rosettes. I would like to introduce that system here eventually.

**What is your role on the pupil council?**

Facilitator, and initially doing the chairing. After Christmas, I hope that P7 members will take over the chairing.

**How are representatives prepared for their role on the pupil council?**

Staff outline the criteria for a 'good' rep to children and encourage pupils not to vote for their friends.

**How do representatives obtain ideas for the pupil council?**

There is a suggestions folder, where pupils from each class write their ideas. These items form the agenda for the meetings, which I write.

**What topics are most commonly discussed during meetings?**

Playground issues, building issues, toilets.

**What methods are used to feedback information to other pupils?**

Pupils feedback during class and at assembly. This opens-up discussion for forming new ideas for the folder over the two weeks between meetings. I always give a closing date for agenda items.

**How do the representatives feel about being on the council ?**

They feel it is a privilege. They have managed to go to the City Chambers and the Scottish Parliament for visits.

**Are there any differences in attitude between age-groups?**

The younger children are more diffident initially, and then gradually take a more active role. They find it more difficult to cope with note-taking.

**What are the opinions of non-council members towards the pupil council? Are their views monitored?**

They've seen the council getting things done. For example, they managed to get the times of lunch-breaks changed and we now have a staggered system. So I think they appreciate that.

**What practical changes have come about as a result of the pupil councils' work?**

They had an impact on the refurbishment plans for the school. For example, when they looked at the plans, they suggested a bigger office for me in a more central position. They suggested that I could shrink the plans and send them home to parents.

**How do other staff feel about the work of the pupil council?**

No one is so positive that they have actually get involved in the council, but they seem more positive now. There was initially a bit of reluctance to give pupils time for feedback from meetings. I would like to introduce class reps as well as council members.

## Interview G (3) (Teacher-Leader) *June 2003*

**How long has the pupil council been in place?**

Since November 2000 (3 years)

**What challenges did you experience in setting-up the pupil council?**

It's been fairly smooth, no problems. Staff are very busy, so I had to get them to realise that before the pupil council meetings they had to have 'circle time'. They maybe don't see this as being as critical as I do. Some people forget to send children along for the meetings ... so there is still an element of work to be done.

**What are your main aims behind the pupil council?**

To listen to the pupil voice. To let children know that what they say is heard and acted upon. It is a process of feasibility; they can come up with the idea of a stadium out there to watch football ... it is important to talk about budgets, reality, feasibility. They can then take on feasibility and budget before they come to you. It's teamwork, communication skills and feasibility. It's also about taking account of different ages we have a P1, P2, P3, P3/4, P4/5, P5/6, P6, P6/7, P7; one from each class. The children have patience to listen to members of the group. Older kids bring issues about disputes, whereas wee ones want flowers and tree houses. The 'weakest link' is making sure the 'circle time' is done.

We also have a fund, the 'Discipline Task Group' ... a local group in (Local Authority) who have tapped into 'Better Behaviour, Better Learning'. I applied and got £18,000. I have to justify it under 'Better Behaviour, Better Learning'. If you look at the 'enterprise' guidelines, looking at teamwork, problem-solving it fits under this. Enterprise is really at the core of everything.

Anything the kids from the pupil council ask me for, I can get either from the Discipline Task Fund or the 'Playground Improvement' money. The Playground Improvement Group consists of 3 staff members, 3 pupil council members, myself, the Family Learning Worker, the Crossing Patrol Lady and all parents are invited to attend. I ask the pupil council members to take their ideas to the Playground Improvement Group and sell it: they have to think about: why should they give you £4000?

If you make enterprise your starting-point, everyone can see why you're doing it. There is risk involved in asking for £4000, and the children experience confidence and pride in achieving things. So, for example, it has cut down vandalism because they know that they have been involved in designing (the playground). It's about wrapping the community around the work of the school.

**How frequently does the pupil council meet?**

Every two months.

**Does the pupil council have a budget? If so, what is it used for?**

We do, of sorts ... They meet on a Thursday and the following Monday there is a Playground Improvement Group meeting. The top three class members represent the pupils. There is a budget of £21,000. The majority of the stuff that comes from the pupil council is about the playground.

**How are pupils in the school represented on the council?**

One child voted from each class.

**How are members selected?**

At the moment, it's a bit of a popularity vote, which isn't great.

**What is your role on the pupil council?**

Facilitator; it's to give everybody a voice round the table ... to make sure everyone says what they came to say ... to support children who haven't had 'circle time'.

**Are representatives prepared for their role on the pupil council?**

No.

**How do representatives obtain ideas for the pupil council?**

There are suggestion boxes but they get ideas from 'circle time' before the meeting. Sometimes children will come to speak to me between meetings.

**What topics are most commonly discussed during meetings?**

Toys for the playground, basketball hoops, netball stands, fruit in classes, football lines in playground ... They debate about school policies, kids here are so direct, it's great. They wanted a grass area and garden area ... all of that has been delivered. They also asked for a girls' football pitch and playground assistants. They wanted football nets, but it was decided that they could be a magnet for people coming in to vandalise ... So, they came back to me and said, 'if we promise to put the nets away every night, will you pay for a hut to keep them in?' They planted bulbs ... the kids wanted a fence and they costed it through the Playground Improvement Group and it was £1000 too high. So, they came back and asked for a path (to stop people trampling on flowers). The ethos is that kids are invited to raise an issue and re-raise it ... no one is going to say, 'shut up, you've already raised that!' We have kids saying, 'with my new teacher, I don't have to try so hard.' When you've created this consultative ethos, you find out about things you're really glad about and can act on.

**What methods are used to feedback information to other pupils?**

Post-pupil council feedback session. Presumably, if teachers are not deeply involved in something else, then they will do it when the kids are fresh back from meetings.

**How do the representatives feel about being on the council?**

Because we change them every year, it might take them time to see why they are there. The kids picked are kids that are quite strong.

**Are there any differences in attitude between age-groups?**

It is personality-based - some wee ones are confident. Others will see it as, 'I'm here with the headteacher, I better not say too much!' The older they are, the better communicators they are. They can remember what's on the agenda notes.

**What are the opinions of non-council members towards the pupil council? Are their views monitored?**

I don't know. I'm hoping they'll say, 'generally we're listened to'.

**What practical changes have come about as a result of the pupil council's work?**

Huge parental involvement, upgrading play space and developing the playground. We worked on the ethos first ... we're now ready to tie the curriculum into that.

**How do the staff feel about the work of the pupil council?**

Well, they don't have to do it! It sits well with the consultative ethos but they see it as the 'bit I do'. To be fair, they do plenty of other things.

## APPENDIX V

**Teacher Questionnaire**

# Preparing Pupils for Adult Life
## Questionnaire to teachers

**Date** _____

**Surname** _____ **First Name** _____

**School** _____

**Job Title** _____

### Your teaching experience

**How many years** is it since you qualified as a teacher? _____

have you taught in this school? _____

have you taught in total? _____

(1) Do you have a written policy for enterprise in education?

Yes ☐ No ☐

(2) In your school development planning, is Enterprise in Education –

A low priority ☐ A fairly low priority ☐ A high priority ☐ A key priority ☐

(3) Please indicate which year group(s) currently experience enterprise projects.

P.1 ☐ P.2 ☐ P.3 ☐ P.4 ☐ P.5 ☐ P.6 ☐ P.7 ☐

(4) Listed below are some reasons for providing pupils with enterprise education activities. Please say how important you think each reason is.

| | Not at all important | Not very important | Fairly important | Very important |
|---|---|---|---|---|
| ▪ To give pupils an opportunity to find out more about the world of work | | | | |
| ▪ To enhance employability skills | | | | |
| ▪ To develop personal transferable skills | | | | |
| ▪ To introduce pupils to the ideas of self-employment | | | | |
| ▪ To enable pupils to learn about the key aspects of running a business | | | | |
| ▪ To enable pupils to create an idea and make a financial profit | | | | |
| ▪ To develop individual goal-setting | | | | |
| ▪ To develop pupils' persuasive powers | | | | |
| ▪ To enable pupil participation in running the school | | | | |
| ▪ To develop risk-taking skills | | | | |
| ▪ To develop pupils' awareness of human rights | | | | |
| ▪ To develop pupils' understanding of community structures | | | | |
| ▪ To empower pupils to develop informed environmental attitudes | | | | |
| ▪ To develop team-work and communication among pupils | | | | |
| ▪ To develop knowledge about social issues and dilemmas | | | | |
| ▪ To develop consultation between staff and pupils | | | | |
| ▪ To prepare pupils for adult roles, such as parent, partner, colleague | | | | |
| ▪ To enable pupils to become lifelong learners | | | | |
| ▪ To enable pupils to become thoughtful and responsible citizens | | | | |
| ▪ To enhance pupils' political awareness | | | | |
| ▪ To develop pupils' moral considerations when making decisions | | | | |
| ▪ As a means of motivating pupils | | | | |
| ▪ To help raise attainment | | | | |
| ▪ To make the curriculum more meaningful and real | | | | |
| ▪ To enhance self-awareness and self-esteem | | | | |

(5) In your opinion, through which area(s) of the curriculum is enterprise best delivered?

| | |
|---|---|
| Mathematics | ☐ |
| Language | ☐ |
| Environmental Studies | ☐ |
| Expressive Arts | ☐ |
| RME | ☐ |
| PSE | ☐ |
| Health Education | ☐ |

Other (please specify) _____

(6) Which type of knowledge would you most want to see pupils emerging with from an enterprise project?

| | |
|---|---|
| Learning about the key concepts of business and how it operates. | ☐ |
| Learning about community support structures and how they must anticipate and respond to changing needs | ☐ |
| Learning about how beneficial change is possible in the environment if some individual or group is prepared to take an initiative | ☐ |
| Other (please indicate) | |

(7) Which skills would you rate as most important for pupils to emerge with from an enterprise project? (please circle)

| | | |
|---|---|---|
| planning | creating | risk-taking |
| evaluation | initiating | persuasion |
| communication | interdependence | ICT skills |
| negotiating | delegation | numeracy |
| decision-making | presentation | resilience |
| problem-solving | teamwork | co-operation |

(8) Can you indicate the type of values and attitudes you would hope to instil in pupils through an enterprise project?

_____

_____

(9) In which area(s) of the curriculum do you think enterprise education can most help to raise pupil attainment? (Please give a brief example to support your views, where possible).

Mathematics eg_____

Language eg_____

Environmental Studies eg. _____

Expressive Arts eg. _____

RME eg. _____

PSE eg. _____

Health Education eg. _____

ICT eg. _____

Other (please specify) _____

(10) How would you describe your school's ethos, management and organisation?

| Very enterprising | Enterprising | Slightly enterprising | Not very enterprising |
|---|---|---|---|
| ☐ | ☐ | ☐ | ☐ |

Please explain your choice

_____

_____

_____

(11) How would you describe an 'enterprising school'?

(12) In relation to the description you have chosen above, how closely would you say this describes your school?

(13) How would you describe an 'enterprising pupil'?

(14) How would you describe an 'enterprising teacher'?

***Thank you very much for taking the time to complete this questionnaire.***

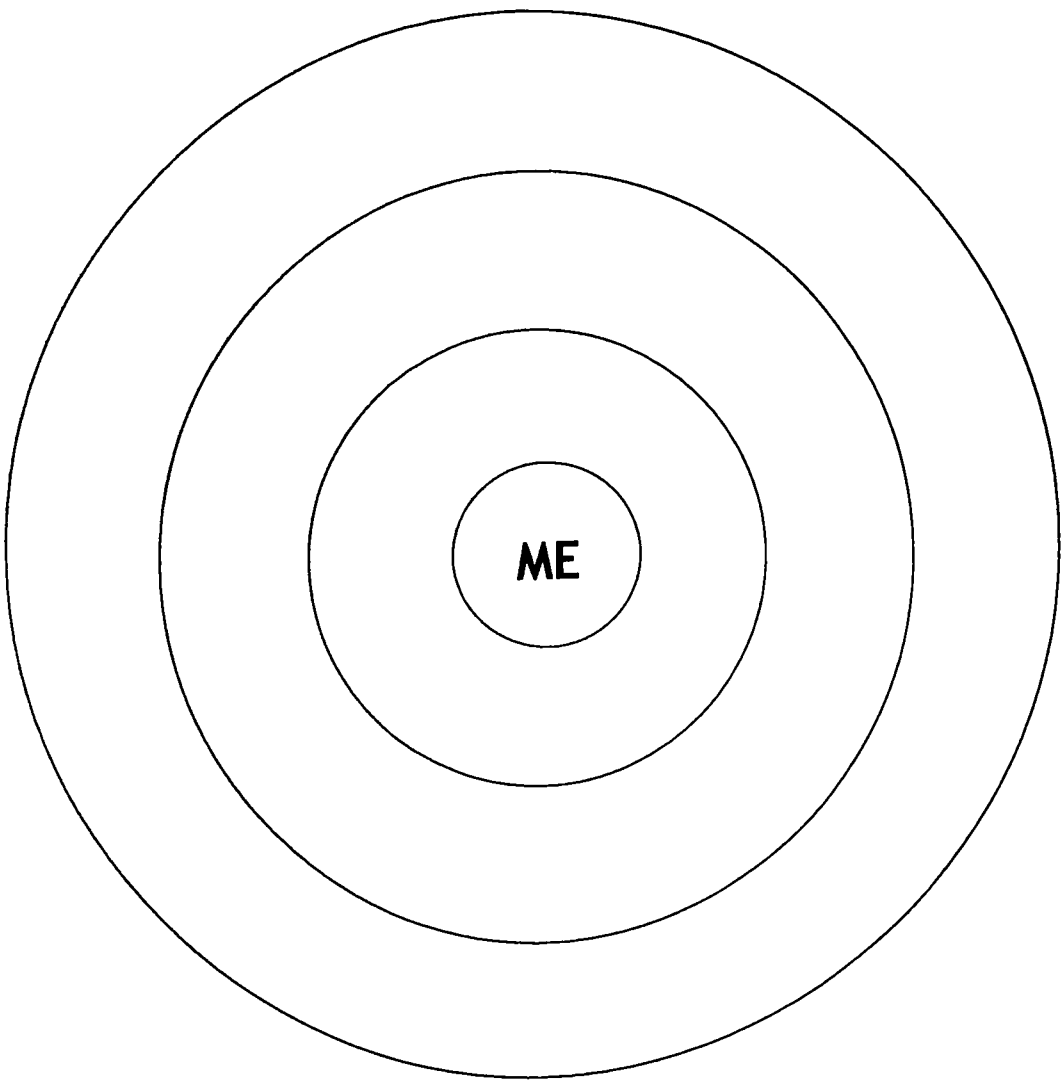
# APPENDIX VI

## Pupil Questionnaires / Written Tasks

## Pupil Task 1: The Most Important Person To Me

Think about all the people who matter to you. In the next five minutes write their names anywhere on this sheet and tell us who they are (for example, parents, friend, school friend, pop star and so on)

The more they matter to you the closer they should be in the circles around "ME"



# Pupil Task 1: The Most Important Person To Me

From the diagram on the last question you answered, make a drawing of the person who is most important to you.

The person in the drawing is _____

I chose this person because _____

Words which describe this person best are _____

## Pupil Task 2: Enterprising Qualities

Your first name_____ Your surname_____

Your school_____ Your class_____

### Enterprising People

- Tick the boxes that you think describes someone who is enterprising:

| | | | | | |
|---|---|---|---|---|---|
| rich | ☐ | caring | ☐ | ordinary | ☐ |
| sensitive | ☐ | clever | ☐ | visionary | ☐ |
| creative | ☐ | responsible | ☐ | political | ☐ |
| confident | ☐ | determined | ☐ | independent | ☐ |
| takes risks | ☐ | ambitious | ☐ | team-player | ☐ |
| selfish | ☐ | greedy | ☐ | leader | ☐ |
| enthusiastic | ☐ | respectful | ☐ | poor | ☐ |
| friendly | ☐ | unusual | ☐ | arrogant | ☐ |

- Can you think of other words you would use to describe someone who is enterprising ?

_____ _____

_____ _____

_____ _____

***Thank you for completing this questionnaire***

## Pupil Task 3: Enterprising Jobs

Your first name_____ Your surname_____

Your school_____ Your class_____

### Enterprising Jobs

- Tick the jobs that people can be enterprising in -

| | | | | | |
|---|---|---|---|---|---|
| company director | ☐ | cleaner | ☐ | accountant | ☐ |
| janitor | ☐ | engineer | ☐ | headteacher | ☐ |
| scientist | ☐ | footballer | ☐ | office worker | ☐ |
| teacher | ☐ | waiter/waitress | ☐ | electrician | ☐ |
| builder | ☐ | politician | ☐ | labourer | ☐ |
| artist | ☐ | lawyer | ☐ | journalist | ☐ |
| doctor | ☐ | lorry driver | ☐ | joiner | ☐ |
| nurse | ☐ | fire fighter | ☐ | secretary | ☐ |

- Now pick three of the jobs you have ticked. Write down how someone could do that job in an enterprising way.

(1) _____

(2) _____

(3) _____

***Thank you for completing this questionnaire***

**Schools Enterprise Project** **2002/2003 (Q6)**

Date: _____

Your first name_____ Your surname_____

Your school_____ Your class_____

(***Secondary school pupils only***) **What primary school did you attend last year?**

_____

**ENTERPRISING PEOPLE**

**Q1 What does being enterprising mean?**

_____

_____

**Q2 – Can you give the name of an enterprising person?**

a) A famous person – Name _____

Why are they famous?

_____

Why do you think that this person is enterprising?

_____

b) A school friend – Name _____

Why do you think that this person is enterprising?

_____

c) A friend at home – Name _____

Why do you think that this person is enterprising?

_____

d) A member of your family – Name _____

Why do you think that this person is enterprising?

_____

e) Do you see yourself as being enterprising? **YES / NO**

Why do you think of yourself as enterprising?

_____

**Q3 - Is anyone in your family or anyone you know:**

**Working for himself/herself?** **YES / NO**

Who is that person?_____

**Q4 – Is anyone in your family or anyone you know:**

**The owner of a company (eg shop, factory, office)?** **YES / NO**

Who is that person? _____

**Q5 - Have you helped any of these persons in their work?** **YES / NO**

Which one(s)? _____

**SCHOOL SUBJECTS**

**Q6 - Which subjects do (*or did if you are now at secondary*) you enjoy most at primary school?**

_____ _____

_____ _____

_____ _____

*For secondary pupils only Q7, Q8, Q9, Q10*

**Q7 - Which subjects do you enjoy most at High School?**

_____ _____

_____ _____

_____ _____

**Q8 – Which subjects do you think you will choose at the end of S2 to help you be best prepared for your future?**

_____ _____

_____ _____

_____ _____

**Q9 - Who, if anyone, has influenced your choices?**

_____

**Q10 – Which experiences have influenced your choices?**

_____

*For all pupils*

**Q11 – What is your main ambition in life?**

_____

**Q12 - What are your two favourite interests or hobbies?**

_____

**Q13 – Do you think either of these interests or hobbies will help you in your future career?** YES / NO

How do you think they will help you?

_____

_____

**ENTERPRISE EXPERIENCE**

**Q14 – Have you ever been involved in an enterprise activity at primary school?** YES / NO

**Q15 - When were you involved in such an activity last?** Primary 5 / Primary 6 / Primary 7

**Q16 – What kind of enterprise activity was it?**

_____

**Q17 – What was your role/responsibility in that enterprise activity?**

_____

**Q18 – What two things did you enjoy most about that enterprise activity?**

_____

**Q19 – What were the things you do/did in primary school that you think will help you most in secondary school or in future life?**

_____

**Q20 – What did/do you not have the opportunity to do in primary school which might have helped you for the future?**

_____

_____

**Q21 - Write one word to describe what each of these people is or does**

Lee McConnell_____

Cathy Jamieson_____

Gareth Gates_____

Tom Hunter_____

Tony Blair_____

Richard Branson_____

Halle Berry_____

Patrick Vieira_____

Anita Roddick_____

Jennifer Lopez_____

***Thank you for completing this questionnaire***

## Pupil Task 4: The Person I Most Admire

**First Name:** _____ **Last Name:** _____ **Class:** _____

**School:** _____ **Date:** _____

**Make a drawing of the person who you most admire.**

The person in the drawing is _____

I chose this person because _____

Words which describe this person best are _____

_____

# Pupil Task 5: Learning Gains from Enterprise in Education

**First Name:** _____ **Last Name:** _____ **Class:** _____

**School:** _____ **Date:** _____

**Tick the *three* most important things you have learned from being involved in an enterprise project from the list below:**

| | | | |
|---|---|---|---|
| How to discuss things | ☐ | Listening to others | ☐ |
| How to take responsibility | ☐ | Helping and serving others | ☐ |
| Working as part of a team | ☐ | Developing confidence | ☐ |
| Making decisions | ☐ | Negotiating | ☐ |
| Taking risks | ☐ | Coming up with new ideas | ☐ |
| Being involved with finance | ☐ | Being in charge of a project | ☐ |
| Not giving up when the work gets hard | ☐ | Feeling good about the things you have learned | ☐ |

## Pupil Task 6: Qualities Needed For Jobs

**First Name:** _____ **Last Name:** _____ **Class:** _____

**School:** _____ **Date:** _____

**What you need to do well in a job.**

Here is a list of some jobs and some of the things you might need to do well in them. Please put a circle round all the things that you think that job requires.

| J O B | | | | | | |
|---|---|---|---|---|---|---|
| Owner of a business | Knowledge | Imagination | Ambition | Hard Work | Teamwork | Luck |
| Pop Singer | Knowledge | Imagination | Ambition | Hard Work | Teamwork | Luck |
| Footballer | Knowledge | Imagination | Ambition | Hard Work | Teamwork | Luck |
| Scientist | Knowledge | Imagination | Ambition | Hard Work | Teamwork | Luck |
| Joiner | Knowledge | Imagination | Ambition | Hard Work | Teamwork | Luck |
| Nurse | Knowledge | Imagination | Ambition | Hard Work | Teamwork | Luck |
| Artist | Knowledge | Imagination | Ambition | Hard Work | Teamwork | Luck |
| Lawyer | Knowledge | Imagination | Ambition | Hard Work | Teamwork | Luck |

## APPENDIX VII

**Pupil Council Observation Schedule**

**Pupil Council Observational Notes & Case Studies**

**Pupil Councils**
**Observation Schedule**

| | |
|---|---|
| **School:** | **No of students present:** |
| **Date of meeting:** | **Year groups represented:** |
| **Staff present:** | **Location:** |
| **Time:** | **Duration:** |

**Items discussed:**

**Level of interaction / involvement:**

**Layout:**

**Conduct of meeting**

**Follow-up / decisions reached:**

**Additional notes:**

## Pupil Council Observation *School A*

| | |
|---|---|
| **School:** A | **No of students present:** 14 |
| **Date of meeting:** 4/12/02 | **Year groups represented:** P3-P7 |
| **Staff present:** HT | **Location:** Spare Classroom |
| **Time:** 9.10-9.45 | **Duration:** 35 minutes |

**Items discussed:**

Minutes of previous meeting

Read out by council member. HT asks if members agree with minutes or wish any amendments made

Matters arising

Invitation to members who had taken on new jobs at the last meeting to report-back on progress. Following on from one of these reports, HT asks for volunteers to look into the idea of having new fruit in the tuckshop, and volunteers to tell children in school about fruit at assembly

Main items on agenda

- *Report on costs of new games for school* - Members report on their review of catalogues for new games in classes. One member reads out the costs of new games from ARGOS catalogue. HT shows children games donated by one of the teachers. Establishes which children from pupil council could possibly teach other children how to play the more complicated games (such as Backgammon, Chess). She also suggests starting a new Chess Club. HT asks council members if they think they should include 'Go For Broke' as it is a gambling game. One member suggests that the school do fundraising to buy more games. Another member suggests that they could create application forms for people to join the new Chess club. HT reminds council members to ask pupils in their own classes which games they would like.
- *Reports from Eco-School Committee* – This committee has been looking at issues surrounding waste, litter, transport, school grounds, health education. Pupils report that they are trying to get a 'safe way to school' route, and after Christmas they will start looking into the issue of double-parking in the street outside the school
- *Report from Gardening Committee* – This committee has recently planted seeds/bulbs, painted chairs in the playground and put up bird houses.
- *Donations* – HT reports that K. (firm of accountants that act as business partners) are donating reading books to the school. She explains that children who go for reading practice will get first choice. She asks the Chairperson to organise reps from middle/upper stages to go along to the K. bookshop. HT asks council members to ask pupils in their own classes which books they would like.
- *Shared Values* – Pupil council members report on the progress of this task, carried out in liaison with members of the local community and used to form the basis of the school's 'code of conduct'.
- AOCB

  One member reports that P6/7 boys playing football are ruining the new plants in the playground. HT asks members to keep the council updated on this

## Level of interaction / involvement:

- HT facilitates discussion about matters arising/main agenda items – often inviting individual reports from council members about progress with items.
- HT encourages members to speak and contribute at any time.
- HT guides members through items of new business, giving her own feedback and also inviting feedback from pupils.
- HT also makes suggestions herself eg. Introducing a Chess Club.
- HT invites reports from sub-committees, and reminds pupils to do certain tasks - eg. To ask classes which books/games they would like.
- HT also provides information eg. K. coming to supply books, teacher donating games.
- Pupils encouraged to make suggestions, eg. Application forms for Chess Club, fundraising for new games.
- On rare occasions, HT may block some suggestions for important reasons eg. Including gambling games in school collection – but still gauges pupils' opinions about this.

## Layout:

HT P3 girl

P7 boy P3 boy

P6 boy P3 boy

P6 boy P3 girl
(P2 rep)

P6 girl P7 girl
(P2 rep)

P4 boy P7 girl
(P1 rep)

P5 girl P5 girl

P5 girl

## Conduct of meeting

- Agenda issued to guide meeting, prepared by pupil council.
- Degree of formality, in terms of following recognised procedures – but a relaxed environment for children to express opinions.
- One pupil takes minutes.
- One pupil acts as Chairperson.
- Children appear quite shy, but quietly confident.
- Two reps from each class meet with their own class on the week between pupil council meetings to have a 'class meeting' – pupils are responsible for arranging this. Pupils bring items raised to next council meeting.

## Follow-up / decisions reached:

- Pupils to report at assembly about fruit at tuckshop.
- Donated games to be distributed to classes.
- Fundraising to take place for buying new games.
- Chess Club to begin.
- Eco Committee will begin looking at double-parking in new year.
- Pupils to arrange classes to visit K. bookshop.
- Council to monitor football situation for damage to plants.
- Class meetings to take place next week, and new items for next council agenda drawn-up.

## Additional notes:

- Throughout their time at the school, most pupils get the chance to be on one of the committees – *Eco, Playground, Gardening or Litter Committees.*

## Pupil Council Case Study: School A

The Pupil Council in this large primary school located within a fairly mixed socio-economic background and with a large ethnic minority pupil body has been in place for four years. The school has routine fortnightly meetings in which representatives from primary 1 to primary 7 get together with their headteacher to discuss the various points on their agenda, which is informed by the outcomes of class meetings during the week prior to meetings, and also from matters arising from other committees such as the eco-school committee, litter committee and gardening committee. At one meeting, observed by the researcher, items include the organisation of fruit for the creation of a new healthy tuckshop, the selection and costing of new games for introduction in each school classroom and the debate about how to prevent P7 boys from ruining new plants in the playground during recreational football games at school intervals. In addition, pupil members from the eco-school committee report on their progress in finding a 'safe way to school' route for young pupils and their intentions to begin trying to solve the problem of double-parking outside the school. The gardening committee members also report on their progress with planting new seeds in the school grounds. The council members also discuss their involvement in devising a statement of 'shared values' with teachers, parents and members of the local community. This will later form the basis of the school's new 'code of conduct'.

For each issue on the agenda, the headteacher acts as facilitator, inviting members of sub-committees to give reports and pupils to give feedback to new suggestions. Where appropriate, she also makes suggestions or provides relevant information. The pupils take the lead in the discussion, and are able to speak-up at any time. One member of the council acts as Chairperson and one member act as secretary. At the end of their meeting, pupils decide to make an announcement at the next school assembly about the new healthy tuckshop, to organize the distribution of new games to classrooms and to monitor the football situation in the playground and bring progress to the next meeting. Council members are reminded by the headteacher that class meetings should take place next week, and pupils should return to the next

council meeting with feedback and new suggestions. Other committees should also continue their work, and bring updates to the next meeting.

Although committed to the idea of the pupil council, some teachers in the school can be more efficient than others at organising class meetings in the week in between council meetings. Pupils are elected to the Council by strong democratic means: pupils in each class who wish to stand prepare a manifesto and poster and the school population votes in proper polling stations and an election count takes place. Children who are on the Council feel that it provides an opportunity for them to make changes in the school, and to make everyone happy and healthy. They feel proud when they are elected to the Council. Non-Council members also seem happy about the process, although some felt disappointed about not being elected. Many changes have come about as a result of the Pupil Council, apart from those outlined above, such as introducing new water coolers in the school, plants in the playground, and new games for recreational use. The headteacher sees the pupil council as the 'steering group' for all the other school committees, and sees her own role as purely as an advisory one.

# Pupil Council Observation *School J*

**School:** J

**No of students present:** 11

**Date of meeting:** 11/11/02

**Year groups represented:** P.3-7

**Staff present:** HT

**Location:** Spare classroom

**Time:** 1.20-2.05

**Duration:** 45 mins.

**Items discussed:**

- Possibility of setting-up a stall to raise money for charity such as local hospice, Yorkhill Hospital or elderly people's' home. Suggestions taken for how money could be raised.
- School newspaper – discussion of how often this could be printed and how many copies could be made. Decision made about name – 'The Newsflash'.
- Reading and responding to suggestions contained within class suggestion boxes. Suggestions include –

*Introducing flavoured milk*
*New games for classrooms*
*More school trips ('going places')*
*New playground equipment*
*Re-introducing the football team*
*Increasing the size of helpings in the dinner hall*
*Introducing pineapple and melon in the dinner hall*
*Introducing new competition to draw a pet/animal*
*Introducing swings in the playground*
*Organising a toy sale*
*Introducing nets in goalposts*
*Organising a regular day for selling stationery*
*Providing a MITRE football for each classroom*
*Allowing P.5 boys to play on the pitch with P.7*

## Conduct of meeting

- Discussion directed by HT, but very informal/open in nature – all pupils encouraged to comment and make suggestions whenever they like.
- References made to resumes from previous meeting, and children encouraged to record decisions and points for feedback in class within notebooks.
- General discussion about fundraising issues, followed by each child reading out suggestions from boxes.
- Pupils encouraged to always respond to suggestions and justify responses to classmates.

## Follow-up / decisions reached:

- Decision to raise money for hospice and elderly people's home.
- Decision to ask classmates whether they would like to sponsor a Xmas light to raise money or just to send cheque.
- Name of school newspaper to be 'TheNewsflash' and to be produced every fortnight.
- Will present a number of suggestions to Mrs M. (Catering Manager) – eg. Getting flavoured milk, pineapple, melon, larger meal portions, milkshakes, raspberry sauce for ice-cream.
- Council members will encourage pupils to bring in old games for use in classrooms.
- Stationery sale will be arranged for Mondays, Wednesdays and Fridays.
- All classes p.4-7 will receive a new MITRE ball.
- Pupils to ask p.5-7 pupils what their preferred solution might be for sharing the pitch eg. Mixing teams to minimise competitiveness of p.7 team.
- New animal drawing competition to begin.
- Swings not to be allowed because of health and safety.
- No more language work to be introduced, as there is plenty at the moment.
- No more school visits, since it uses up money and they have plenty at the moment.

(All decisions taken by pupils, other than that concerning the swings and language work)

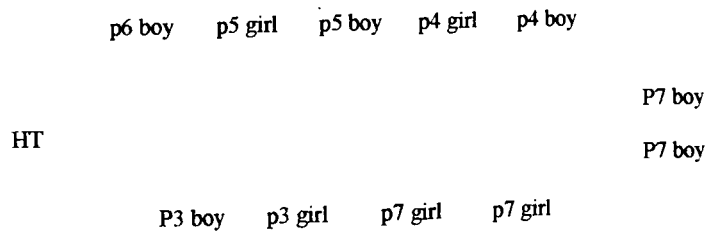
## Additional notes:

- Council members to report-back on responses to suggestions immediately on their return to classroom.
- Decisions made to be read out in Assembly by council members – pupils will stand at front of hall as a group and pass a microphone around.

## Level of interaction / involvement:

- HT facilitates discussion/thinking and gives responsibility to pupils for most decisions.
- HT refers pupils to resumes of last meeting and asks for classmates' responses to council members' reports, and the outcome of items that they were to ask classmates about.
- HT asks pupils to think about what a hospice is like, how people in Old folks' homes feel etc. Invites suggestions for how money could be raised for charity.
- HT also makes suggestions herself eg. Sponsoring a light on a public Xmas tree to raise money. Asks pupils if they would prefer to just send a cheque to a charity.
- HT reminds pupils of certain things to help them decide eg. That it was the parent helper who decided to stop the school football because of inappropriate behaviour. Probes to see if council members had informed classmates about this.
- HT also provides information eg. that (Local Authority) are about to build walls behind goalposts, to stop the ball rolling so far.
- HT asks pupils for information about items eg. Asks children why P5 pupils currently do not play with P7 on pitch.
- Pupils encouraged to make suggestions for responding to suggestions, eg. To go to the £1 shop and buy games for classrooms with money raised from enterprise project.
- All children encouraged to speak whenever they like. All pupils contribute, although p.3 pupils not so involved but are encouraged to make suggestions.
- On rare occasions, HT may block some suggestions eg. Swings would not be appropriate because of health and safety – but always explains why and encourages council members to reflect on the feasibility of the item themselves and to explain this to classmates.

## Layout:



## Pupil Council Case Study: School J

The Pupil Council in this large primary school in an area of socio-economic deprivation with a predominantly ethnically white pupil body has been in place for almost eight years. The school has routine weekly meetings in which representatives from primary 1 to primary 7 get together with their headteacher to discuss the various points on their agenda, which is informed by class suggestion boxes and council representatives' own ideas. At one series of meetings, observed by the researcher, items included the possibility of raising money for the local hospice, the development of a school newspaper, introduction of new features in the school dinner hall such as flavoured milk and fruit and the ongoing difficulty of fighting on the football pitch between primary 5 and primary 7 boys. For each issue on the agenda, the headteacher acts as facilitator, encouraging pupils to think about and reflect upon the feasibility of the ideas or how to solve any difficulties. Where appropriate, she also makes suggestions or provides relevant information. The pupils take the lead in the discussion, and are able to speak-up at any time. Decisions are made jointly and, where necessary, by means of a vote. At the end of their meeting, pupils decide to consult with classmates about the type of fundraising activities they would like to do for raising money for the local hospice, to name the school newspaper 'The Newsflash', to present ideas to the dinner ladies about new types of fruit that could be introduced and to suggest to primary 5 and primary 7 boys that they might share the school football pitch at lunchtime through the use of mixed-aged teams.

Council members are reminded by the headteacher to report-back on these decisions to classmates immediately following the meeting, and that members will announce the pupil council decisions at assembly on Friday. Teachers in the school, although sceptical in the beginning, now embrace the aims of the Pupil Council and see the benefits. They encourage pupils to report-back from meetings immediately on their return to the classroom. Pupils are elected to the Council by democratic means: pupils in each class write down two people (a boy and a girl) that should be elected, and the most popular choice is elected. Children who are on the Council feel that it

provides a forum to have an opinion listened to, and that they see change happening as a result. They feel proud when they are elected to the Council. Non-Council members also seem happy about the process; they know that they can come back and re-discuss ideas, if they are not happy with initial decisions. Many changes have come about as a result of the Pupil Council, apart from those outlined above, such as new equipment in the gym hall, different cakes in the dining hall, a 'Golden Bench' for children who are bullied, and a 'buddying' system for primary 7 pupils to assist new primary 1 children.

# APPENDIX VIII

## Group Discussion Schedules and Transcriptions

# Pupil Discussions: Phase 1

**Group discussion with 4 or 5 pupils on:** _____

**School:** _____

**Names of pupils:** _____

_____

1 What has your class been doing in the past week; what have you enjoyed most?

(Use this as an icebreaker just to stimulate discussion)

2 Tell me about your enterprise project:

when was it?

what did it involve?

how much did you enjoy it?

what did you learn?

would you like to do another enterprise project?

why?

3 Which people in your class were best at that project? (Probe why: had the knowledge; had the skills; had particular personalities, etc.)

4 Probe around questionnaire to identify the characteristics of the three or four people who matter most ie. are nearest to "ME".

Ask the pupil to generate words or phrases which best describe each of these persons.

**Pupil Discussion Group E (1)** ***June 2002***

**Tell me about your most recent enterprise project.**

- We had to make something to sell. We made glass paintings
- We sold some things and made profit
- We enjoyed it we got to make all the glass paintings
- It was time off work
- When the p.7's were doing topic we would do it
- We enjoyed working in groups you could chat to your friends
- I would like to do it because it sounds fun

**What did you learn ?**

- We learned how to make paintings
- How to run a company
- We got to advertise
- How to handle money
- We made posters

**Was there anyone who was very good at the project ? Why were they so good ?**

- G., because he was good at making stuff
- They worked well together
- P., she was in charge, she was good at it … she was good at organising

**Who are the people that matter to you ?**

- My family - my mum, my dad, my brother, my cousins - and my friends and my pets

**What words would you use to describe them ?**

- My mum and dad are kind. My brother is playful but sometimes can annoy me.

# Pupil Discussions: Phase 2

**Group discussion with 4 or 5 pupils on:** _____

**School:** _____

**Names of pupils:** _____

_____

1. What work have you been doing so far in your enterprise project?

2. What definitions of 'enterprise' have you been given?

3. Which words did you choose to describe someone who is enterprising?

   Why? (Probe around questionnaire responses)

4. Which words would not apply to someone who is enterprising?

   Do others agree / disagree? Why / why not? (Invite debate from pupils)

5. Which jobs would you not be able to be enterprising in?

   (Probe around questionnaire responses)

   Do others agree / disagree? Why / why not?

***Thank you***

**Pupil Discussion Group E (2)** ***March 2003***

**What work have you been doing so far ?**

So far, we have designed memo boards. We've drawn pictures on them. We went round the classes, two people went round, the sixes and the sevens, to see which was the most popular so we'd know to make more of them and then we'd get them laminated but we still need to do a couple more. We had to test them to see which pens were the best.
And we've got to design something to hold the pens on the nailboard

**What definitions have you had so far / what have you learned about enterprise ?**

- Adventurous
- You've got to take risks
- Willingness to take on new projects
- You have to be quite imaginative to think up stuff in the first place
- You've got to be brave to try out the things
- We've learned some stuff from Mrs M. and you can learn some stuff from the TV ... like, people are trying to protest and putting up banners. They're trying out ideas to try and stop them going to war.
- In my dad's work, when they're making new furniture they've got to come up with different stools that other companies haven't already done. (My dad's) the Production Director.
- The composite class did something last year, they made stained glass windows
- Some people in our class were selling Christmas gifts
- They were selling Christmas cards and Harry Potter bookmarks and gift tags, to try and raise money for the African children. And we raised £54.07 and then some other boys did it as well so we put our money together and we came up with about £100

- And there were some girls in the class and they did that and they raised a lot of money as well

**What kind of words did you think would apply to enterprising people?**

- Takes risks
- If they didn't they wouldn't get anywhere ... there's about a 50/50 chance and if they didn't go with it then they might have been a millionaire but if they didn't then they would never know
- Creative, because you have to be to invent something new and if you weren't creative then you just wouldn't have anything

**Do you think you've been creative when you've been doing your memo boards ?**

- Yes, we had to do quite a lot of ideas, and most people did more than two. Some of those are patterns and some are cartoon characters

**What other words would apply ?**

- Adventurous, because you have to find out things ... about what you're going to do, how much you're going to sell the thing for.
- Visionary because they know what they want to do, a vision what they're hoping to happen. Bill Gates, he thought of that and he thought he could be a millionaire so he went ahead.
- It said in a programme Bill Gates has got enough money to give £100 to every person in America.
- I think he is caring though because he donates, I think it's £10, 000 a year, to Africa.
- That's not very much if he's a billionaire, though.
- No, but it's helping Africa to get clean water though so I think he is caring.
- It's a lot to African people.
- Yes, Bill Gates is (greedy), he just wants more and more and more.

- And Martin Luther King maybe because he had a vision that black and white people would live together.
- Determined, because if they design it, it might have cost them £100 to design it and they're determined not to lose money out of it.
- Ambitious- they have to be because if they're not they're not going to get anywhere and then that means they've got less of a chance that they are.
- Enthusiastic, because if they weren't then they might just sit around and think 'I'll do it tomorrow' and then the next day, 'I'll do it tomorrow'.

**Which words did you not choose and why ?**

- Selfish, because I think a person that is enterprising and is selfish, no one would want to work with him and he wouldn't have anyone to help him to do the things he wanted to do.
- Greedy, if they were they would just keep wanting more and more money and then they would never stop and they wouldn't let anyone know what they wanted to do.
- Poor, because if you were poor then you wouldn't be able to make it in the first place.

  So you think that you've got to have a bit of money behind you in the first place.
- Yes, in case it doesn't work out and then you've got more money to support you.
- I disagree, because people like Martin Luther King and Mother Theresa and people they've not got any money and they do it voluntarily and they're making a difference
- If you're rich or poor, you still can have ideas.

**What other words would not apply ?**

- Friendly, you don't have to be friendly to be enterprising.

- Independent, because you need people to help you because you can't really do everything on your own.
- Political, because you don't have to be a political member to be enterprising Sensitive, because if somebody says that they don't want to buy it and you're sensitive, then you might get upset.

**Which jobs could you not be enterprising in ?**

- A lorry driver. They can be but lorry drivers just drive on and they get paid for that.
- I disagree because they have to be quite good drivers because they're driving almost 24/7.
- But you don't need to be enterprising to drive!
- Yeah, but you need to be enterprising because they need to make sure they have enough rests between the journeys and they need to make sure that when they're turning round the corner that they don't hit the lamp-post.

**Which jobs could you not be enterprising in ?**

- A janitor, because there's not many ways you can clean up rubbish.
- But you can find out different ways of getting the job done quicker.

**Which jobs could you not be enterprising in ?**

- A doctor, because you can't really be enterprising because you can't think up new ways for people to get diseases.
- You can make up new medicines to cure people.
- But if the doctor did that then it might have bad side effects and then the person might die.

- A doctor, it's quite an interesting job because he's doing operations. If you've already done operations then you'll have more confidence and know how to do it.
- A waiter or waitress, because I don't think there's many ways of serving food to people.
- I disagree because you could put it on a trolley or a tray or you might have a machine and then it just pulls it ...
- They could be funny.
- They'll think that they've got a friendly attitude, and they'll think 'I quite like that waitress' ... and then they might get bigger tips.
- Like TGI Friday's, they all dress up in wacky clothes and they do face paints and go behind the bar and chuck up the bottles.

**Which jobs could you not be enterprising in ?**

- Firefighter.
- I disagree because they could find out what the safest way is to carry a person down the stairs. If the stairs are on fire, they could find out a different route
- A cleaner, because there's not many ways you can dust something.
- You can make things to clean.
- You could use different things ... even when you were mopping the floor you could be singing and dancing with the mop.
- If you started off as a cleaner, people would start to get to know you. You could start up a business and sell liquid stuff and try and make up your own brushes and get a mop that reaches the roof and make it an easier job.
- A footballer because usually they're quite dumb and they can't really be enterprising because most of the football tricks are already made up.
- I disagree, because how did the tricks get made up? Somebody must have made them up.
- I think that you never know, because a pop star could have six points off an IQ of a genius and you never know, a footballer could be like that but he just enjoys playing football more than he does working.

- He's got to find the best way to score a goal. David Beckham has got his own clothes and his own 'Beckham-ball' and his own trainers and people admire him because he's amazing at taking crosses.
- If you're a football player then you could teach football classes and make your own business.

**Who did you decide to draw and why ?**

- Tony Blair because he doesn't really want to go to war but he has to. He's trying to disarm Iraq and he's giving them so many chances.
- I disagree because I think he's going against what most people in Britain really want and I think he's really stupid because if he does go to war no one is going to be behind him because even his own party are going against him · But what would you rather do, go to war or let everyone in Britain die because of terrorists ? It's only right that we fight back

**Who else did you draw ?**

- I drew V. because she is a very inspiring person. She has lots of new ideas.
- I chose Albert Einstein because he's very clever and he came up with lots of solutions.

**Do you think all enterprising people are clever ?**

- They need to some up with something that no one else has done before.
- No, I don't because cartoonists might be extremely dumb.
- I drew a French artist and if you're an artist you don't necessarily have to be clever, you just have to have really good observational skills and be good at drawing things and getting the colours to turn out right but it doesn't necessarily mean you have to be clever.

- Jonathan in the class because I just think he's a good drawer and he draws all these cartoons.
- Simon said to me, because he used to sit across from me in Language, that he stopped writing one story because he didn't like it and he started writing a totally different plot of another story.
- That's the good thing about him, he won't accept anything that's not perfect, and also Rory is a very good artist; he's an amazing drawer.

## DISCUSSION QUESTIONS

*Council Members*

- **What do you think the main aims of the pupil council are?**
- **How do you feel about being on the council?**
- **Which parts are enjoyable/not so enjoyable?**
- **Why did you want to be a member of the pupil council?**
- **What are your friends' views about the pupil council?**
- **What practical changes have come about as a result of your work on the pupil council?**

## DISCUSSION QUESTIONS

*Non-Council Members*

- **What do you think the role of a council member is?**
- **What do you think of the work of the pupil council?**
- **Do you think that appropriate people have been elected?**
- **Do you feel involved in creating ideas for the pupil council?**
- **Did you want to stand for the pupil council? Why/why not?**
- **What do you think the role of the teacher-leader is?**

## Discussion Group D (3) (Pupil Council) *December 2002*

*Council Members*

**What do you think the aims of the pupil council are?**

To make the school a better place.
To raise money.
To make people enjoy school.
To keep people happy.

**How do you feel about being on the school council?**

Relieved ... Cause I really enjoy it and everyone....most people vote for you and it's really nice to be in it...
Proud
Privileged

**Which parts are really enjoyable?**

Finding out before other people...
Special tasks...

**Not so enjoyable?**

The bits that are so long boring and you've to sit there and wait....
The meetings kind of like drag on.....
And like when you don't get talked to or anything....
Sometimes you're late at school and so you miss your gym and some activities...

**Why did you want to be a member of the pupil council?**

Because I never knew what it was gonna be like....and my mum and dad were really proud when I got in.
When I was in primary 3 when they came round...they just came round....I thought...I want to get there...I want to be on pupil council when I'm older...

When all my friends....that are being in the pupil council....in the past...em told me it was ace and everything so....

I didn't really want to be on the pupil council. I just wanted to see how popular I was and I got in and I always enjoyed it and I like it now.

**What do you think your friends think of the pupil council?**

Maybe they're a bit jealous ....

Well one of my friends S.....I think he was a wee bit jealous cause he thought he was gonna get in but in my head I thought I was gonna get in as well....

**What practical changes have come about as a result of your work on the pupil council?**

A new playground....

That.....book of the month thing...From Waterstones

We've done like some....playground boxes and stuff....

And we're getting....at the moment we're getting...em...ideas from other classes about fundraising....and then we're gonna have a vote and see which ones are best..

**What do you think the role of a pupil council member is?**

To help … with making the school a better place
To help choose books for the school….
To get those new water fountain things…
To get you new things…..

**What do you think of the work of the pupil council?**

To tell you the truth….they haven't actually done anything.
They have done stuff….but…they haven't done anything involving us.
It would be better if I was in it….cause there was a couple of votes for me.

No-one…apart from my friend…who's in the pupil council….has carried out my complaint to the dinner ladies for me … That they're not putting the right….they're not serving what's on the menu….Sometimes they don't do that…..because on the menu they say like…..It says pizza and it's not pizza … It says on the menu that you can have pizza today and then you end up having pie…..

**Do you think the appropriate people were elected to the pupil council?**

No

Some people yes…some people no.

Some people just voted for their best friends.

In our class….if you voted for somebody that they thought would be funny and somebody who's popular…they didn't vote for the bad person….they just voted for a popular person…..

You see...my friends A. and R .... they're best friends and they just voted for each other.....and then 2 other people voted for each other...and so....she got in because she was popular and they voted for her.

In our class...it's like some of us did vote for like....the people they thought the best but the other people just like voted for their best friends...

It would be better if the teacher just decided who it would be.....cause he knows who works well.

That would be a bit unfair....if you think about it....cause then the teacher would pick someone....cause she won't be able to pick.

Yea....but if you like.....if you said if you wanted to do it or not...and then the teacher decided who's best working at that.

**Do you feel as if you're involved in creating ideas for the pupil council?**

No

We don't have a decision anyway....but I went to a pupil council meeting once because...em...the girl...she was off.....so I went in.....and I never knew any of the stuff that was going on.....not any of it....

Once when we came in this room to decide a fundraising thing...they asked us what we want then they never did anything else about it.....they said right...we'll have like a pyjama day and then it's been like a year since they asked us that and nothing happened.

**Did you want to stand for the pupil council?**

Yea

I didn't this year...but I have.

Well because.....I would make it better.

No, because it's too much responsibility.

I've tried since I was in primary 4...I've never actually got it....now that I'm in primary 7 what's the point?

**What do you think the role of the teacher leader is?**

She tries.....she.....she says...oh ...I'm gonna make the school a better place....I'm gonna make it better...and then she doesn't do it.

No...no...cause....kind of like at the start of the year when we were deciding who'd won...she said....I'm just there so that you don't muck about.....she didn't say she was gonna help them.

She said...they had to make the decisions.....and I think that's a good idea.....I think she was better than Mr G....cause he told them what to do...

Yea...that's what I was gonna say.....Mr G. told them....right you've got to do this, this, this but they just made it up themselves....

# Pupil Discussions: Phase 4

**Group discussion with 4 or 5 pupils on:** _____

**School:** _____

**Names of pupils:** _____

_____

What projects have you been doing recently in school?

Were any of these projects enterprising? (probe for what they think enterprising is and means).

Give an example of some of the things you have learned about enterprise and being enterprising.

How or where have you learned these things.

Why do you think these things were so important to learn.

Have you used any of these things recently; where; which ones?

How might you use them in the future?

Give an example of how you learned some of the ideas about what makes a person enterprising.

How or where did you get that knowledge?

# Pupil Discussions: Phase 4

Why do you think that knowledge was so important to learn?

How might you use any of this knowledge in the future?

Are any of your teachers enterprising?

What is it that they do that makes them enterprising?

What difference does it make to your learning when your teacher is enterprising?

What's the best thing about the school you are attending now?

Can you think of other people who are enterprising?

What do they do that makes them enterprising?

(Finally) So what do you now think that enterprising is and means?

***Thank you***

**What are the recent projects you have been doing at school?**

In history, we were doing a topic about the war … a battle at Stirling bridge
I played with the school band.
We had to do an investigation in geography, where we had to find out about a country and write about it.
We made a letter rack in techie.

**What do you think enterprise is all about?**

You need to listen to other people.
It's very hard work.
It's not just about winning.
You need to work with others, you can't just do it yourself.

**So, were any of your recent school projects enterprising?**

In music, we had to make a musical instrument, the best one got a prize
In techie, we made knots and crosses boards. We could have sold some of them.
With the letter racks, we made them as well and I think that was quite enterprising because we worked in teams, helping each other. When one person had finished their letter rack, they could go and help someone else.
We were doing metalwork, and I think it's very enterprising because we're trying to cut the metal and all that.

**How have you learned about enterprise?**

Listening to the teacher … lots of different teachers.
Both schools … Mrs M. as well in primary school.

My mum and dad ... my dad owns his own electronics company and my mum's got her own card shop.

**Why do you think it's important to learn about enterprise?**

'Cos you need to be able to work with other people when you're in a job.
So you can improve in your job.
So you have a better future and if you're gonna own your own business, you have a better chance of doing well.
So you can get a chance of a good job.
So you can show your wee sister.

**Have you used any of these enterprise skills recently?**

We use teamwork a lot in PE, in football or gymnastics. You've got to work in a team.
In music, you had to work in a team to made wind instruments.
Drama, we're doing plays and she put us in groups and we had to do teamwork because we were thinking of all the ideas.
In music, we do class performances and we use all the different instruments. And we do a lot discussion about the different instruments. We use teamwork, because we've got to work together when we play the different instruments.

**How might you use these skills in the future?**

If you own a shop, if you want customers to come back you need to work well together.

**Are any of your teachers enterprising?**

I think all the teachers are, in each department they have to work together to be able to do their job properly.

My drama teacher 'cos she gives us good ideas how to do our work in drama.
In drama, we have to work together as a group and think of new ideas ... like we were doing brainstorming last week to get new ideas.

Our Technical teacher is quite enterprising because he helps you and gives you good ideas.

**What difference does it make to you if your teacher is enterprising?**

It can make a lot of difference. Say you've got a teacher that is enterprising, and one that's not enterprising, the teacher that is enterprising will be able to give you ideas and help you through teamwork, but the one that isn't enterprising can't give you ideas because they aren't enterprising.

Our drama teacher is really enterprising and makes it fun for us, but our French teacher isn't and it's boring.

Our drama teacher's very enterprising – she's very fun. Then in another way, we've got our English teacher and she's not.

**What is the best thing about this school? What is better than primary school?**

Our teachers listen to you and they'll help you.

You can go out at lunch time and go to the Garage and the Lunch Box.

There's more subjects to do.

You get a wee bit more freedom and independence.

You make new friends.

**Who else is enterprising, and what makes them enterprising?**

African people .... I know this sounds really funny, but I do mean it. They use their initiative to build their houses, because they've got to plan out the whole thing and they've got to use mud and stuff like that. Then they've got to bake it in the sun. Honestly, I really do think that African people use their initiative in a good way and they also use teamwork to build things.

I think SCIAF is ... the Scottish Catholic International Aid Funding. I think charities are because they all work together to make it better for people that are less fortunate than us.

Piers Morgan, the editor of the Sun because he owns his company and newspaper and goes out to interview people.

**Who did you make a drawing of earlier? Do you think that person is enterprising?**

I drew Jesus. He sacrificed his life for us.

I drew my big brother because he's in the Merchant navy and I think he's enterprising because he's on a ship right now with just 16 other people. They've got to work together to get things done, and if they don't work together nothing will get done.

I admire J. because she's just funny just like me.

I admire (x) because she's written her own story and had it published in a book about racism and she's won a gold for gymnastics in Perth. She works well with others.

I drew James from Busted cos he's a good singer and he's funny.

I done J. .... because he's very sarcastic and cocky and he knows quite a lot about cars.

**Do you think someone that's sarcastic and cocky is enterprising?**

He's not really in real-life, just in the programme he is. He's quite funny ...he's probably not like that in real life.

**Do you think that being cocky helps you to be enterprising?**

Now that I think of it, no – because you've got to take into consideration other people. You've got to take into consideration your customers, and not just think about yourself.

**What about Richard Branson and people like that who are very successful, do they have to be quite confident and full of themselves sometimes?**

Yeah, because if they're not going to be a wee bit cocky they're going to be dead shy and they're not going to be able to show their real selves.

**In which jobs would you need the most knowledge?**

Owner of a business, because ... imagine I bought a shop, you've got to try and get space into the shop.

Scientist, cos you need to know all the chemical stuff and that.

A lawyer, cos you need to be smart and quick when you're writing a case.

**In which jobs would you need the most imagination ?**

An artist.

**In which jobs would you need the most ambition ?**

An artist, because you need to put appearance into your artwork, and emotion

**In which jobs would you need the most hard work?**

Owner of your business, because you need to put a lot of effort into it. You need to advertise it

**In which jobs would you need a lot of teamwork?**

Footballer, because if you're a footballer and you don't work as a team then 1) you won't get the fans behind you and 2) you're not exactly going to work well for your team.

**In which jobs would you need a lot of luck?**

A lawyer, because depending on what their case is, some lawyers try to twist the story a bit and work with their client to make it sound good in court and get their money for it.

A footballer, you've got to have a wee bit of luck to score a goal .. you need skill as well and you need to get some luck.

**What things did you think were very important to learn during your enterprise projects and how might you use them in the future?**

Taking risks. Because I was the manager of the enterprise thing, I had to take risks with people to decide what would work and what to buy and what not to buy ... if I was going to be something like the owner of a business or something I would have to decide what to do and not be too risky but to try and chance it a bit.

How to take responsibility. You had to set everything out and really think about it .... You've got to take responsibility, because if something goes wrong like, say, something gets stolen you can't just start blaming it on other people saying like 'you've got to lock the shop up' or something and it's your fault. You can't start blaming other people, you've got to take that responsibility.

Not giving up when the work gets hard ... well, if you get a new job and it's not working and it's too tough for me, because I've got that skill, then I might be able to get through it.

Feeling good about the things you've learned .. I think I'm very good at art, and when I was doing a poster nobody picked me and I kept on going in a bad mood, and then I learned that it's not always about winning. I'm gonna be an artist when I'm older and if someone doesn't pick me, I know it's not always about winning.

Working as part of a team. That's quite important because you've got to work together because you can't exactly just run a company on your own. If you buy a business then you can't just be on your own, you've got to have employees to do different things.

**Finally, what do you think enterprise and being enterprising is all about?**

Working as a team and helping others.
Having new ideas and whatever business or whatever job you have when you're older and sharing it with other people.
Having very good ideas and having a very good education.
Quite brave as well.
You've got to use your initiative.

# APPENDIX IX

## Codes and Code Definitions

# Start List of Codes

| Phenomenon | Code | Research Question(s) | Phenomenon | Code | Research Question(s) |
|---|---|---|---|---|---|
| *Meanings*<br>**Meaning of 'enterprise' and enterprise education (Teachers and Pupils)** | | | *Values*<br>**Pupil values surrounding entrepreneurial qualities** | | |
| MEAN: Teaching | MEAN-TEACH | 1, 2, 3 | VALUE: Role Models | VALUE-ROLE | 3 |
| MEAN: Pupil | MEAN -PUP | 1, 2, 3 | VALUE: Entrepreneurs | VALUE-ENTREPRE | 3 |
| MEAN: School | MEAN -SCHOOL | 1, 2, 3, 4 | VALUE: Enterprising Jobs | VALUE-JOBS | 3 |
| MEAN: Knowledge | MEAN -KNOW | 1, 2, 3 | VALUE: Communitarianism | VALUE-COMMUNIT | 3 |
| MEAN: Skills | MEAN -SKILL | 1, 2, 3 | | | |
| MEAN: Attitudes | MEAN -ATT | 1, 2, 3 | | | |
| MEAN: Outcomes | MEAN -OUT | 1, 2, 3 | | | |
| MEAN: Business | MEAN -BUS | 1, 2, 3 | | | |
| MEAN: Community | MEAN -COMMUN | 1, 3 | | | |
| MEAN: Environment | MEAN -ENVIRON | 1, 3 | | | |
| MEAN: Communitarianism | MEAN -COMMUNIT | 1, 3, 4 | | | |
| *Settings*<br>**School Settings/Contexts** | | | *Activities*<br>**School activities and events related to 'enterprise'** | | |
| SC: Local area | SC-AREA | 2, 4 | | | |
| SC: Physical environment | SC-PHYSENV | 2, 4 | ACTIV: Projects | ACTIV-PROJ | 2, 3, 4 |
| SC: Aims/mission | SC-AIMS | 2, 3, 4 | ACTIV: Whole school | ACTIV-WHOLESCH | 2, 3, 4 |
| SC: Ethos | SC-ETHOS | 2, 3, 4 | ACTIV: Policy | ACTIV-POLICY | 2, 3, 4 |
| SC: Staff | SC-STAFF | 2, 3, 4 | ACTIV: Planning | ACTIV-PLAN | 2, 3, 4 |
| SC: Pupils | SC-PUPILS | 2, 3, 4 | ACTIV: Local & central gov't. | ACTIV-GOVT | 2, 3, 4 |
| SC: Leadership/Management | SC-LEADER | 2, 3, 4 | ACTIV: Training | ACTIV-TRAIN | 2, 3, 4 |
| SC: Democracy | SC-DEMOC | 2, 3, 4 | ACTIV: Links | ACTIV-LINK | 2, 3, 4 |
| *Democratic Practice*<br>**Pupil Councils & Committees** | | | | | |
| DEM: Agendas | DEM-AGENDA | 2, 4 | | | |
| DEM: Representation | DEM-REPRES | 2, 4 | | | |
| DEM: Interaction | DEM-INTER | 2, 4 | | | |
| DEM: Feedback | DEM-FEED | 2, 4 | | | |
| DEM: Procedures | DEM-PROCED | 2, 4 | | | |
| DEM: Aims | DEM-AIMS | 2, 3, 4 | | | |
| DEM: Outcomes | DEM-OUT | 2, 3, 4 | | | |
| DEM: Support | DEM-SUPPORT | 2, 3, 4 | | | |
| DEM: Transition | DEM-TRANS | 2, 3, 4 | | | |

## Code Definitions

***Meanings*** ***Meaning of 'enterprise' and enterprise education: MEAN***

| | |
|---|---|
| Teaching: MEAN-TEACH | The nature of an enterprising teacher, as described by headteachers, teachers and pupils. |
| Pupil: MEAN-PUP | Headteachers', teachers' and pupils' perceptions of the qualities associated with being an 'enterprising pupil', and the way in which these qualities relate to civic values and active citizenship. |
| School: MEAN-SCHOOL | Teachers' and headteachers' definitions of an enterprising school. |
| Knowledge: MEAN-KNOW | Headteachers', teacher' and pupils' perceptions of knowledge acquired during enterprise activity in schools. |
| Skills: MEAN-SKILL | Headteachers', teachers' and pupils' perceptions of skills acquired during enterprise activity in schools. |
| Attitudes: MEAN- ATT | Headteachers', teachers' and pupils' perceptions of the attitudes and values acquired during enterprise activity. |
| Outcomes: MEAN-OUT | Headteachers' teachers' and pupils' views of the desired and actual outcomes from enterprise activity, and the perceived connections with citizenship outcomes. |
| Business: MEAN-BUS | The extent to which enterprise education is delivered with a business focus and the values this raises with headteachers and teachers. |
| Community: MEAN-COMM | The extent to which enterprise education is delivered with a community focus and the values this raises with headteachers and teachers. |
| Environment: MEAN-ENVIRON | The extent to which enterprise education is delivered with an environmental focus and the values this raises with headteachers and teachers. |
| Communitarian: MEAN-COMMUNIT | The extent to which enterprise is conceptualised in terms of communitarianism, incorporating individualistic, collectivist or 'not only, but also' values among headteachers, teachers and pupils. |

***Values*** ***Pupil values surrounding entrepreneurial qualities: VALUE***

| | |
|---|---|
| Role-Models: VALUE-ROLE | Indices of pupils' role models and their descriptions of the values they attach to these figures. |
| Entrepreneurs: VALUE-ENTREPRE | Pupils' perceptions of 'enterprising people' and the values associated with entrepreneurship. |
| Enterprising jobs: VALUE-JOBS | Jobs that pupils associate with particular enterprising knowledge, skills or values. |
| Communitarianism: VALUE-COMMUNIT | The underlying communitarian values that pupils apply to enterprise, in terms of individualism, collectivism or 'not only, but also' attitudes. |

***Settings*** ***School Settings/Contexts: SC***

| | |
|---|---|
| Local Area: SC- AREA | Reported descriptions and observation of the local socio-economics of the local catchment area, the backgrounds of parents and families and how all of this may influence the way in which enterprise and citizenship policy may be translated into practice and democratic values may be promoted. |
| Physical environment: SC-PHYSENV | The general physical condition and layout of the school building, classrooms and playground and how this enhances/detracts from the translation of enterprise and citizenship policy into practice and the creation of democratic values, as reported and observed. |
| Aims/Mission: SC-AIMS | The general perceived aims and mission of the school and its focus on enterprise and citizenship, as described by headteachers and teachers both formally and informally. |
| Ethos: SC-ETHOS | The ethos of the school and how it relates to enterprise and pupil participation, as perceived by headteachers, teachers, pupils and the researcher. |
| Staff: SC-STAFF | Teachers' experience, attitudes and values towards education and enterprise education in particular, as described by teachers themselves and observed by researcher. |
| Pupils: SC-PUPILS | The type of pupil abilities, interests and learning styles within the school, as described and observed. |
| Leadership/Management: SC-LEADER | The perceived style of leadership in the school, and the way in which this lends itself to enterprise and participative practices, as recounted by headteachers and teachers and observed by researcher. |
| Democracy: SC-DEMOC | The type of democratic practice in evidence throughout the school, in terms of mutual respect, participation and devolved decision-making. |

***Activities*** ***School activities related to enterprise: ACTIV***

| | |
|---|---|
| Projects: ACTIV-PROJ | Content of specific enterprise and citizenship projects within the school, as recounted by headteachers, teachers and pupils and observed by researcher. |
| Whole-School: ACTIV-WHOLESCH | Descriptions and observations of enterprise activity that involves the whole school and provides opportunities for democratic practice. |
| Policy: ACTIV-POLICY | Specific aspects of school policy related to enterprise/ citizenship education, as described and observed. |
| Planning: ACTIV-PLAN | The way in which enterprise is planned on an individual and whole-school basis, as recounted by headteachers and teachers and observed by researcher. |
| Local & Central Gov't. ACTIV-GOVT | Perceptions and observations of the way in which the Local Authority and/or Scottish Executive support and influence policy and practice in enterprise and citizenship education. |
| Training: ACTIV-TRAIN | The type of training that school staff have received and how this has influenced practice, as recounted by headteachers and teachers. |
| Links: ACTIV-LINK | Links with external people/agencies as part of enterprise and citizenship education, as recounted and observed. |

***Democratic Practice*** ***Pupil councils and committees: DEM***

| | |
|---|---|
| Agendas: DEM-AGENDA | The type of items discussed and debated during pupil council meetings, as described by teacher-leaders, members and observed by researcher. |
| Representation: DEM-REPRES | The way in which pupils are represented in pupil councils and other committees and working teams, and any links with enterprise, as recounted and observed. |
| Interaction: DEM-INTER | The type of interaction to be found in pupil councils and other participative experiences, as described and observed. |
| Feedback: DEM-FEED | Teacher-leaders' and pupils' descriptions of the methods of feedback used for sharing issues raised in pupil council and committee meetings, and practice observed for feedback sessions. |
| Procedures: DEM-PROCED | Procedures observed and described by teacher-leaders, members and non-members, and positive/negative issues. |
| Aims: DEM-AIMS | Specific aims underpinning the work of the councils, as described by teacher-leaders, members and non-members. |

| | |
|---|---|
| Outcomes: DEM-OUT | Specific learning outcomes observed and described by teacher-leaders, members and non-members. |
| Support: DEM-SUPPORT | The support given by school staff to the council, as described by teacher-leaders. |
| Transition: DEM-TRANS | Opportunities for participation, responsibility and decision-making following transition from P7-S1, as described by pupils and observed by researcher. |

## APPENDIX X

**Case Study:**

**Discussing Controversial Issues in the Classroom:**

***The Iraq War***

## Case Study: Discussing Controversial Issues in the Classroom

### *The Iraq War*

During the analysis of pupils' written responses to questionnaires, the researcher noted from an early stage of the study that it was fairly common to find reference to political figures in pupils' descriptions of enterprising people. Of those mentioned, the most common was undoubtedly Tony Blair and George Bush. While pupils felt that these figures were enterprising in terms of being brave, courageous, able to take risks and able to lead a nation, they felt that the more responsible and caring behaviour that they also associated with enterprise was lacking in these leaders. In one particular school (school C), there seemed to be strong views surrounding these political leaders and the issues surrounding the Iraq War in general. Comments such as the following represented a typical view among these particular pupils, around the time of the outbreak of war:

> *'President Bush ...there's some ways he's enterprising and some ways he's stupid as well. He has to talk in front of millions and millions of people in his country ... but I don't think he should go to war with Iraq ... he's power crazy.'* (School C)

The initial discussions here led to further debate among pupils in discussion groups about the reasons for Britain and America going into the war, and the pros and cons of the conflict taking place. Some felt that the outbreak of war was inevitable because Saddam Hussein 'had bombs' and was 'trying to do what Hitler was trying to do – rule the world.' Others had quite different opinions, and felt that Bush and Blair were the ones to blame and were also dictators. Some pupils appeared passionate about key events during the war, such as the emotions they had experienced on the day that they had seen the Iraqi people celebrate as they helped tear down Saddam Hussein's statue in Bagdhad. While some pupils appeared uneasy with the celebrations, and concerned about the anarchy that took place and the humanitarian issues surrounding the necessary rebuilding of Iraqi towns and cities, other pupils seemed more inclined to focus their attention on the cruelty of the

Saddam regime and appeared more encouraged by the celebrations that followed the fall of that regime. The pupils' opinions about the future of Iraq were equally enlightening. Most focused their attention on the need to continue the search for Saddam Hussein, making suggestions about how to entrap him, while others were even more thoughtful in their opinions about future developments and the need to introduce a true model of democratic government.

The views expressed by this small sample of P7 pupils displayed clear evidence of their emerging knowledge and understanding, skills, aptitudes and values, all of which relate well to the current citizenship education agenda. With reference to the Advisory Group on Citizenship's (1998) 'essential elements' for preparing pupils for citizenship in adult life, the pupils clearly displayed a rich knowledge of topical and contemporary issues at international levels, as well as an awareness of the nature of democracy and the way in which the future of Iraq could and should be decided. Their concern for humanitarian issues clearly displayed a growing understanding of the nature of diversity, social conflict and a concern for the common good. In addition, their reflective comments about the underlying causes of the war illustrated their ability to engage in a critical approach to the evidence presented via the mass media. These pupils appeared to have a strong concern for human dignity, equality and the need to resolve conflict diplomatically, and were increasingly able to recognise forms of manipulation that may be used by political leaders in their attempts to justify the need for war.

The evidence gleaned from the discussions also relate to many of the recommended outcomes in the Scottish curriculum document (LTScotland, 2002), such as acquiring an understanding of human cultures, political structures, human rights and the underlying sources of conflict between communities. In addition, the pupils' comments illustrated their great potential for engaging in many of the recommended core skills, such as the ability to research and share information about social and political issues, to make thoughtful and informed personal responses to topical political, community and moral issues. Finally, it is clear that these pupils were developing a capacity to imagine alternative realities and futures for the people of

Iraq, and that this ability to empathise with other communities and create reasoned argument in favour of democracy and against war could provide the foundations for active citizenship, permeated by a sense of social and moral responsibility.

Through discussions with the pupils' P7 class teacher, it emerged that these particular pupils were regularly encouraged to bring in news stories that were of interest to them as part of their weekly 'International News Day' session. The discussions provided a forum for pupil to express aspects of their political interest, and demonstrate their strong engagement in world affairs, often at a very mature level. The main philosophical view underpinning the class teacher's approach appeared to be the need for openness and creating an ethos of encouragement for pupils to express their opinions, often in relation to quite controversial issues. Among many of the issues for which she had noted particular pupil interest in recent years, she highlighted teenage pregnancy, the use and misuse of drugs, animal rights and the debate about the teaching of religion in schools as being the most common. This year, she had noted a strong interest developing among pupils about issues surrounding terrorism and the Iraq War.

Although this teacher clearly encouraged pupils to express their opinions and saw the importance of demonstrating the value of these opinions to children, this teacher also took up the stance as advocated by Ashton and Watson (1998) of 'critical affirmation' in allowing pupils to develop their arguments. The relationship, trust and respect between the pupils and the teacher becomes central in such an approach. Although proven to be highly successful, this teacher felt that this approach was not as common among other teachers as it should be. Through her own experience, she had observed the reluctance of some teachers to value pupils' opinions due to their fear of 'losing control' of classroom discipline. Her own view here was that teachers who have the confidence and courage to allow pupil participation and to value its worth can, in fact, minimise indiscipline because children will be less frustrated at school.

An interesting development from this study was to note the way in which the particular pupils in this class continued to hold strong opinions about the Iraq War one year on, following their transition to secondary school. Indeed, it seemed that these opinions had become even stronger, and their views towards Bush and Blair had become more negative. The pupils expressed their concern for the way in which the leaders were apparently unable to listen to the common view of the public, but had gone ahead with the war in spite of the general mood of the country. They viewed the war with even more distaste than before, as the following comment illustrates:

> *'It was a waste of time, because they haven't found anything. They said there were bombs there and that's why they went in the first place. But they've not found anything so it's been a total waste of time.'* (Pupil, following transition from School C)

The pupils were also able to reflect upon the capture of Saddam Hussein. Far from seeing this as a solution, the pupils felt that the situation in Iraq had worsened. In addition, they saw a link between the events in Iraq and the more recent atrocity in Madrid. Indeed, their views about the continued threat of terrorism and their fears for the future seemed bleak:

> *'It's going to be harder for us in the future. The world's just rotting away, with all these bombings ... There's probably enough bombs to just blow up the world whenever anyone wants it.'* (Pupil, following transition from School C)

Finally, although the pupils had originally been fairly apathetic towards the idea of peace protests at the beginning of the war, now they seemed more supportive of the idea but were also convinced that the protestors' words would fall on deaf ears. One typical comment illustrates this view well:

*'They're speaking their word and I think they've got a point ... but no one's going to bother listening to them.'* (Pupil, following transition from School C)

The evidence gleaned from this part of the research study certainly illustrates the interest that this small group of pupils had in an issue of this sort, and the determination that they were showing in trying to understand the implications of current international events. It also illustrates their concern for social justice, and their growing commitment towards young people of their age working towards social change. Although they appeared to become increasingly more cynical towards the motives of political leaders as time moved on, they also demonstrated an increasing passion for knowledge of political and social issues and the opportunity to discuss and debate their implications.

The most interesting part of these emerging findings was the fact that these pupils had been so influenced by their P7 teacher's open approach towards discussion and debate that their political literacy had been sustained during their primary/secondary transition year. This teacher had conceptualised the meaning of enterprise in school around this style of teaching, rather than associating it with any particular form of project per se. There can therefore be no doubt that where there can be developed a respectful, trusting relationship between the teacher and the pupils and the teacher encourages the pupils to develop their opinions, even the most controversial issues can be sensitively discussed in classrooms. This is a classic example of enterprise and citizenship education dovetailing and producing highly innovative and successful results.

**For additional reading, refer to:**

Brownlow, L; Deuchar, R.; Foster, M.; Paterson, M. & Weir, D. (2004). *The Educational and Economic Benefits of Enterprise In Education, Volumes 1-3.* Glasgow, University of Strathclyde.

Maitles, H. & Deuchar, R. (2004). *'I just don't like the whole thing about war!': Encouraging the expression of political literacy among primary pupils as a vehicle for promoting education for active citizenship.* Retrieved December 14th, 2004, from http://www.leeds.ac.uk/educol

Maitles, H. & Deuchar, R. (2004). Why are they bombing innocent Iraqis? Encouraging the expression of political literacy among primary pupils as a vehicle for promoting education for active citizenship, *Improving Schools*, 7(1), 97-105.