

# Shetland Islands Council



*Determined to Succeed*  
**Plan 2008-2011**

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## Vision Statement

Shetland Islands Council is committed to ensuring, through the best possible learning and teaching, that our children and young people are educated to be successful learners, confident individuals, responsible citizens and effective contributors. We will equip learners with skills, attitudes, duties and expectations to prosper in a changing society and ensure positive destinations for more individuals following later stages to education.

Our young people will have ambition and a well developed can do will do attitude.

They will recognise their own place in the world and will be well placed to take their place in the world employment market.

To ensure that Determined to Succeed remains an effective strategy for the development of enterprise and employability skills, The Shetland Islands Council will build on existing partnerships and develop new partnerships with colleges, local employers and other stakeholders as appropriate as demonstrated in the Action Plan.

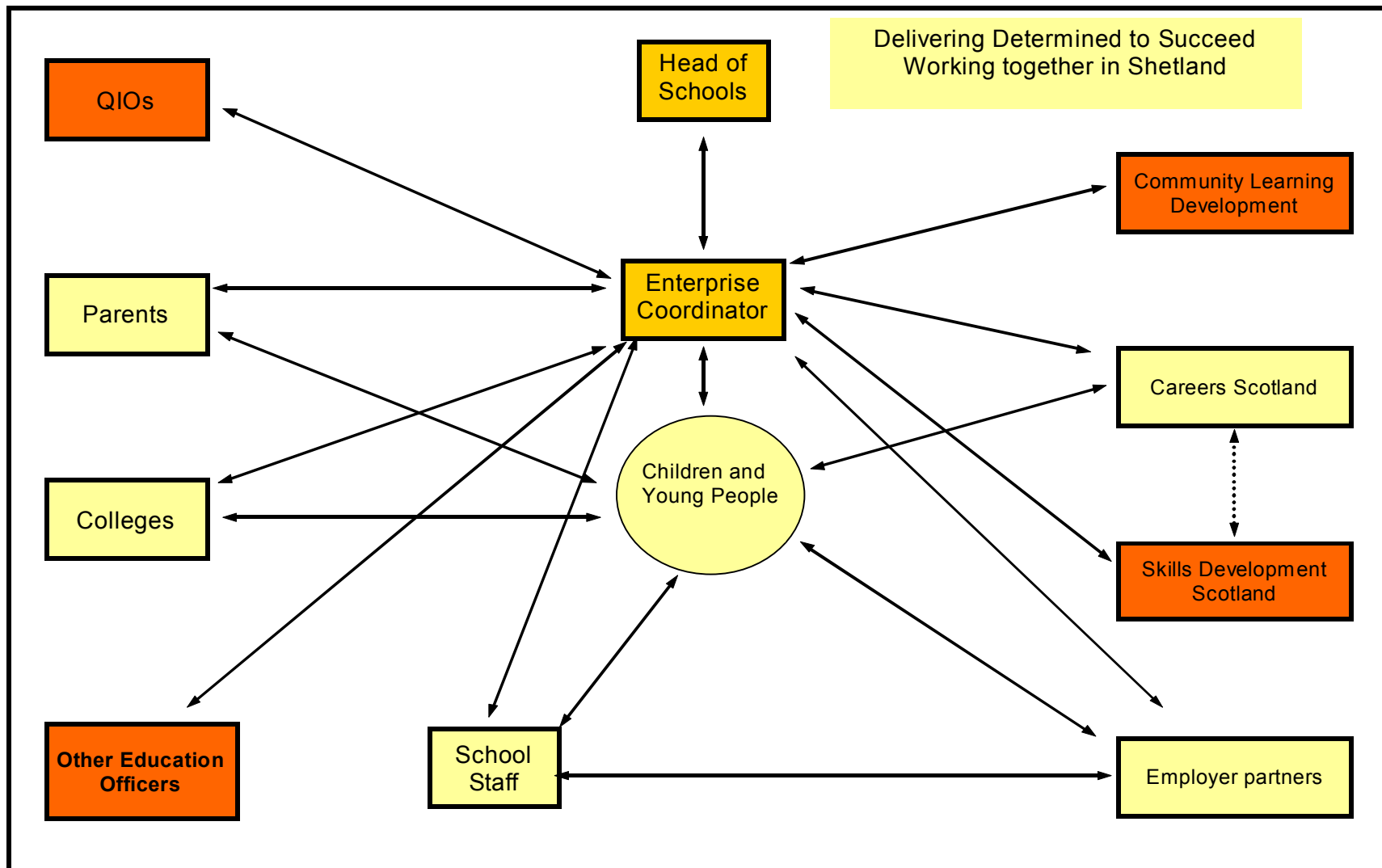
As a result, all our children and young people will have the knowledge and skills they need for learning, for life and for work.

## What is Determined to Succeed Phase 2?

*Determined to Succeed (DTS)* remains a strategy to develop the enterprise and employability skills of our young people, better preparing them for work and life in a globalised society through embedding enterprise in education across and within the curriculum and ethos in every school in Scotland. Through engaging employers it will set learning in context, making it more relevant to the world beyond school.

The second phase of DtS has been developed around six inter related themes.

1. Supporting the development of skills for life, skills for work;
2. Engaging employers;
3. Broadening the reach of Determined to Succeed;
4. Embedding enterprise in the curriculum;
5. Building capacity; and
6. Enhancing our international profile.



To ensure that Determined to Succeed remains an effective strategy for the development of enterprise and employability skills, Shetland Islands Council and its partners will ensure that the phase 2 plan will be taken forwards. The enterprise co-ordinator is a member of a number of groups and panels that allow him access to all partners on a regular basis. School staff are met though CPD, direct contact and networking meetings. Pupils are kept informed through direct links and through information disseminated thorough Glow and school staff.

Our Commitment:

Shetland Islands Council is committed to ensuring that our children and young people are educated, through the best possible learning and teaching, to be successful learners, confident individuals, responsible citizens and effective contributors. Shetland Islands Council's implementation strategy for Curriculum for Excellence has been designed to:

- Provide leadership, direction and support to all staff;
- Identify CPD needs and find ways to meet these needs;
- Identify and share good practice;
- Support self-evaluation and CfE developments in schools.

The Determined to Succeed Action Plan is embedded within Shetland Islands Council's Curriculum for Excellence implementation strategy.

Shetland Islands Council will develop new partnerships and continue to build on existing partnerships with colleges, local employers and other stakeholders to ensure that Determined to Succeed remains an effective strategy for the development of enterprise and employability skills.

As a result, all our children and young people will have the knowledge and skills they need for learning, for life and for work.

## Implementing the Six Themes of Determined to Succeed

The implementation of this plan relies on the six themes being given input from national level, local council level and school level. The plan will give expectations of all different levels and will be set out as the diagram below.

Nationally the Scottish Government will:			
Shetland Islands Council will:			
<b>What this will mean in practice</b>	<b>Specific actions</b>	<b>Partnership responsibility/Deadline</b>	<b>Progress</b> <small>(For the use of the Enterprise co-ordinator for evaluation meetings)</small>

Schools will:
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## Supporting the Development of skills for life, skills for work

### Impact

Through the investment, planning and development within the wider framework of Curriculum for Excellence, all children and young people in Shetland will be better educated, more skilled and more successful. Vocational opportunities will provide a curriculum of more relevance to enrich the educational experience and employment prospects for all. Shetland Islands Council will have promoted parity of esteem across stakeholders including parent, teachers, young people, employers and others.

### Evidence of impact

Children and young People will benefit from a range of learning experiences that build on their skills for life and skills for work. This will lead to the children demonstrating how their learning is helping them to develop greater life skills and to be more employable.

Cumulative attainment of National Qualification will increase in line with SOA targets.

Proportion of schools receiving positive inspection reports will increase in line with SOA targets.

Increase the proportion of school leavers in positive and sustained destinations in line with SOA targets

### Nationally the Scottish Government will:

- Place an increased emphasis on skills for life and skills for work
- Embed enterprising approaches to learning across the curriculum
- Promote parity of esteem of Skills for Work and other 'vocational' qualifications and across the range of key national stakeholders, including employers, through enterprising leadership and CPD

### Shetland Islands Council will:

Work in partnership so all children and young people have opportunities to build skills for life and skills for work across all areas of the Curriculum, including through a wide range of provision such as world of work activity, 16+ Learning Choices and Skills for Work qualifications.

Promote parity of esteem across key stakeholders, including parents, teachers, young people, careers advisers, employers and others, through a range of ways, including enterprising leadership and CPD opportunities.

What this will mean in Practice	Specific Actions	Partnership responsibility/ Deadline	Progress
<ul style="list-style-type: none"> <li>○ Working with employers and a range of delivery partners, building on existing provision to ensure children and all young people have opportunities to learn in a range of work-related contexts, which support development of skills for life and skills for work. Provision should be appropriate for the age and stage of individual pupils and it should reflect local and national labour markets.</li> </ul>	<ul style="list-style-type: none"> <li>● Further develop skills for life – e.g. co-operative learning, enterprising ways of teaching and learning.</li> <li>● Further develop age appropriate work related learning opportunities for all children; including workplace visits, speakers and vocational; training. <ul style="list-style-type: none"> <li>○ Further develop career education in Primary schools.</li> <li>○ Further develop vocational work for Primary schools.</li> </ul> </li> <li>● Continue to work closely with Shetland College to carry on with the uptake for vocational courses.</li> <li>● Support existing work experience for all senior school and explore a more flexible model for work experience</li> </ul>	<p><b>Enterprise co-ordinator</b> Ongoing</p> <p><b>Enterprise co-ordinator</b> June 2009</p> <p><b>Enterprise co-ordinator/ College staff/High school staff</b> June 2009</p> <p><b>Enterprise co-ordinator/ Work experience officer</b> December 2009</p>	

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	<ul style="list-style-type: none"> <li>• Promote EEBL placements to all staff.</li> <li>• Offer focussed CPD for all staff to ensure they understand the benefits of partnership working</li> </ul>	<p><b>Enterprise co-ordinator/CPD officer</b> Ongoing</p> <p><b>Enterprise co-ordinator/CPD officer</b> December 2009/ongoing</p>	
<ul style="list-style-type: none"> <li>○ Working with local schools, in line with <i>Building the Curriculum 3: A Framework for Learning and Teaching</i> and <i>A Consultation on the Next Generation of National Qualifications in Scotland</i>, to offer and promote Skills for Work and other vocationally-oriented qualifications and programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to support and extend current skills for work provision.</li> <li>• Work with SSMT to plan full implementation of CfE then work with Head teachers to ensure implementation of the plan.</li> <li>• Helping CfE colleagues by promoting a parity of esteem to partners, parents and youngsters</li> </ul>	<p><b>Enterprise co-ordinator, CfE team members, Head Teachers.</b> June 2009</p> <p>June 2011</p> <p>June 2010</p>	

<ul style="list-style-type: none"> <li>• Developing work experience to ensure all children and young people have opportunities to experience work at a time and in a setting appropriate to their needs, abilities and aspirations.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain existing work experience provision as an entitlement for all young people under CfE.</li> <li>• Undertake strategic review of the effectiveness of provision in light of the (soon to be) published review.</li> <li>• Continue to encourage schools to develop flexible curricular models, which will allow and encourage students to undertake work experience placements relating to their needs, abilities and aspirations</li> </ul>	<p><b>Enterprise co-ordinator/ Work experience officer, Head Teachers</b></p> <p>June 2009</p> <p>December 2011</p> <p>Ongoing /June 2011</p>	
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<ul style="list-style-type: none"> <li>Recognising the needs and circumstances for young people leaving school at age 16, working with partners and providers to ensure clear progression pathways are available, including through the new 16+ Learning Choices model and transitions are effectively managed.</li> </ul>	<ul style="list-style-type: none"> <li>Schools to ensure that all young people leaving school at 16 have an appropriate progression pathway identified.</li> <li>Identify every young person (in school, not attending, excluded or in alternative provision) before reaching school leaving age and ensure they receive the information, advice and guidance they need to secure an appropriate opportunity to progress post 16</li> <li>Devise an evaluation process on progression and draw up an improvement plan based on evaluation.</li> <li>Gather evidence and share good practice.</li> <li>Track children through the process</li> </ul>	<p><b>Enterprise co-ordinator and partners</b></p> <p>August 2009</p> <p>August 2009</p> <p>December 2010</p> <p>December 2010</p> <p>July 2010</p>	
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## Schools will:

- Ensure enterprising approaches to learning across the curriculum 3-18 are a key feature of planning and delivery
- Provide children and young people with stimulating learning opportunities in a range of work-related contexts which will contribute to the progressive development of skills for life and skills for work
- Continue to develop and offer a broad range of vocational programmes and qualifications such as Skills for Work, ASDAN etc (secondary schools only)
- Ensure all young people leaving school at age 16 have an appropriate progression pathway identified and a smooth transition to post 16 learning or to sustained positive destinations, taking account of the range of learning choices.

## 2. Engaging Employers

### Impact

Through DtS and CfE Shetland Islands Council will work with employers so that all children and young people have experience of work based and entrepreneurial activity supported by local business.

Shetland Islands Council will demonstrate effective strategic partnerships with employers and other parities.

Employers' contribution will be celebrated.

### Evidence of impact

Employers will be represented in all relevant strategic and operational groups where possible.

More employers will come forward to work with schools or offer places for work experience.

Work experience opportunities will be linked more directly to practical and applied learning programmes ensuring that the experience meets individual pupil needs.

## Nationally the Scottish Government will:

- Broaden and strengthen employer engagement;
- Engage with main the business organisations and representative bodies of key industry sectors;
- Further develop entrepreneurial learning by increasing our focus on private and social enterprises and encouraging wider engagement from employers to increase understanding and raise awareness among teachers and young people, particularly as a viable career option;
- Share practice with the college sector;
- Consider how to simplify the engagement process through creating more effective brokerage for employers; and
- Consider a wider form of recognition for employers.

## Shetland Islands Council will:

Broaden and strengthen employer engagement;

Build stronger links with Business Gateway, Economic Development Departments and Skills Development Scotland to target key growth sectors;

Help increase business start-ups and the social economy turnover by further developing entrepreneurial learning through increasing focus on private and social enterprises;

Ensure there is active employer representation within relevant local partnerships;

Build on relationships with colleges to improve the transitions for young people through improved employer engagement;

Consider local and broader labour market intelligence (LMI) within local implementation of strategy and

Celebrate and recognising the contribution of employers.

<b>What this will mean in Practice</b>	<b>Specific Actions</b>	<b>Partnership responsibility/ Deadline</b>	<b>Progress</b>
<ul style="list-style-type: none"> <li>Contributing to local authority Further Education plan.</li> </ul>	<ul style="list-style-type: none"> <li>Enterprise co-ordinator to continue to work with UHI, and NAFC to take forward the F.E. plan.</li> </ul>	<p><b>Enterprise co-ordinator/CfE officers</b></p> <p>Ongoing</p>	
<ul style="list-style-type: none"> <li>Ensuring employer engagement is reflected in local authority, school and department improvement plans to encourage a cultural shift in learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Enterprise co-ordinator to discuss partnership with employers with QIO's</li> <li>QIO's to discuss partnership with employers as part of the Quality improvement visits.</li> </ul>	<p><b>Enterprise co-ord/QIO's</b></p> <p>June 2009</p> <p><b>QIO's</b></p> <p>August 2009</p>	
<ul style="list-style-type: none"> <li>Raising awareness of (and reducing uncertainty about) the impact of employer engagement on learning and teaching, including an understanding that employer engagement covers the private, public and voluntary sectors and the wider community.</li> </ul>	<ul style="list-style-type: none"> <li>Host joint event between education staff and business representatives to raise awareness of the agenda and the importance of the role of the employer and to gain their commitment to engage with schools</li> </ul>	<p><b>Enterprise co-ordinator and partners</b></p> <p>April 2011</p>	



	<ul style="list-style-type: none"> <li>• Develop a better understanding of where employers/industries impact on curricular areas and develop stronger links to support engagement. Key staff to take part in Learning unlimited training</li> </ul>	<p>December 2009</p>	
<ul style="list-style-type: none"> <li>• Continuing to engage with local employers, Chambers of Commerce, other employer bodies, local authority Economic Development teams, etc. to influence delivery through partnership working approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a strategic way forward that will support Enterprise through CfE.                         <ul style="list-style-type: none"> <li>• Continue to work with and develop partnerships that will move forwards Enterprise and CfE.</li> <li>• To support stakeholders to develop a strategy for partnership working.</li> </ul> </li> <li>• Develop approaches at local authority level to support teachers and young people in accessing and understanding LMI to</li> </ul>	<p><b>Head of schools, Enterprise co-ordinator, CfE teams.</b></p> <p>June 2009</p> <p>December 2009</p>	

	inform learning and teaching.		
<ul style="list-style-type: none"> <li>Identifying employer 'champions' to communicate the benefits of engaging to other employers and encouraging young people to talk about the impact of employer engagement on their learning.</li> </ul>	<ul style="list-style-type: none"> <li>Schools to put forwards employers that have made an impact on children's learning. These employers are recognised by receiving a certificate presented to them.                             <ul style="list-style-type: none"> <li>Young people get to nominate employers who have had an impact on their learning through work experience</li> </ul> </li> <li>Employer's efforts reported to press and LTS if appropriate.</li> </ul>	<p><b>Head teachers Enterprise co-ordinator</b> <b>Press officer</b></p> <p>December 2009</p> <p>December2009</p>	
<ul style="list-style-type: none"> <li>Engaging parents and the local authority as employers.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure inclusion of SIC as partner in work experience and supported employment placement.</li> </ul>	<p><b>Enterprise co-ordinator. Key school staff.</b></p> <p>June 2009</p>	

<ul style="list-style-type: none"> <li>Establishing a framework for engaging with the press to publicise employer engagement, outlining local authority and school responsibilities / approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to disseminate information through press releases, an online Newsletter via the SIC education web portal and glow.</li> </ul>	<p><b>Enterprise co-ordinator/press officer</b></p> <p>Ongoing</p>	
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### Schools will:

- Further develop their business/employer links to enhance experiential entrepreneurial learning in the curriculum
- Develop a means of celebrating and recognising the contribution of their business partners and employers to the learning experience of children and young people

### **3. Broadening the reach of Determined to Succeed**

#### **Impact**

All children and young people in Shetland experience enterprising learning and teaching throughout their education career giving them the best start in life and improving their chances of success.

Particular emphasis will be put on ensuring that those young people at risk and transition have increased chances for positive sustained destinations through having enterprise opportunities.

Within CfE all learning and teaching will be real and relevant.

#### **Evidence of Impact**

Enterprising approaches to learning and teaching are fully embedded within all Shetland schools, Early Years, ASN and partner provider provision.

Continual dialogue between all stakeholders will ensure effective transitions for all pupils.

More pupils will achieve positive and sustained destinations in line with SOA. (92% 08/09, 93% 09/10, 95% 10/11)

### **Nationally the Scottish Government will:**

- Gather and share effective practice in early years and college approaches and activity;
- Influence and encourage ITE institutions, colleges and other training providers to ensure early years professionals experience and understand enterprise in education as a core aspect of their initial training; and more broadly (and where appropriate), to influence learning and teaching among lecturers, in the context of *CfE*;
- Engage with the Scottish Prison Service, residential schools and other key partners to gather, share and extend effective practice in non-school provision, in line with a wider offender learning report and in the context of *CfE*; and
- Engage with Skills Development Scotland and other key bodies to influence learning and teaching among training providers delivering national training programmes to encourage enterprising approaches, in the context of *CfE*.

### **Shetland Islands Council will:**

Gather and share effective enterprise in education practices in early years and embedding these to ensure there is a stimulating context for learning;

Ensure all young people, including those in residential and other non-school provision, and those in transition are given opportunities to enhance their employability using an enterprising approach, in the context of *CfE*, to secure sustained positive destinations.



	<ul style="list-style-type: none"> <li>• Ensuring effective and coordinated joint working and improved communication across all sectors of education and partner services and agencies. Through:             <ul style="list-style-type: none"> <li>• Dissemination of information through full HT /SSMT meetings.</li> <li>• Cascade information via HT to staff and parent councils</li> <li>• Use Glow/online newsletters</li> <li>• Meetings with NAFC/Shetland college</li> <li>• Joint meeting between education and relevant partners</li> </ul> </li> </ul>	<p><b>Enterprise co-ordinator/QIO's</b></p> <p>December 2009</p>	
<ul style="list-style-type: none"> <li>• Encouraging and supporting high quality enterprising learning and teaching in pre-5 centres</li> </ul>	<ul style="list-style-type: none"> <li>• Embedding DTS through CFE</li> <li>• Use of CPD and showcase good practice</li> <li>• Enterprise co-ordinator/ early years support officer interaction.</li> </ul>	<p><b>Early years officer/ CfE staff/ Enterprise co-ordinator</b></p> <p>June 2010</p>	

<ul style="list-style-type: none"> <li>Influencing and encouraging ITE institutions, colleges and other training providers to ensure early years professionals experience and understand enterprise in education as a core aspect of the initial training; and more broadly (and where appropriate) to influence learning and teaching among lecturers in the context of CFE.</li> </ul>	<ul style="list-style-type: none"> <li>To carry this out where possible through discussions with tutors for childcare courses and through discourse with Lecturers from teacher training establishments.</li> <li>To invite college lecturers to targeted enterprise in-service training.</li> </ul>	<p><b>Enterprise co-ordinator/ QIO for probationary teachers</b></p> <p>Ongoing/June 2009</p>	
<ul style="list-style-type: none"> <li>Committing to ensuring the aims of DTS are embedded in the Local Authority Inclusion Strategy to include <b>all</b> young people both in and out of school.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure <b>all</b> young people are given the opportunities to increase their chance of employment using enterprising approaches.</li> </ul>	<p><b>Enterprise co-ordinator/ inclusion officer</b></p> <p>June 2011</p>	

<ul style="list-style-type: none"> <li>Exploring improved transition strategies at all key stages but in particular, for those young people in need of more choices and chances and those in the post-16 group.</li> </ul>	<ul style="list-style-type: none"> <li>To ensure transition between all stages is positive and to work with all partners in MCMC to help support positive transitions post 16.</li> <li>Transition working groups to look at direct DTS involvement in the transition programme. Similar to Yell's Guitar Hero transition project.</li> <li>Highlight showcase good practice via GLOW and online newsletter.</li> <li>Enterprise co-ordinator on the more choices more chances panel meeting.</li> </ul>	<p><b>Enterprise co-ordinator</b></p> <p>March 2009/Ongoing</p>	
<ul style="list-style-type: none"> <li>Influence local DTS strategies to take account of wider educational reform, including CFE.</li> </ul>	<ul style="list-style-type: none"> <li>Enterprise co-ordinator to work closely with CfE team.</li> </ul>	<p><b>Enterprise co-ordinator/CfE officers</b></p> <p>June 2009</p>	

## Schools will:

- Continue to embed enterprising approaches within nurseries and in the early years of primary
- Ensure all young people have opportunities to enhance their employability through an enterprising approach, focusing in particular on those in transition to secure positive sustained destinations.

## 4. Embedding enterprise in the curriculum

### **Impact**

Through CfE all of our children and young people are successful learners, confident individuals, responsible citizens and effective contributors through enterprising learning and teaching, entrepreneurial learning work based vocational learning and careers education and CfE

All our teachers will provide quality learning and teaching experiences that link what they are doing with life beyond school.

### **Evidence of Impact**

All relevant indicators within Shetland Islands Council SOA and under national outcome 4 will be met or exceeded.

Teachers will model the four capacities.

Young people will demonstrate the four capacities for CfE.

### **Nationally the Scottish Government will:**

- Ensure the breadth of enterprise in education is reflected in the implementation of CfE outcomes and experiences;
- Support local authorities to support schools implement the recommendations from HMIE's *'Improving Enterprise in Education'* report; and
- Build capacity among teachers through focused initial teacher education and continuing professional development.

### **Shetland Islands Council will:**

Ensure the breadth of enterprise in education (enterprising learning and teaching; entrepreneurial learning; work-based vocational learning; and career education) is reflected in the implementation of CfE;

Ensure schools fully address the recommendations for action in HMIE's 'Improving Enterprise in Education' report;

Support collaborative approaches to delivering enterprise in education within CfE.

What this will mean in Practice	Specific Actions	Partnership responsibility/ Deadline	Progress
<ul style="list-style-type: none"> <li>Engaging with the (draft) CfE outcomes and experiences to ensure the breadth of enterprise in education is explicit.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a new model of funding for schools to further develop Enterprise within CfE</li> <li>Link enterprise in Education with all aspects of the experiences and outcome of CFE.</li> <li>Disseminate through HT meetings/CPD.</li> </ul>	<p><b>Enterprise co-ordinator/CfE officers</b></p> <p>April 2009</p> <p>June 2009</p> <p>December 2009</p>	
<ul style="list-style-type: none"> <li>Ensuring DtS involvement in strategic and operational planning for implementation of CfE and promoting effective and co-ordinator joint working and improved communication across all authority departments and partner services and agencies.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all staff and partners understand the potential contribution of enterprise in education to the local authority's strategies for delivery of national outcomes and indicators by all local stakeholders.</li> <li>Curriculum for Excellence working group to develop plans to integrate</li> </ul>	<p><b>Enterprise co-ordinator CfE officers</b></p> <p>July 2009</p> <p>June 2009</p>	

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	<p>Enterprise within CfE</p> <ul style="list-style-type: none"> <li>• Ensuring enterprise in education reflects health promotion wherever possible.</li> <li>• Use the Blueprint for Education to ensure Enterprise is embedded in the Curriculum for Excellence.</li> </ul>	<p>Ongoing</p> <p>June 2011</p>	
<ul style="list-style-type: none"> <li>• Continuing to make certain experiential entrepreneurial learning is embedded in the curriculum. Promoting entrepreneurial continuing professional development (CPD) opportunities for teachers to ensure an understanding and practical experience of the business model for young people, which underpins both private and social enterprise, involving employers to help make the learning more relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to send teachers on EEBL placements.</li> <li>• Have in place local strategies for EEBL after August 2009 when changes occur</li> <li>• Develop opportunities for opportunities out with the EEBL programme for teachers to have placements within local businesses</li> </ul>	<p><b>Enterprise co-ordinator/CPD officer</b></p> <p>Ongoing</p> <p>July 2009</p> <p>Ongoing</p>	

<ul style="list-style-type: none"> <li>• Providing examples of existing topics or subject units of work across the curriculum, which have been developed using enterprising approaches to learning and teaching, and considering making them available to others, e.g. by contributing to the Learning and Teaching Scotland (LTS) website resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to ask schools to provide information on enterprise topics and entrepreneurial activities covered.</li> <li>• To request schools give examples of activities where enterprising teaching and learning has occurred.</li> <li>• To share good practice by contributing to the local GLOW 'E in E' site and the LTS website</li> </ul>	<p><b>Enterprise co-ordinator</b></p> <p>December 2009/Ongoing</p>	
<ul style="list-style-type: none"> <li>• Ensuring the authority's Quality Improvement Strategy embraces enterprise in education as a key contributor to CFE,</li> </ul>	<ul style="list-style-type: none"> <li>• Raising awareness, especially with Quality Improvement team colleagues, of HMIE's 'Improving Enterprise in Education'</li> </ul>	<p><b>Enterprise co-ordinator/CPD officer</b></p> <p>June 2009</p>	

<p>encouraging Quality Improvement team colleagues to challenge and support Head teachers, as appropriate.</p>	<p>interactive, self-evaluation tool.</p> <ul style="list-style-type: none"> <li>• Focus visit on Enterprise in Education features as a core element of QIO's visits as part of overall quality assurance arrangements und CfE.</li> <li>• Developing CPD pathways/sessions/ resources (for local or online delivery) to support and encourage use of HMIE's interactive, self-evaluation tool for enterprise in education.</li> </ul>	<p>December 2009</p> <p>December 2009</p>	
<ul style="list-style-type: none"> <li>• Articulating clearly the local authority's expectation for learning and teaching methodology to all relevant partners engaged in the</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise co-ordinator to work in collaboration with CfE staff.</li> </ul>	<p><b>Enterprise co-ordinator/CfE officers</b></p> <p>June 2009</p>	



	<ul style="list-style-type: none"> <li>Encouraging cross-sectoral and inter-departmental discussions to share and shape enterprising methodologies.</li> </ul>	<p><b>Enterprise co-ordinator/ CfE officers.</b></p> <p>December 2009</p>	
<ul style="list-style-type: none"> <li>Promoting the local development of Glow communities of enterprising practitioners as well as contributing to the LTS website to support enterprising learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Form glow groups to promote Enterprise and CFE.</li> </ul>	<p><b>GLOW implementation Officer/ Enterprise co-ordinator</b></p> <p>Roll out from Jan 2009 – June 2010 to all schools</p>	
<ul style="list-style-type: none"> <li>Developing a local authority wide strategy for the delivery of CPD in enterprise in education: articulating clearly the local authority's expectation for</li> </ul>	<ul style="list-style-type: none"> <li>Considering a variety of delivery models and approaches by working with key groups and influencers to support differentiation and</li> </ul>	<p><b>CPD officer Enterprise co-ordinator</b></p> <p>June 2010</p>	

<p>learning and teaching methodology to all relevant partners engaged in the delivery of the learning and teaching of young people; building on existing practice;</p>	<p>accessibility; and reflecting the needs of various target audiences across individual subjects, cognate/faculty groups, cross-curricular groupings, cross sectoral (cluster groups) and stage groupings e.g. early years staff, probationers, development staff, DTS personnel at local authority and school level</p> <ul style="list-style-type: none"> <li>• Further develop a clear enterprise CPD strategy within CfE By working collaboratively with those in local authorities responsible for the development and implementation of CfE to ensure an enterprising approach within CPD opportunities and input to the leadership</li> </ul>	<p><b>Enterprise co-ordinator /CPD officer/CfE Officers</b></p> <p>December 2009</p>	
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	<p>development strategy, including coaching and mentoring.</p>		
<ul style="list-style-type: none"> <li>Developing the enterprising leadership skills for key DtS local authority personnel; Identifying and assessing impact through building understanding of self evaluation and peer evaluation, including the use of HMIE's interactive self-evaluation tool for enterprise in education; and Marketing effective practice to support the argument for change.</li> </ul>	<ul style="list-style-type: none"> <li>The Enterprise co-ordinator will attend SSMT meetings</li> <li>Collaborating with local employers, colleges and other sectors to shape and deliver shared CPD models between and with private/public sectors;</li> <li>. Continuing to make use of existing national resources, e.g. Leadership for an Enterprising Classroom, 'partnership with employers' CPD, and entrepreneurial case studies on the enterprise area of Learning and Teaching Scotland's website;</li> </ul>	<p><b>Enterprise co-ordinator/CPD officer + partners</b> March 2009</p> <p>June 2010</p> <p>December 2009</p>	

## **Schools will:**

- Engage with the signposts for improvement and the recommendations for action in HMIE's 'Improving Enterprise in Education' report
- Adopt collaborative approaches to delivering enterprise in education within CfE, e.g. through cross-sectoral and inter-departmental discussions to share and shape enterprising methodologies
- Engage with the draft CfE outcomes and experiences to ensure the breadth of enterprise in education is explicit
- Use enterprising approaches to support emerging practice in health promotion, education for citizenship, sustainability etc.
- Make use of the self-evaluation tool recommended in 'Improving Enterprise in Education' as part of the whole school self-evaluation process.

## 5. Building Capacity

### Impact

All SIC staff embrace opportunities to access relevant, regular and high quality CPD that covers enterprising, entrepreneurial, work related and leadership capacities.

CPD programmes encourage partnership working, the importance of employers and the LMI.

All our managers, teachers and other providers who support children from 3 to 18 will be fully empowered at all levels to lead and deliver real, relevant and enriching learning experiences within Curriculum for Excellence.

### Evidence of impact

All relevant indicators within the Shetland Islands Council SOA and under national outcome 4 will be met or exceeded.

Having attended appropriate CPD opportunities, individual teachers and schools will have a good understanding of Enterprise in Education and its role within Curriculum for Excellence and thereby be in a much stronger position to deliver the Enterprise in Education agenda.

This section tries to collate CPD activities already raised under other themes.

### **Nationally the Scottish Government will:**

- Work with local authority and CS colleagues to develop a more sustainable model for delivery of *EEBL* beyond academic session 2008/09;
- Develop principles and guidance for local authorities regarding enterprise-related CPD, fostering increased recognition of the role employers play and ensuring cross-sectoral and cross-curricular coverage;
- Influence and encourage Initial Teacher Education (ITE) institutions, colleges and other training providers to ensure early years professionals experience and understand enterprise in education as a core aspect of their initial training; and more broadly (and where appropriate), to influence learning and teaching among lecturers, in the context of *CfE*;
- Engage with the Scottish Prison Service, residential school and other key partners to gather, share and extend effective practice in non-school provision, in line with a wider offender learning report and in the context of *CfE*;
- Engage with Skills Development Scotland and other key bodies in influence learning and teaching among training providers delivering national training programmes to encouraging enterprising approaches, in the context of *CfE*;
- Influence and encourage a more structured approach to the teaching of enterprise within the ITE programme;
- Develop an understanding and application of LMI to inform learning and teaching; and
- Support the development of enterprising leadership skills for key *DtS* personnel at local authority and school levels.

### **Shetland Islands Council will:**

Ensure Authorities and schools extend CPD in enterprise, entrepreneurship and work related aspects, establishing as a regular feature for all staff and as part of leadership development


Ensure CPD continues to foster an understanding of partnership working and an increased recognition of the role employers play in enhancing and informing learning and teaching encouraging a cross sectoral and cross curricular approach.


Encourage joint CPD activities, which involve teachers and other learning partners.

Continue to work in partnership with Scottish Government and CS to ensure agreed *EEBL* targets are met for the academic session 2008/2009


Work in partnership with the Scottish Government and CS to develop a more sustainable model for delivery beyond academic session 2008/2009.

What this will mean in Practice	Specific Actions	Partnership responsibility/ Deadline	Progress
<ul style="list-style-type: none"> <li>• A named contact for Enterprise will be found in each school (or cluster depending on the size of school)</li> <li>• Develop a local authority wide strategy for the delivery of CPD in enterprise in education.</li> <li>• Working collaboratively with those in local responsible for the development and implementation of a CfE to ensure an enterprising approach within CPD and input to the leadership development strategy, including coaching and mentoring.</li> <li>• Developing the enterprising leadership skills for key DtS local authority personnel.</li> <li>• Identifying and assessing</li> </ul>	<ul style="list-style-type: none"> <li>• Head teachers nominate a named contact with responsibility for Enterprise in Education.</li> <li>• Covered above in previous themes.</li> <li>• Engage in National training programmes, DTS gatherings etc</li> <li>• Conversations leading to partnership working with S.I.C.</li> </ul>	<p><b>Enterprise co-ordinator/Head teachers</b></p> <p style="text-align: center;">June 2009</p> <p style="text-align: center;">December 2009</p> <p><b>Enterprise co-ordinator</b> Ongoing</p> <p><b>All Partners</b> June 2009/Ongoing</p>	

<p>impact through:</p> <ul style="list-style-type: none"> <li>• Building understanding of self-evaluation and peer evaluation, including the use of HMIE's interactive self-evaluation tool for enterprise and education.</li> <li>• Marketing effective practice to support the argument for change.</li> </ul>	<p>colleagues and others to support Enterprise in Education within CfE implementation.</p>		
<ul style="list-style-type: none"> <li>• Collaborating with local employers, colleges and other sectors to deliver shared CPD models between and with private/public sectors</li> <li>• Providing CPD activities on enterprising and entrepreneurial approaches to learning and teaching for teachers, early years</li> </ul>	<p>Covered above</p> 	<p><b>All Partners</b></p> <p>Ongoing</p>	

<p>staff and others, including as part of probationers' core programme.</p> <ul style="list-style-type: none"> <li>• Promoting entrepreneurial CPD opportunities for teachers ensuring: an understanding and practical experience of the business model for young people, which underpins both private and social enterprise; and entrepreneurial activities are developed as an integral curricular model and the learning is used by subject specialists to enhance and contextualise learning and teaching, involving employers to help to do so</li> </ul>	<p>Covered above</p> 		
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<ul style="list-style-type: none"> <li>• Considering parental opportunities for developing understanding of enterprise in education</li> </ul>			
<ul style="list-style-type: none"> <li>• Raising awareness of and promoting enterprise qualifications, e.g. Certificate of Professional Recognition</li> </ul>	<ul style="list-style-type: none"> <li>• Produce promotional information</li> <li>• Hold twilight meetings for staff interested to gain further information</li> </ul>	<p><b>CPD officer/Enterprise co-ordinator</b></p> <p>June 2009</p>	
<ul style="list-style-type: none"> <li>• Building on effective models of peer communication, e.g. enterprising practitioner model and enterprising subject champion;</li> </ul>	<ul style="list-style-type: none"> <li>• Locate and assess best practice from out with Shetland and use this information to develop our own plans for this area.</li> </ul>	<p><b>Enterprise co-ordinator</b></p> <p>December 2009</p>	
		<p><b>CPD officer/Enterprise</b></p>	

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<ul style="list-style-type: none"> <li>Continuing to support CS in ensuring teachers have the opportunity to experience an EEBL placement during academic session 2008/2009</li> </ul>	<ul style="list-style-type: none"> <li>Carry on with promoting EEBL to staff.</li> <li>Receive and monitor feedback from staff that have attended placements.</li> <li>Develop plans to implement the changes in EEBL placements after august 2009</li> </ul>	<p><b>co-ordinator</b></p> <p>December 2009</p> <p>July 2009</p>	
<ul style="list-style-type: none"> <li>Providing CPD activities on enterprising and entrepreneurial approaches to learning and teaching for teachers, early years staff and others, including as part of probationers' core programme</li> </ul>	<ul style="list-style-type: none"> <li>Continue to provide CPD activities for staff relating to DTS and Enterprise. Co-ordinator CPD with CFE QIO'S and CPD officer.</li> </ul>	<p><b>CPD officer/ Enterprise co-ordinator</b></p> <p>Ongoing</p>	

## Schools will:

- Continue to support staff to engage in Enterprise in Education CPD activities, e.g. the Employer Engagement resource
- Review their practice in E in E as part of the self evaluation process to identify development needs and impact on children's experience
- Continue to work with employers and others to further enhance teachers' understanding of private and social enterprise
- Ensure early years staff, probationers and learning partners have opportunities to be involved in joint CPD activities
- Encourage staff to participate in networking opportunities to further their own professional development.

## 6. Enhancing our international profile

### **Impact**

All our children and young people will have a knowledge and understanding of the world and Scotland's place in it as an integral part of new learning experiences from 3-18.

Shetland Islands Council has developed collaborative learning opportunities with other countries for the benefit of our staff, children and young people.

### **Evidence of Impact**

All relevant indicators within Shetland Islands Council SOA under national outcome 4 will be met or exceeded

### **Nationally the Scottish Government will:**

Capitalise on Scotland's worldwide reputation for excellence in enterprise in education, further raising our country's profile in the EU and beyond.

### **Shetland Islands Council will:**

Support Scottish Government (and other key organisations) in hosting foreign delegations interested in enterprise in education.

Seek and respond to collaborative learning opportunities through local authority engagement in global connections.

Ensure we continue to set enterprise in education in a world-wide arena that helps young people develop their capacity to play an active part in the global economy through embedding the breadth of enterprise in education in the curriculum and broader international education.

What this will mean in Practice	Specific Actions	Partnership responsibility/ Deadline	Progress
<ul style="list-style-type: none"> <li>Actively seeking and responding to collaborative learning opportunities through local authority engagement in global connections, international study groups (e.g. Leonardo, CEDEFOP, etc.), etc. and considering how these can influence and enhance enterprising approaches to learning and teaching.</li> </ul>	<ul style="list-style-type: none"> <li>Work collaboratively with the international officer</li> <li>Network existing practice within schools.</li> <li>Share good practice e.g. AHS links</li> <li>Provide information to schools via GLOW/intranet on how to make links. E.g. through Japan UK live</li> <li>Encourage collaborative learning opportunities e.g. Japan UK Live with their joint projects.</li> </ul>	<p><b>Enterprise co-ordinator</b></p> <p>Ongoing</p>	
<ul style="list-style-type: none"> <li>Continuing to develop the capacity of young people to realise their potential to play an active part in the global economy through embedding Enterprise in</li> </ul>	<ul style="list-style-type: none"> <li>Further develop enterprising learning and teaching as part of CfE focus on global citizenship and international education.</li> <li>Develop global aspects</li> </ul>	<p><b>Enterprise co-ordinator</b></p> <p>Ongoing</p>	

<p>Education within CfE.</p>	<p>of eco schools and fair trade.</p> <ul style="list-style-type: none"> <li>To work with stakeholders to make young people aware of their own place in the world and to promote how they will be well placed to take their place in the world employment market.</li> </ul>	<p><b>Stakeholders</b></p> <p>Ongoing</p>	
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### Schools will:

- Further develop enterprising learning and teaching as part of the CfE focus on global citizenship and international education
- Encourage children and young people to see the links between enterprise and entrepreneurial activities, and how they can contribute to the global economy

## Appendices

### Appendix 1

#### **National Strategic Context:**

Strategic Drivers:

- the Scottish Government's overarching Purpose and its Economic Strategy make clear the need to ensure our people are creative and enterprising, entrepreneurial and innovative if we are to increase sustainable economic growth
- an outcomes-focused approach to performance through the Scottish Government's National Performance Framework where we are all contributing to the overarching Purpose and where performance management systems are and will be aligned to a single, clear and consistent set of priorities
- the Scottish Government's Concordat with COSLA, outlining a new relationship between national and local government, founded on mutual respect and partnership. And, within it, the specific commitment to vocational education/skills – working in partnership with colleges, local employers and others as appropriate to give more school pupils opportunities to experience vocational learning
- *Skills for Scotland: A Lifelong Skills Strategy*, which clearly recognises the importance of ensuring our people are equipped with the skills, expertise and knowledge for success
- *Curriculum for Excellence (CfE)*, which will transform the Scottish education system and which will ensure, through the best possible learning and teaching, that our children and young people are educated to be successful learners, confident individuals, responsible citizens and effective contributors - and have the knowledge and skills they need for learning, for life and for work

- *More Choices, More Chances* - through *CfE* the Scottish Government wants improved outcomes for all young people. But we recognise the need to offer more choices and chances for those who are not achieving their potential if we are to increase the proportion of school leavers in positive and sustained destinations
- the ring-fenced funding status of *DTS* within Grant Aided Expenditure (GAE) for 2008-2011 (the only funding stream within the Education and Lifelong Learning portfolio) which is to continue to support the same policy objectives and front line activity. As well as this wider strategic context, there are further considerations as we drive forward *DTS* into the next phase of delivery:
  - HMIE's recent '*Improving Enterprise in Education*' report, which confirms the role enterprise can play in improving vocational provision for all; marks important progress in schools' use of enterprise in education as a stimulus for effective learning as they, their authorities and their partners take forward *CfE*; underlines the continuing value of entrepreneurial and enterprise-specific activities and experiences as components of young people's education; and makes clear the need to build on progress to date in the context of *CfE* and *Skills for Scotland*
  - the OECD Report: '*Quality and Equity of Schooling in Scotland*', in which are presented some key challenges: the need to reduce the achievement gap that opens around Primary 5 and continues to widen throughout the lower secondary years; the recognition that young people from poorer communities and low socioeconomic status homes are more likely than others to achieve less; and the need to build on our strong platform of basic education through socially broader and more successful participation in upper secondary education and greater equity in Scottish higher education
  - *Building the Curriculum 3: A Framework for Learning and Teaching* sets out the framework for the curriculum for children and young people from 3 to 18. Amongst the key features are a strong focus on the development of skills, including skills for learning, skills for life and skills for work, and on the importance of schools working in partnership with other agencies, including employers, who contribute to young people's learning. A further expectation is that all young people will receive support in moving into positive and sustained destinations after school
  - *A Consultation on the Next Generation of National Qualifications in Scotland* outlines the Government's proposals for qualifications to deliver the values, purposes and principles of *CfE* and equip all young people for the demands of the 21st Century
  - 16+ Learning Choices - a universal offer to ensure every young person will have a suitable offer of learning well before reaching compulsory school leaving age; and • the Review of Scotland's Colleges (RoSCo) notes that by building on the "*enterprise in education elements of Determined to Succeed, we can take advantage of the opportunities our colleges offer to help create a cultural move toward enterprise and entrepreneurship in Scotland*"

- the fundamental need to ensure all our young people are outward looking, confident about themselves and their nation and have a modern, enterprising, world view. We need to provide all young people with a knowledge and understanding of the world and Scotland's place in it - at all stages of their learning. We need to ensure our young people can understand and respond to the challenges presented by globalisation. Without such an international perspective our society and economy will be poorer.

## Appendix 2.

### **Improving Enterprise in Education: A report by HM Inspectorate of Education**

#### **Main recommendations**

- 1.** Schools and centres should develop further their use of effective enterprise activities, projects and contexts as key features of pupils' experience in keeping with *Curriculum for Excellence*.
- 2.** Schools should make full use of the resources and approaches of enterprise in education as part of their strategy for addressing underperformance at stage, departmental or school level.
- 3.** Schools should make consistently effective use of enterprise in education as part of their strategies for employability and high-quality vocational experience, providing broad, enriching opportunities for all learners aged 3-18 whatever their abilities, interests and career aspirations.
- 4.** Schools should continue to develop partnership approaches with colleges, businesses, employers and national organisations to create and sustain enterprise contexts to foster learners' achievement.
- 5.** Schools and authorities should extend continuing professional development in enterprise, entrepreneurship and work-related aspects, and establish it as a regular feature for all staff and as part of leadership development.
- 6.** Schools and centres should improve the consistency and effectiveness with which they evaluate the quality of enterprise experience and its impact on pupils' achievement and progression in learning and development.

Where the HMIE Recommendations fit into the DtS themes

<p><b>Supporting the development of skills for life, skills for work</b></p>	<p><b>HMIE Recommendation 3:</b> Schools should make consistently effective use of enterprise in education as part of their strategies for employability and high-quality vocational experience, providing broad, enriching opportunities for all learners aged 3-18 whatever their abilities, interests and career aspirations</p>
<p><b>Engaging Employers</b></p>	<p><b>HMIE Recommendation 4:</b> Schools should continue to develop partnership approaches with colleges, businesses, employers and national organisations to create and sustain enterprise contexts to foster learners' achievement.</p>
<p><b>Broadening the reach of Determined to Succeed</b></p>	<p><b>HMIE Recommendation 2:</b> Schools should make full use of the resources and approaches of enterprise in education as part of their strategy for addressing underperformance at stage, departmental or school level.</p>
<p><b>Embedding enterprise in the curriculum</b></p>	<p><b>HMIE Recommendation 1:</b> Schools and centres should develop further their use of effective enterprise activities, projects and contexts as key features of pupils' experience in keeping with <i>Curriculum for Excellence</i>.</p> <p><b>HMIE Recommendations 6:</b> Schools and centres should improve the consistency and effectiveness with which they evaluate the quality of enterprise experience and its impact on pupils' achievement and progression in learning and development.</p>

<b>Building Capacity</b>	<b>HMIE Recommendation 5:</b> Schools and authorities should extend continuing professional development in enterprise, entrepreneurship and work-related aspects, and establish it as a regular feature for all staff and as part of leadership development.
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## Appendix 3

**Finances**

DtS Theme	2008-2009 £	2009-2010 £*	2010-2011 £*
1.Supporting the Development of skills for life and skills for work.	47,000 <sup>1</sup>	47,000 <sup>1</sup>	47,000 <sup>1</sup>
2. Engaging Employers	2,000	2,000	2,000
3. Broadening the reach of DtS	22,913 <sup>2</sup>	22,913 <sup>2</sup>	22,913 <sup>2</sup>
4. Embedding Enterprise in the Curriculum	10,000 <sup>2</sup>	10,000 <sup>2</sup>	10,000 <sup>2</sup>
5. Building capacity	4,000	4,000	4,000
6. Enhancing our International Profile	500 <sup>2</sup>	500 <sup>2</sup>	500 <sup>2</sup>
7. Indirect Costs (Staff etc)	50,000	50,000	50,000
<b>TOTAL</b>	<b>136,413</b>	<b>136,413</b>	<b>136,413</b>

<sup>1</sup> including Vocational Pathways

<sup>2</sup> direct money to schools

\*subject to annual review

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