

Parrot Fashion

supporting young people in developing enterprise capability

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Happy New Year from Perfect Education Ltd

We had a fantastic response to the offer of a free 90 day trial of the Personal Effectiveness Tool (PET). This was launched on the 7th November 2007 and we now have 66 Schools nationwide, from The Shetlands down to Kent. Don't be left behind, join now. Sign up on our website www.perfecteducation.org.uk

Best wishes

Amanda



The 7 Habits of Highly Effective Professionals

You may have read the book of a similar name. Here is our (slightly tongue in cheek) equivalent to set you off on the right foot in 2008.

Highly effective professionals;

1. Focus on the jobs that have most impact on learning – yes, this includes marking unfortunately
2. Never do a job themselves if they can get someone else to do it (or is that just senior management?)
3. Take responsibility when things go wrong and credit others when things go right
4. Listen four times as much as they talk
5. Do the least desirable jobs first (unless rule 2 applies)
6. Use the right tools for the job (PET anyone?)
7. Don't reinvent the wheel just because they wanted a different colour

'T' Shaped Enterprise

Why is embedding enterprise in the curriculum so important? One way of looking at this question is to consider two extremes of education.

At one extreme, the subject is king. The focus is on imparting knowledge and understanding of the traditional subject disciplines through good, old fashioned teaching.

At the other extreme, skills rule. Schools are there to give students the abilities they need to learn and succeed in life. It is not what you know but what you can do.

It is not difficult to see the faults with both these perspectives. The first ignores the fact that, however knowledgeable someone is, they will fail to apply this knowledge to achieve anything meaningful without some key skills such as communication, problem solving and the ability to work with other people. The second ignores the importance of expertise; in an increasingly complex world where no one person can hope to be a specialist in everything, having depth of knowledge in a particular field is a valuable asset.

The 'T' shaped model of enterprise recognises this dilemma. The top bar of the T represents a breadth of skills needed in order to succeed in real world challenges. The vertical bar represents *depth of understanding* in one or more fields; the 'intellectual capital' which has value in the wider world. Students need to develop many T's, depth of knowledge combined with the skills to apply what they have learnt.

This model recognises the importance of the subject and the ability to apply knowledge in real-world contexts. It is the reason why enterprise is best taught through subjects rather than in stand-alone activities which aim to develop

skills out of any meaningful context. I once saw an activity, delivered with the best of intentions, which required students to develop team working skills by keeping a balloon in the air. No individual was allowed to touch the balloon twice in a row, and no-one could move their feet from where they stood. Is this really developing enterprise capability? If you separate the skills so completely from the curriculum context, are we really preparing our young people for their future lives?

Question and Answer

Question

We are planning to complete the teacher assessment on paper for a whole cohort activity, and enter the results in to PET afterwards. How long will the data entry take and do you have any tips?

Answer

This is probably the best way to start as you will avoid the extra complication of relying on internet access which is bound to go down at just the wrong time!

The time taken to enter data after the event will depend on student numbers and how the assessors have completed the task. With large groups (e.g. 200 students) many schools have opted to apply an 'exception rule' to assessment. In other words, credit students with the capabilities selected if they are actively engaged and successful in the task set. In this way, it is more a case of 'deselecting' students who become disengaged in the enterprise process.

Whilst this approach is less rigorous than individually evidenced assessment, with large groups it is more pragmatic. We asked The Forest School in Berkshire, the first school to use PET with a large group, how long the process of data entry would take. Their response was that, using the 'exception rule' approach, it took about 30 minutes to enter the teachers judgements into PET, making use of the 'select all' option for each capability then deselecting those which had not been ticked by the assessor.

Do you have a question about using PET, or about enterprise learning in general? Please email us on marie.siford@perfecteducation.org.uk

Look out for more tips for using PET in next month's issue of Parrot Fashion!

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