
Report To:	Education & Lifelong Learning Committee	Date: 07 September 2010
Report By:	Corporate Director Education and Communities	Report No: EDUC59/10/MP
Contact Officer:	John Arthur	Contact No: 01475 714263
Subject:	Determined to Succeed (DTS) Inverclyde Report to Scottish Government	

1.0 PURPOSE

- 1.1 To share with elected members the recent report sent to Scottish Government detailing the progress, development and successes of Determined to Succeed/Enterprise Agenda across Inverclyde Schools and Early Years Establishments.

2.0 SUMMARY

- 2.1 The Report details the work and development undertaken across the 3-18 curriculum.

The main areas of the report are as follows:

- Supporting the Development of Skills for Life and Skills for Work
- Employer Engagement
- Broadening the Reach of DtS
- Embedding Enterprise in the Curriculum
- Capacity Building
- Enhancing International Profile
- Statistical Information

- 2.2 Across Inverclyde there has been significant development in all schools and early years establishments. Inverclyde is held in high regard nationally in relation to Enterprise Development.

3.0 RECOMMENDATIONS

- 3.1 It is recommended that Committee note the progress made, new developments and the successes associated with work on the Determined to Succeed/Enterprise Agenda.

Albert Henderson
Corporate Director Education & Communities

4.0 BACKGROUND

- 4.1 As part of Scottish Government Ring Fenced Funding Agreement all 32 Local Authorities are required to submit an annual report detailing how Enterprise in Education (EiE) has impacted on Education, Learning and Teaching and how it will support the continual development of a Curriculum for Excellence.
- 4.2 This paper summarises the progress made, new developments and successes of the Determined to Succeed/Enterprise Agenda across Inverclyde Schools and Early Years Establishments. The full report is attached for more detailed information.

5.0 PROPOSALS

5.1 Supporting the development of skills for life, skills for work

The impact of this support includes the following:

Pupils show awareness of the importance of skills for life and work and also recognise the relevance of these skills within the curriculum.

Schools have developed meaningful contexts for delivering these skills through events involving employers and the wider school community. These include business breakfasts, mock interviews and CV creation and as a result pupils show increased confidence, communication skills and motivation.

Outside agencies recognise and value the mutual benefits of this approach and are keen to engage with and help develop ideas to further enhance the skills agenda across all areas of the curriculum.

Schools are engaging more with the College and are therefore more aware of options on offer and both parties are enjoying the mutual benefits of this.

A connection has been created with a local primary school and James Watt College, and students and staff have visited the school and taken part in question and answer sessions with further plans for pupils to visit the College to see courses in action.

This has enhanced the pupils' view of the College as a destination for these pupils at a much earlier stage than is usual.

Awareness has been raised through the Professional Learning Communities Continuous Professional Development sessions of the need for more and varied groups to meet regularly to further raise the profile of partnership working.

5.2 Engaging Employers

The Council is currently working with Partner Organisations to set up an Employer Engagement Team. This is looking at ways in which we can work together to address the needs of DtS/CfE. This will be developed to re-establish the Business Focus Group, beginning with a PLC group of PT Enterprise/Citizenship staff and following on to include other staff, parents and carers, pupils, business partners and Education colleagues.

Schools were encouraged to invite Business Partners to this year's Annual Enterprising Inverclyde Showcase. This raised awareness of the importance of the mutual benefits of such links and highlighted this to the general public.

Schools are expected to continually develop the number of employer partners they have and look at improving the quality of the activity/programmes they deliver. These relationships have now become much more real and relevant with many business links springing from engaging with the wider school community in their business capacity.

This highlights the mutual benefits to schools and businesses alike and has seen the number of business partnerships show a marked increase. From the early stages of DTS the Council has exceeded the expected number of partnerships per school and this number has grown year on year with schools' partnerships increased by 48% from last year's figures. Last year, and beyond, schools were expected to look at ways in which to embed employer/business support activity in the curriculum. The implementation of Curriculum for Excellence has provided a vehicle to deliver this more easily and the emphasis on skills for life and work permeating the curriculum supports this delivery as well as supporting activity across schools and/or centrally-led activity. The emphasis here is also on the high quality of the partnerships and their sustainability. We hope to build on these year on year - both in quality and in quantity.

5.3 Broadening the reach of Determined to Succeed

We have continued to develop relationships in the early years sector by continuing awareness raising sessions, opportunities to share good practice and providing development materials or the purchase of resources. Through our own good practice sharing with other authorities, we have implemented a pilot programme with Nintendo Wii. This was delivered by colleagues from North Lanarkshire, who developed the package, and was hosted by T-Mobile, providing an excellent opportunity to create links with business partners and Early Years.

A number of interventions have been introduced to support transition at various stages. This has resulted in smoother transitions due to closer relationships and understanding between the sectors of what is expected as they move from one sector to another.

5.4 Embedding enterprise in the curriculum

We continue to develop a collaborative approach with key partners and stakeholders on the implementation of CfE and our own CPD sessions in the area of EiE are designed to dovetail with the 4 capacities and principles of CfE. We plan to deliver a CPD session to look at the experiences and outcomes that best deliver enterprising learning and teaching early next session. This will be in conjunction with the CfE Development Officer and will invite teachers to share already existing good practice across a range of subject areas

5.5 Building Capacity

This activity has resulted in increased staff awareness of the importance of partnership working and of skills for life and work within CfE. This awareness has permeated to parents/carers and the wider school community with all involved valuing the mutual benefits.

There has also been greater awareness within the teaching community which directly links to the development of classroom activity.

Teaching and learning has been enhanced by offering new ways in which to engage learners and ensure staff are always looking for opportunities to work across the curriculum and/or with other departments.

5.6 Enhancing our international profile

The Malawi Partnership programme and a lot of the work our schools undertake via Citizenship ensure students have a greater awareness of global issues, the environment and their place in the world. External funding has been secured enabling another 6 staff to go out to Malawi and further develop teaching practices and share ideas.

6.0 IMPLICATIONS

6.1 Finance: Current ring fenced Funding

6.2 Legal: N/A

6.3 Personnel: N/A

6.4 Equalities: N/A

7.0 CONSULTATION

7.1 Not applicable.

8.0 BACKGROUND PAPERS

8.1 Determined to Succeed Report as submitted to Scottish Government



Determined to Succeed

**Policy Expectations for Local Authority Delivery
2008 – 2011**

Local Authority Progress Update: Part 1

Please note: statistical data should be recorded on [Part 2](#)

2009 – 2010

(Please note that all reports on progress will be published on our website)

INVERCLYDE



Supporting the development of skills for life, skills for work

Locally, you 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.

Concordat commitment

- Working in partnership with colleges, local employers and others as appropriate to give more school pupils opportunities to experience vocational learning.

Please provide a short narrative for each question detailing the outcomes you have achieved.

Describe the ways in which you are supporting schools to ensure all children and young people have opportunities to build enterprise and employability skills across all areas of the curriculum?	Describe the impact this is having on learning and teaching.
<p>At a strategic level the LA service improvement plan clearly identifies school expectations in relation to Skills for Life, Skills for Work.</p> <p>A Group has been set up utilising the skills and experience of senior staff to continually monitor the development of vocational options and the relationship between James Watt College and our schools.</p> <p>Personnel responsible for DTS and MCMC agendas meet regularly to ensure continual development.</p> <p>Quality Improvement Officers monitor school progress in relation to skills development as part of ongoing school evaluation and development support.</p> <p>As well as having a team of PTs responsible for Enterprise development (to include skills for life and work) covering Early Years, Primary, Secondary & SEN we also offer a range of CPD opportunities to staff across all establishments. All schools are committed to developing SLW across the curriculum. Presentations have taken place with subject champions across the secondary sector and general awareness raising and understanding sessions have been delivered to primary and early years staff.</p> <p>Vocational Education provides a wider curriculum</p>	<p>With the embedding of EiE into Curriculum for Excellence, pupils 3-18 are being exposed to experiences and processes directly linked to the World of Work.</p> <p>Pupils show awareness of the importance of skills for life and work and also recognise the relevance of these skills within the curriculum.</p> <p>Schools have developed meaningful contexts for delivering these through events including employers and wider school community. These include business breakfasts, mock interviews and CV creation and as a result show increased confidence, communication skills and motivation.</p> <p>Outside agencies recognise and value the mutual benefits of such strategies and are keen to engage with and help develop ideas to further enhance this skills agenda across all areas of the curriculum.</p>

<p>enabling pupils to access skills for work courses – making learning more relevant to the world of work beyond school.</p> <p>Other programmes such as Young Engineers Clubs, Young Enterprise, ASDAN, Duke of Edinburgh, Industry Spotlight, Work Shadowing, Work Experience etc all play an important role in developing Skills for Life, Skills for Work. Primary schools/early years establishments are holding world of work events and business networking seminars. Staff in schools across all sectors are more aware of the importance of skills development and look beyond the classroom to generate ideas and practices to develop the skills to succeed in life.</p>	
<p>What partnerships have you developed to improve opportunities for children and young people, e.g. with colleges, employers, local authority education colleagues, voluntary sector organisations, etc.?</p>	
<p>A Group has been set up utilising the skills and experience of senior staff to continually monitor the development of vocational options and the relationship between James Watt College and our schools.</p> <p>An Employer Partnership Group has also been established though has not met for some time. Currently exploring best option – re-convene group or merge with MCMC business partner forum.</p> <p>Primary and Secondary Staff have just completed CPD on Professional Learning Communities with Learning Unlimited. This will be developed to re-establish the Business Focus Group , beginning with a PLC group of PT Enterprise/Citizenship staff and following on to include other staff, parents and carers, pupils ,business partners and LA Education colleagues.</p> <p>Several local Primary/Secondary/Special schools have established reciprocal relationships with T-Mobile and Riverside Inverclyde as well as smaller local companies. They have participated in Business Breakfasts, Speed Networking Events and visits to and from the schools.</p>	<p>Schools are engaging more with the College and are therefore more aware of options on offer and both parties are enjoying the mutual benefits of this.</p> <p>A connection has been created with a local primary school and James Watt College, and students and staff have visited the school and taken part in question and answer sessions with further plans for pupils to visit the College to see courses in action.</p> <p>This has enhanced the pupils' view of the College as a destination for these pupils at a much earlier stage than is usual.</p> <p>Awareness has been raised through the PLC CPD sessions of the need for more and varied groups to meet regularly to further raise the profile of partnership working.</p>



<p>How many Skills for Work qualifications and other qualifications, e.g. ASDAN, City & Guilds, National Progression Awards, etc. were delivered in school, in college, with training providers; in what areas; and to how many young people (show change year on year)?</p> <p><u>PLEASE COMPLETE TEMPLATE</u></p>	
<p>In partnership with James Watt College 250 young people (S3+S4) take part in skills for work courses each year. To date no courses have been delivered in schools. Training providers have never been involved with Inverclyde pupils in delivering Skills for Work.</p> <p>ASDAN runs across 3 secondary schools, Duke of Edinburgh in all 7 secondary schools, and 4 involved with Columba 1400. All secondary schools offer extended work experience to senior students and CIM Work Shadowing is also being delivered in all secondary schools.</p>	
<p>What percentage of 4th, 5th and 6th Year cohorts participated in a work placement?</p> <p><u>PLEASE COMPLETE TEMPLATE</u></p>	<p>How many of these were through an accredited programme (show change year on year)?</p> <p><u>PLEASE COMPLETE TEMPLATE</u></p>
<p>Nearly all S4 pupils take part in the traditional S4 Work Experience programme. Approx 94% of all pupils go on placement.</p> <p>Senior pupils in school undertake many adhoc placements, participate in work shadowing and have the opportunity to participate in 'The Recruit' – dedicating over 400 hours to the programme.</p>	
<p>Did you evaluate the quality of work placements?</p>	<p>If yes, what outcomes did you identify?</p>
<p>Work Experience Co-ordinator, meet regularly with Gateway Staff to plan and evaluate success of programme. Outcomes identified generally focus on lack of certain types of placement. There is a consensus that placements are becoming more and more difficult to sustain in times of economic downturn. More self found placements are taking place in order to meet the needs of young people.</p> <p>Young people evaluate the experience themselves</p>	<p>There is room for improvement on the current programme delivery model, something that is currently under review across the LA. In general, young people enjoy the experience and see the relevance of it. However, a more bespoke work experience programme should be more meaningful, career focussed and directly linked to skills development.</p>



<p>and staff monitor and review a selection of placements as well as making contact with all on placement.</p>	
<p>Have you promoted parity of esteem across key stakeholders?</p>	<p>If yes, outcomes have you achieved as a result?</p>
<p>Work Experience Co-ordinators have always positively promoted placements and challenged pupils to look beyond traditional gender/stereotypical professions. 94% of students successfully participate in Work Experience across a variety of placements suggesting that the LA approach meets the needs of stakeholders.</p>	



Engaging employers

- Locally, you 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 recognise the contribution of employers.

Please provide a short narrative for each question detailing the outcomes you have achieved.

Does the Local Authority have an Employer Engagement Strategy?	What impact has it had?
<p>Individual schools record business involvement in records of data returned annually. At Inverclyde’s Annual Showcase many business partners have been presented with ‘The Spirit of Inverclyde’ Awards. Every school nominated a person or a group of people for an Award. Employer Engagement success can be demonstrated in a number of ways from the number that attend “central-led” events to participation in working groups and by the number of employers/employees that support many school led activities.</p> <p>The LA is currently working with Partner Organisations to set up an Employer Engagement Team. We are currently looking at ways in which we can work together to address the needs of DtS/CfE. This will be developed to re-establish the Business Focus Group , beginning with a PLC group of PT Enterprise/Citizenship staff and following on to include other staff, parents and carers, pupils, business partners and LA Education colleagues.</p>	<p>Schools were encouraged to invite Business Partners to this year’s Annual Enterprising Inverclyde Showcase. This raised awareness of the importance of the mutual benefits of such links and highlighted this to the general public.</p>
How are employers (private, public and voluntary sector) actively involved in Local Planning Partnerships?	



There is an employer group set up specifically for Enterprise (DTS) as well as employer planning groups developing MCMC agenda. Lack of meetings has meant that there has been little impact. However, work is underway to determine the best way to take this forward. It is proposed we maximise the members of both groups and have one group tasked with developing employer partnerships. Greenock Chamber of Commerce also fully supports DTS. 16+ Learning Choices Sub Group also meets regularly to look at issues such as SLDR, Transition etc and engages partners who can/do contribute to options within the senior phase.

How have you developed entrepreneurial learning?

What impact has this had on increasing the awareness and understanding of private and social enterprise amongst young people and self-employment as a viable career opportunity?

Entrepreneurial learning has been a key development opportunity for all schools across the LA over the last few years. As well as encouraging all secondary schools to participate in programmes such as Young Enterprise, schools run many less formal enterprise projects from early years through to S6.

All sectors are encouraged to view and share video/DVD footage of Entrepreneurs available online eg LTS website. Speakers invited to visit all sectors for Speed Networking/Question and Answer Sessions.

In Early Years – running small businesses, fetes, shows. etc

In Primary – setting up small businesses, Enterprise Challenges, Business Breakfasts, Speed Networking, Hosting parent forums

In Secondary – Speakers, , The Recruit, Charity work, Learning Leaders Programme, Young Enterprise, PSYBT etc

Have you used labour market intelligence?

What impact has this had?

All secondary schools have been provided with Skills for Scotland document and Labour Market Profiles pack to raise awareness of growth areas and employment trends. All DTS-led CPD links the whole skills development agenda to a growing economy, and the need for well developed skills to enable young people to gain and sustain employment. School co-ordinators and guidance staff use SDS website to stay abreast of labour market trends and likely destinations.

Staff are better versed to advise young people on options at transition stage and to make learning relevant to the world of work.

How many employer partnerships exist (show change year on year)?

PLEASE COMPLETE TEMPLATE

Schools are expected to continually develop the number of employer partners they have and look at developing the quality of the activity/programmes they deliver. These relationships have now become much more real and relevant with many business links springing from engaging with the wider school community in their business capacity. This highlights the mutual benefits to schools and businesses alike and has seen numbers of business partnerships show a marked increase. From the early stages of DTS the LA has exceeded the expected number of partnerships per school and this number has grown year on year with schools' partnerships increased by 48% from last year's figures. Last year, and beyond, schools were expected to look at ways in which to embed employer/business support activity in the curriculum. The implementation of Curriculum for Excellence has provided a vehicle to deliver this more easily and the emphasis on skills for life in work permeating the curriculum supports this delivery as well as supporting activity across schools and/or centrally-led activity. The emphasis here is also on the high quality of the partnerships and their sustainability. We hope to build on these year on year - both in quality and in quantity.

Have you recognised and celebrated employer partnerships at local authority level?

Schools are encouraged to include employer partners in school events/shows as a way of recognising their contributions. Centrally, we have always recognised the contribution of employers at our annual showcase events, rewarding employers with a glass award – Enterprising Inverclyde Business Support Award. Schools are also encouraged to formally recognise the business support by writing letters of thanks and including business partners in day to day curricular activities, particularly appropriate with the implementation of Curriculum for Excellence.

What impact has this work had?

Provides the LA with the opportunity to recognise and value the contribution businesses make to enterprising teaching and learning within CfE and highlights the importance of the agenda within the curriculum.

Broadening the reach of Determined to Succeed
Locally, you will:

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

Please provide a short narrative for each question detailing the outcomes you have achieved.

How have you expanded provision locally to include;	What impact has this had?
Early Years	We have continued to develop our relationships in this sector by continuing awareness raising sessions, opportunities to share good practice and providing development materials or the purchase of resources. Through our own good practice sharing with other authorities we have implemented a pilot programme with Nintendo Wii. This was delivered by colleagues from North Lanarkshire, who developed the package, and was hosted by T-Mobile, providing an excellent opportunity to create links with business partners and Early Years.
Young people educated outwith their school (excluding home schooled)?	
Residential establishments?	
How has enterprise in education supported young people through transition into positive destinations (early years to primary; primary to secondary; secondary to further/higher education; secondary to world of work)?	What impact has this had?
Early Years /Primary/Secondary Transitions have been developed through EiE programmes delivered through DtS eg Showcase Challenges, Bags of Style A P7/S3 Challenge and Your Future Presentation. There have been a number of interventions introduced to support transition at various stages. In particular secondary schools have used enterprise resources eg The Enterprise Game and D'Ye Ken to provide stimulating quiz/fun events for P7s in advance of their transition. P7s have developed CDs and DVDs for Early Years transition and organised welcome days for wider school community to be introduced.	This has shown smoother transitions due to closer relationships and understanding between the sectors of what is expected as they move from one sector to another.



<p>James Watt College have created a link with a local primary school to encourage the idea of positive destinations even earlier. James Watt and HE providers and Guidance staff encourage those considering leaving school to attend open days/seminars etc to explore opportunities beyond school. The MCMC team work with those at risk of not making a positive transition from school to prepare them and explore opportunities.</p>	
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Embedding enterprise in the curriculum

- Locally, you 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; and
 - Support collaborative approaches to delivering enterprise in education within CfE.

Please provide a short narrative for each question detailing the outcomes you have achieved.

Is enterprise in education reflected in local plans for the implementation of CfE?	If not, what action is planned?
We continue to develop a collaborative approach with key partners and stakeholders on the implementation of CfE and our own CPD sessions in the area of EiE are designed to dovetail with the 4 capacities and principles of CfE. We plan to deliver a CPD session to look at the experiences and outcomes that best deliver enterprising learning and teaching early next session. This will be in conjunction with the CfE Development Officer and will invite teachers to share already existing good practice across a range of subject areas	
Have you communicated the findings of HMIE’s report to schools?	What structures are in place to implement its recommendations across local education provision?
HMIE’s Improving Enterprise in Education document has been previously recommended and the interactive self evaluation tool highlighted, during in-service for Enterprise Co-ordinators. A précis of the findings has been issued to co-ordinators and PTs, and Co-ordinators report on the DtS data return that they have made use of the tool during collegiate time.	Plans to run staff workshops linked to the updated HMIE self evaluation tool and to invite staff who have used it widely in school to share their good practice.
Is enterprise in education reflected in your authority’s learning and development strategy (in enterprise, entrepreneurship and work-related aspects)?	If not, what action is planned?
Yes	

Building capacity

Locally, you 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 (Recommendation 5 of HMIE's 'Improving Enterprise in Education' report);
- Ensure CPD continues to foster an understanding of partnership working and increased recognition of the role employers play in enhancing and informing learning and teaching, encouraging a cross-sectoral and cross-curricular approach;
- Ensure CPD includes an understanding and application of local and broader LMI as appropriate, to inform learning and teaching;
- Continue to work in partnership with Scottish Government and CS to ensure agreed *EEBL* targets are met for academic session 2008-09;
- Work in partnership with Scottish Government and CS to develop a more sustainable model for delivery of *EEBL* beyond academic session 2008/09; and
- Encourage joint CPD activities which involve teachers and other learning partners (e.g. colleges, HE, training providers and employers).

Please provide a short narrative for each question detailing the outcomes you have achieved.

<p>How many staff have participated in CPD relating to fostering an understanding of partnership working and increased recognition of the role employers play in enhancing and informing learning and teaching?</p> <p><u>PLEASE COMPLETE TEMPLATE</u></p>	<p>What impact has this had?</p>
<p>PT Enterprise organising awareness raising sessions with Primary/Nursery staff in several establishments, resulting in more Business Speed Networking events, Business Breakfasts, and World of Work events.</p> <p>All NQTs within the LA are also trained as part of their Enterprise In-Service Training.</p> <p>CPD Session on Professional Learning Communities led by Ian Smith of Learning Unlimited attended by 20 Primary and Secondary colleagues will be developed to included groups of employers in further sessions delivered next session (2010/11).</p>	<p>This has resulted in increased staff awareness of the importance of partnership working and of skills for life and work within CfE. This awareness has also permeated to parents/carers and the wider school community with all involved valuing the mutual benefits.</p>
<p>Have you promoted and ensured uptake of the 'partnership with employers' on-line resource on the Enterprise area of Learning and Teaching Scotland's website?</p>	<p>What impact has this had?</p>
<p>Enterprise Co-ordinators and PTs are regularly informed by email of the resource and the additions to it through Glow session.</p>	<p>Not evaluated impact</p>



<p>Have you developed the understanding of entrepreneurship (including social enterprise) and its importance to Scotland's economy to school staff?</p>	<p>What impact has this had?</p>
<p>In all our DTS/CfE courses we promote the importance of entrepreneurship and enterprising skills directly linking to the importance of the local, national and global economy. We have delivered in-service awareness-raising sessions with Enterprise PTs around this theme who are in turn expected to share this information with staff in school.</p>	<p>Greater awareness within teaching community which directly links to the development of classroom activity.</p>
<p>Have you promoted and ensured uptake of the entrepreneurial on-line resource on the Enterprise area of Learning and Teaching Scotland's website?</p>	<p>What impact has this had?</p>
<p>Enterprise Co-ordinators and PTs have been informed by email of the resource –and informed through Glow of any updates to the resource.</p>	
<p>How many staff have participated in EEBL? <i>PLEASE COMPLETE TEMPLATE</i></p>	<p>How have you measured the impact of the programme on their practice?</p>
<p>12 staff participating in 2 day placements.</p>	<p>On completion staff reflect on how the placement will impact on their teaching practices. Staff also complete an evaluation on their EEBL experience. We also plan to introduce sharing of info EEBL sessions next session.</p>
<p>Are plans in place to ensure the sustainability of EEBL beyond 2010/11?</p>	
<p>Inverclyde Council has linked up with 5 other local authorities to deliver the programme during 2009/10, it is our intention to continue this model and again hopefully have 12+ staff participating in EEBL placements.</p>	
<p>What processes are in place to ensure that an awareness and understanding of LMI is a feature of appropriate CPD opportunities?</p>	
<p>As part of any DtS-led CPD activities, LMI is always highlighted alongside the importance of skills development linked to economic benefits – locally, nationally and internationally.</p>	



What CPD activities have taken place to involve teachers with other learning partners?	What impact has this had on both teachers and partners?
<p>Individual schools have developed relationships with learning partners through their Business Links and we plan to offer CPD next session to provide an opportunity for these schools to share their good practice. Links have been established with Renfrewshire and East Renfrewshire councils and a number of CfE-led courses. Conversations with JW College and private sector colleagues have taken place with regards to sharing CPD opportunities in the future.</p>	<p>Sharing best practice and experiences with a wider more diverse group.</p>
How are you assessing the quality of enterprise-related CPD experiences for teachers	What impact are those experiences having on learning and teaching?
<p>We analyse feedback from all CPD Sessions and follow up on any issues arising with individuals. Regular visits to schools and close involvement in the learning and teaching processes reveal that the CPD on offer is impacting very positively in all areas of the curriculum.</p>	<p>Enhancing teaching and learning by offering new ways in which to engage learners and ensure staff are always looking for opportunities to work across the curriculum and/or with other departments.</p> <p>Where resources have been part of CPD we will check that the resources have added value to the curriculum and improved teaching and learning experience.</p>



Enhancing our international profile

Locally, you 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; and
- 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.

Please provide a short narrative for each question detailing the outcomes you have achieved.

How have you sought and responded to collaborative global learning opportunities?

Inverclyde have supported many visits from foreign delegates via SG over the years. We are always willing to support wherever possible. In addition to this we have a very strong partnership programme with schools in Malawi. Through our Malawi links programme we also link with JWC and Strathclyde University when they have any foreign delegations. All LA staff who have been to Malawi ensure on return that the whole school are aware of the visit and encourage all classes to be part of the school partnership programme.

Many schools also have partnership programmes with foreign schools and/or charitable organisations.

How has enterprise in education contributed to young people's understanding of their (and Scotland's) place in the global economy?

The Malawi Partnership programme and a lot of the work our schools undertake via Citizenship ensure students have a greater awareness of global issues, the environment and their place in the world. External funding has been secured enabling another 6 staff to go out to Malawi and further develop teaching practices and share ideas.

One of the 4 focus areas of our Annual Showcase this year was a 'Global Village' manned by partnership schools and displaying evidence of the success of these partnerships. This raised awareness with other schools, local business partners, members of the public and the wider school community of the importance that the local authority place on these opportunities.

Several schools across all sectors have gained Rights Respecting Schools status and use the knowledge gained to raise awareness of Global Issues in this area. Several schools are also working towards Fair Trade status and looking at how this impacts on the global economy.

DECLARATION

I declare that to the best of my knowledge and belief the information contained in this form is accurate.

Signed _____

Name Wilma Bain

Position Head of Education

The completed Progress Update is to be received no later than 30 July 2010

**Please return to:
Michelle Barr**

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