

A Framework for Enterprising English

Background: The new KS4 statutory entitlement to work- and enterprise-related learning (WERL) for *all* requires core subjects such as English to create and adapt schemes of work to inspire students through these new learning outcomes. This document offers a framework for reading English set texts across the spectrum of examining boards, to help teachers discover how a text contains many opportunities for teaching WERL outcomes at the same time as enhancing learners' understanding and appreciation of the subject for GCSE examination.

The framework is presented in the form of a matrix that contains some of the 9 QCA elements of work related learning (WRL) alongside the DfES definitions of Enterprise Education. Readers can use the matrix as a prompt sheet to identify firstly where these elements are present in a text and secondly, record ideas for where they could be exploited in a lesson environment.

For example, a strong element in WERL is the aspiration to enhance learners' *business and economic understanding*. All English 'texts' (books, poems, plays etc.) are produced in a social context that can be productively mined for comparison with the present.

Sometimes this context is *explicit*, as in the set-text 'Of Mice & Men' where the plight of dispossessed itinerant labourers in 1930s USA invites productive comparison with the contemporary social and economic problems surrounding economic migrants from the developing world. Learners can compare the tragedy in the novel with the tragedy of (say) the Morecombe Bay cockle gatherer drownings in 2002.

Sometimes this context is *implicit*, as in the Seamus Heaney poem, 'Death of a Naturalist', which a critic in the Irish Times first described as 'a long and not-very-interesting poem about frogs'. Even here, business and economic understanding can be raised in a lesson about where and when the poem was first published, who *pays* for poetry and what the market for the art of poetry represents in comparison with, say, the Harry Potter publishing phenomenon. Also, Heaney's status as a Nobel prize winner can be brought in to this lesson discussion in terms of the financial rewards of writing. Remind that Samuel Johnson wrote 'no man but a fool ever wrote anything but for money'.

The above examples highlight one aspect of how a text may be enlivened by seeking WERL outcomes for learners, but plenty of other opportunities reside in mapping elements of *work related learning*, *enterprise capability* and *financial literacy* against the same texts. Happy mapping!

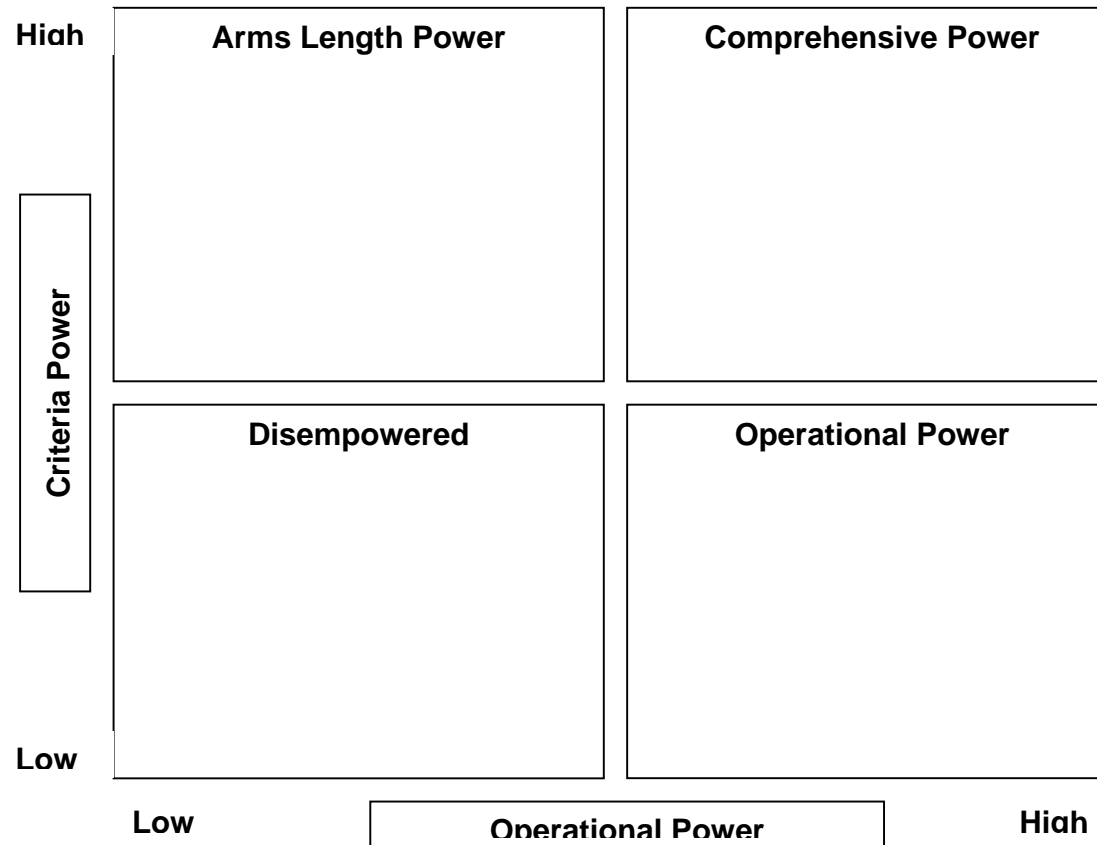
Name of Text: _____ Genre (Novel, Poetry, Drama): _____

Work- & Enterprise-Related Learning Outcomes	Where it Occurs In The Text	Ideas for Lesson Development
<p>1. Learners recognise, develop and apply their skills for enterprise and employability (QCA element 1).</p> <p><i>Are there characters in the text that learners can evaluate in terms of their suitability for certain jobs and activities? (e.g. could learners analyse the work skills of Willie Loman in 'Death of a Salesman' and relate their own skill sets to the changing functions of contemporary sales roles?)</i></p>		
<p>2. Learners learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place (QCA element 3).</p> <p><i>Are their opportunities from the text to discuss characters' public and private roles and relate this to contemporary working rights & responsibilities? (e.g. how has the vulnerability of the off-stage victim in An Inspector Calls been changed by social legislation?)</i></p>		
<p>3. Learners develop awareness of the extent and diversity of local and national employment opportunities (QCA element 4)</p> <p><i>Does the text have UK-specific themes that would allow broader discussion of local versus national markets? (e.g. using Of Mice and Men as a springboard for discussion of types of labour markets in present day UK and the rapid increase in eastern European economic migrants. Learners could ask how 'enterprising' are economic migrants compared to Lennie & George. Additionally, look at the USA and current marches in support of legalised immigrant labour? How global is this problem?</i></p>		

Work- & Enterprise-Related Learning Outcomes	Where it Occurs In The Text	Ideas for Lesson Development
<p>4. Undertake tasks and activities set in work contexts (QCA element 6).</p> <p><i>Are their opportunities for using this text in a work simulation activity? (e.g. asking the students to form groups and role play between artist and publisher, pretending to be the authors of a text and 'selling' the benefits of the story to a publisher. Who will the readers be? Why will they like the story? What would they pay for the book? Etc.)</i></p>		
<p>5. Have contact with personnel from different employment sectors (QCA element 7).</p> <p><i>Does this text lend itself to wider interpretation through contact with a business organisation? (e.g. Relating the social enterprise 'The Big Issue' to 'Down & Out in Paris & London'.)</i></p>		
<p>6. Learners develop their 'Enterprise Capabilities' (DfES)</p> <p><i>Can interpretation of this text be part of developing an understanding of how organisations deal with risk and change? Could learners engage in a team building activity, combining creative problem solving with risk taking, decision making and responding positively to change in uncertain conditions? (e.g. Macbeth. How does the central character recognise opportunities? Could students form groups and conduct a risk analysis on the central character's options at critical points in the plot?)</i></p>		

Work- & Enterprise-Related Learning Outcomes	Where it Occurs In The Text	Ideas for Lesson Development
<p>7. Learners develop their 'Business & Economic Understanding' (DfES)</p> <p><i>How can learners productively compare and evaluate the socio-economic conditions surrounding the text with the contemporary world? (e.g. An Inspector Calls could pose the question "Where does the social and economic power lie in the play's characters? Learners in groups could position the play's roles and organisations on a 'stakeholder' matrix, identifying the extent to which they wield 'criteria power'- ability to make the rules or 'operational power' – ability to affect things through actions. These organisations (e.g. Royal Family, Town Council, Lord Mayor, Police, Business man, Working Person, Husband, Wife) can be compared with the same roles / organisations that maintain in the present day) . – see Appendix A.</i></p>		

Appendix A: A Stakeholder Matrix (after Winstanley et al, 1995)
to aid the understanding of business and economic power in an English Text



First identify all the roles and organisations in the text and then position them on the matrix according to how much social and economic power they have either to 'set the rules of economic activity' – Criteria Power – or to influence social outcomes through using resources such as money, skills, knowledge, labour – Operational Power. E.g. where would you place the characters in Macbeth? Where would you place the social roles and organisations in 'An Inspector Calls'? This activity should lead to a comparative discussion about the social context of the text and the present day and greater insight for learners in to the process of stakeholder analysis itself.