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KURA APII KIMI'ANGA PUAPINGA O TE KUKI AIRANI

Cook Islands Enterprise Curriculum Statement



WITHIN EACH ONE OF US LIE MANY TALENTS, GIFTS THAT SOMETIMES WE NEED HELP TO DISCOVER, SO THAT WE CAN GO ON TO ACHIEVE OUR FULL POTENTIAL

TE VAI NEI I ROTO IA TATOU TE AU TARENI MA TETAU AU APINGA ORONGA TUKETUKE, TE KA ANOANO KIA KITEA IA, E KIA RAUKA IA TATOU ITE AKATUPU I TE REIRA, KITE MA'ATA'ANGA TIKAI.

(Johanna Simiona Gifford 2011)

- The burning flames - signify the potential of our gifts that are ignited, when we move confidently into a world full of unknown opportunities.
- The wood - signify the help and support we need to get started
- The embers - signify the confidence we have when we believe we can do it.

KORERO AKATUERA'ANGA

Foreword

The Cook Islands Curriculum Framework (July 2002) establishes the policy for learning and assessment in all Cook Islands schools. Enterprise is one of the final learning areas to be developed and its importance is reflected through its designation as one of the eight essential learning areas in the Curriculum Framework.

An overall goal of education is to develop the knowledge, skills and attitudes of students to enable them to become valued members of society, fulfilling personal and communal needs and aspirations, while respecting our environment and culture as well as the viewpoints and rights of other people. While all essential learning areas contribute to the overall development of students, the Enterprise Curriculum is designed to direct young people to develop enterprising competencies, skills, understandings and attributes which equip them to be positive contributors in their communities in the 21st century.

Pursuant to Section 37 of the Education Act 1986/87, which delegates authority over the school curriculum to the Secretary of Education, I approve the Enterprise Curriculum (June 2011) as an official draft curriculum for the purpose of trialing in Cook Islands schools.

I am very appreciative of the work undertaken to develop this Enterprise Curriculum (June 2011) by the Curriculum Developer and Financial Literacy Advisor, Ms Johanna Simiona. I am also extremely grateful for the support and advice of the Technical Assistant, Lyn Morris from Enterprise New Zealand Trust, and the team of Heads of Departments, curriculum panel members and local stakeholders. My acknowledgement is equally accorded to the CEO of School Support, Mrs. Upokoina Herrmann, and the Manager of Curriculum, Mr. Strickland Upu. Thank you all for your contribution to this excellent document.



Sharyn Paio
Secretary of Education





AKAMEITAKIANGA

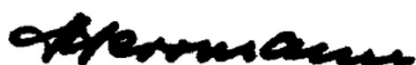
Acknowledgements

It is with keen interest and commitment that the Ministry of Education announces the completion of the Cook Islands Enterprise Curriculum Statement. This document will cultivate and instil in students an enterprising ethos that is driven by initiative, innovation, creativity, resourcefulness, responsibility, hard work, adaptability and the spirit of entrepreneurship.

The completion of the Enterprise Curriculum Statement is the culmination of team work, and the application of enterprising skills in research, consultation, collaboration, critique and training. The Ministry acknowledges the contribution of the Pacific Financial Inclusion Programme (PFIP), Young Enterprise New Zealand (Ltd.) school principals, BTIB and other stakeholders for the initial scoping mission that determine the capacity and capability of the Cook Islands Ministry of Education to integrate enterprise and financial education into the school curriculum (EFEC). Credit is also accorded to the banking and business corporations of WESPAC, ANZ, BCI and BTIB for their enthusiasm and keen interest in the financial literacy and entrepreneurial competencies of young people. Their involvement resulted in the implementation of programmes in the three colleges of Rarotonga; they were equally committed to the development of a financially and entrepreneurial competent community of people. This team, naturally, formed the core of the EFLC Panel, with the new additions of the Chamber of Commerce, principals, teachers and other stakeholders. Thank you all for your contribution.

The contribution from within the Ministry, through School Support is also acknowledged; the Manager of Curriculum, Strickland Upu, for his advice, guidance, and critique, and other advisors for their advice and support. Thank you also to Anna Savage for the task of editing the document.

The final threads of the document are sewn together by Johanna Simiona, the Enterprise Curriculum Developer, in association with Young Enterprise Trust through its Head of International Contracts and Financial Education, Lyn Morris, and the Heads of Schools. Lyn Morris, worked alongside Johanna as the advisor, the trainer, the counselor, the mentor, and so forth, and together, they ensured that the enterprise document reflected both the local and global contexts, and is embrative of the four strands of Enterprise Education; enterprise knowledge and understanding, enterprise process and practice, financial education, and enterprise in society. The Ministry is, indeed, grateful to Johanna Simiona for the facilitation and completion of the Enterprise Education Curriculum Statement.



Upokoina Herrmann, CEO School Support

TUATUA AKATOMO'ANGA

Introduction

Enterprise is the capacity and willingness to initiate and manage creative action in response to opportunities or changes, wherever they appear, in an attempt to achieve outcomes of value. These outcomes can be personal, social, cultural and of course economic. Typically, enterprise involves facing degrees of difficulty or uncertainty.

Enterprise Education is a teaching and learning process directed towards developing in young people enterprising competencies, skills, understandings, and attributes which equip them to be positive contributors in their communities in the twenty-first century. This learning area provides students with the opportunity to engage in authentic learning in a rapidly changing world.

Enterprise learning has three layers: financial competency, where students practise making wise financial decisions; enterprise capability, where students practise enterprising attributes; and entrepreneurship, where students learn, experientially, about business start-up and operation – the learning by doing approach.

All members of a community need to be financially competent because managing money is ongoing throughout their lives. A community thrives when its members are enterprising, that is its members have a positive, flexible and adaptable disposition toward change, seeing it as normal and as an opportunity, rather than a problem. To see change in this way, enterprising people have a security born of self-confidence and are at ease when dealing with insecurity, risks and the unknown. A community also needs its share of entrepreneurs, who will constantly assess new opportunities and take business risks.

Enterprise capability, financial competency and economic and business understanding are all part of the essential toolkit of the effective entrepreneur.

Enterprise Education engages students in a continuous process of asking questions, finding ideas, making plans, producing results, reflecting and evaluating. Students participating in the process acquire tools, mindsets and attributes for the purpose of developing an enterprise culture. By taking part in this process, students practise innovation and learn to identify, create, initiate, and successfully manage personal, community, business, and work opportunities, including working for themselves.

Enterprise Education takes an integrated approach and has increased value because it has multiple outcomes. One key outcome is the development of personal enterprising attributes. Another key outcome is the ability to develop positive attitudes to entrepreneurialism and wealth creation, encouraging and supporting them in establishing and running businesses.

Enterprise learning has much in common with problem-based, inquiry learning approaches. But it offers two for the price of one. Curriculum outcomes are improved because students are constantly engaged in authentic and useful activities. Enterprising attributes, like all generic skills, need to be constantly practised over periods of time. The overarching attribute is the development of a “can do” attitude.

The inclusion of Enterprise as an essential learning area in the Cook Islands Curriculum is a statement of belief in the future.





TE PEU MAORI I ROTO ITE AKAPA'ANGA KURA APII

Culture in the Cook Islands Curriculum Framework

The Cook Islands Curriculum reflects the unique nature of the Cook Islands including cultural and spiritual beliefs and values.

The school curriculum will acknowledge and value the special place that is the Cook Islands, and will give students the opportunity to learn about Cook Islands Culture and language. It will ensure that Cook Islands cultural traditions, spiritual beliefs, histories and events are recognized and respected.

Cook Islands Curriculum Framework P. 5

A rationale statement for the Enterprise Curriculum in Cook Islands schools

OUR CHILDREN

The Cook Islands children are like children everywhere — they learn when they are actively engaged, questioning, using their own real life circumstances, making sense of the world through experiences and learning in context, constructing their own meaning, taking risks, and turning mistakes into valuable lessons.

Our children are fortunate to live in their own unique environment with a low population, relative freedom, safety and peace. This world, though physically isolated, is now freely connected to the global village by technology and the information highway. Many of our children have proven that this is another medium they learn well in while applying self directed learning. Our challenge is, as with all learning, to monitor and guide children through this abundance of knowledge so that our and our society's values continue to be reflected in their actions.

PRIMARY ENTERPRISE PROGRAMME

It is hoped that through enterprise education our primary children design and operate their own functioning society within the school timetable. Curricula such as Identity, Culture, and Organisation and The Economic World are brought to life through children's actions. Their society is not static. It is competitive and is subject to social and economic change, along with rapid technological change as children introduce new designs and computer systems to support their society. This student centred learning puts children in the driving seat.

Through enterprise education our children establish ventures and earn income paid in a school currency, they invest in their businesses, buy one another's products and services and pay taxes. Children take risks, quickly learning to manage those risks through investigating more fully the choices they have and the consequences of those choices. The lesson is never lost when they are not happy with the outcome.

It is important for the schools to support their children in becoming critically reflective on the world about them. By honestly exploring realities of life in our democratic market system children will confront issues of social justice, discover economic, social and legal 'rules' which shape society and develop a critical awareness of the world of advertising and the media which so clearly influence young people.

THEIR FAMILIES

Rapid change permeates all spheres of life and the family structure is no exception. Many families divide, reconstitute and some divide again. In coping with the stress of family

life, many parents struggle to provide all the emotional support and guidance which their children need. Schools are constantly challenged to pick up on the fragmented family life, working on self esteem and rebuilding a sense of worth in their children.

There is no family today that is not affected in a significant way, day to day, by economic factors. Money can be one of the greatest causes of stress in families and relationships today. Children need to have an understanding too, of this force which has such an impact on their lives. With growing inter-generational dependence on welfare benefits, there is increasing risk of young people leaving school not ready to work. Young people need to develop skills and attitudes which lead them to discover the satisfaction of work and personal independence. In the first instance, income can only come from personal effort. Work, income, wealth in the broader sense and well-being are intrinsically linked.

Through enterprise education, primary school aged children learn these lessons first hand. They quickly learn that with their limited earnings they have many alternatives to spend their hard earned income on. Experiencing tradeoffs and practising decision-making techniques leads to better future outcomes. Citizens can be hard on members who choose not to work. No work, no pay. Some students have established community centres where students are guided back into employment. Peer pressure is all powerful.

It is essential to develop a sense of belonging and a belief in young people that they have a real contribution to make to the Cook Islands. We need to begin while children are still young.

THE SCHOOL

Children will remember, as adults, how school experiences and particular teachers made them feel. This has a profound impact, both in the present for children and in the future.

Teachers can help children to develop the skills which they need to cope with change, to be flexible and to be independent. How we teach is as important as what we teach to achieve this.

Children learn best and enjoy their learning when they:

- ask the questions and evaluate the answers
- co-construct knowledge building on prior experiences
- teach each other
- participate in a wide range of learning activities
- take responsibility for their own learning

As society outside school changes, schools can provide long-term practise for students to be enterprising in a safe and nurturing environment. Their teacher will be a 'guide on the side', who by being a learner too, models the learning process. A process that produces a result is what is important. There are no boundaries to information. Schooling is no longer the prerogative of the teacher. Everyone, including the children, is an educator.

The vision of the Enterprise Curriculum is for young people who will be confident, connected, actively involved and lifelong learners. By making the classroom a part of the community, or by making the world the classroom, our children can explore and practise being part of the real world within the safety of the school. Developing decision making skills after exploring available choices are critical life skills to be practised again and again.

Many adults think children go to school to be educated so they will get a job. But jobs don't always exist in the location wanted, or in the field sought. The question then becomes, how





are jobs invented? Do children need to learn this?

Our schools are producing job seekers, as though there were full employment for all and as if jobs will automatically appear. It is imperative that we educate our young people to see opportunities and develop them — to be job creators as well as job takers.

Children learn to identify opportunities to create wealth and discover that it is not just its creation, but also what you do with it that is important. They have opportunities to shape community goals, determine fairness, engage in unselfishness, benevolence, charity and in personal commitment.

An economic way of thinking can help us to understand these dynamics in our society. It is a technique or method of thinking, rather than a set of conclusions. There is an assumption about what guides human behaviour. The assumption is that individuals take those actions they think will yield them the largest net advantage. Everyone, it is assumed, acts in accordance with that rule: miser or spendthrift, saint or sinner, consumer or seller, politician or business executive, cautious calculator or spontaneous improviser. Everything depends on what, in fact, people find in their own interest. People are all different. We see this daily with our children in school.

Developing an enterprise culture will also help our young people to realize that they can legitimately source their income by creating jobs or working with other people. Being a Cook Islander means getting out there and making a contribution. We want our young people to develop a sense of 'giving back' and 'belonging to'.

THE ECONOMY

Consumers have many choices in our competitive economy. Within this environment, businesses play an important role in providing many of our 'needs and want'. The market economy requires its producers to meet the needs of others — consumers. If a business fails to do this, it will go out of business. As consumers and citizens we set the rules of the challenge for our businesses to operate within. Government, our representative, enacts those laws and introduces codes, and upholds these through an independent judiciary system on our behalf.

It is through our purchases as consumers and/or through the vision and innovation of people in business that jobs ultimately change. People in businesses, though, are the creators of new jobs. They see opportunities, take risks, try out new ideas, engage others in their visions and test out consumer response. If we are innovative, work will be created, income will grow.

Enterprising ventures are the vehicles by which children create employment and earn income. They test their ideas in their school marketplace. As workers they purchase resources from their warehouse, record costs, produce their goods or services, price their wares and test the marketplace. They operate within the rules set by their society.

Enterprising children, through wearing the three hats of consumer, producer and citizen concurrently, develop a real vision of their community's social and economic future. Their unique cultures they bring to their society are incorporated into the choices they have and the decisions they finally make. All aspects of culture, history and people are reflected in each school's unique society.

To Be Enterprising and Successful



We Must Start With an Idea





KORONGA TUMU

General Aim

Enterprise Education in the Cook Islands' schools aims to develop students' ability to demonstrate enterprise in a range of social, political and economic contexts. It engages students in a process where they acquire tools, mindsets and attributes for the purpose of developing an enterprise culture.

The aim of enterprise education in the Cook Islands Enterprise Curriculum is to develop students' enthusiasm for enterprise learning by:

- creating energized and enterprising young people who will contribute to the Cook Islands' economic future
- increasing exposure to experiential learning as well as providing theoretical approaches to learning
- developing in young people those skills, competencies, understandings, and attributes which equip them to be innovators, creators and initiators
- empowering students to take ownership of their own learning, by seizing opportunities to think outside the square, to set goals and ignite the excitement of venturing into the unknown.
- providing practical enterprise activities in a range of authentic relevant contexts
- enabling students to successfully manage their personal, community, business, and work opportunities, including working for themselves
- encouraging students to see the real life relevance of education and enabling them to contribute successfully within business, community and society.
- equipping students with skills necessary to operate in the community, socially and in the business context
- empowering students to make informed judgments and to make effective decisions regarding the use and management of money
- providing opportunities for young people to develop those financial tools and language which will enable them to financially participate responsibly in society
- Students take ownership of their own learning; they seize opportunities to think outside the square, set goals and are excited by venturing into the unknown.
- It encourages them to see the real life relevance of education and leads them to contribute successfully within businesses, community and society.
- Enterprise Education equips students with those skills necessary to operate in the social, economic and in the business environment of the Cook Islands.

Specific Aims

Enterprise as managing ventures – training students to develop positive attitudes to entrepreneurialism and wealth creation and assisting them to establish and run enterprises.

Enterprise as a personal attribute – focuses on the development of appropriate teaching methodologies and approaches to developing enterprise skills.

Effective personal financial management requires people to accept personal responsibility for the effects of their decisions on themselves and on others, within a legal and ethical context.

Enterprise education is learning directed towards a teaching and learning process developing in young people those skills, competencies, understandings and attributes which equip them in:

- generating, identifying, assessing and responding to opportunities
- identifying, assessing, and managing calculated risks
- being able to create added value
- collecting, organising and analysing information
- generating and using creative ideas and processes
- identifying, solving and preventing problems
- identifying, recruiting and managing resources
- matching personal goals and capabilities to an undertaking
- working with others and in teams
- being flexible and dealing with change
- negotiating and influencing
- using initiative and drive
- monitoring and evaluating
- communicating and receiving ideas and information
- planning and organising
- being fair and responsible
- developing a “can do” attitude
- recognising the financial value of cultural wealth
- becoming empowered to make informed judgements and decisions
- recognising financial consequences
- gaining and applying relevant financial knowledge, skills and values
- working towards building community financial well-being and security
- setting and achieve financial goals appropriate to personal and communal values
- selecting and using financial tools interactively to achieve financial goals
- understanding the importance of time and commitment for achieving financial goals



TE AKAKORO'ANGA A TE AKAPA'ANGA O TE AU KURA APII

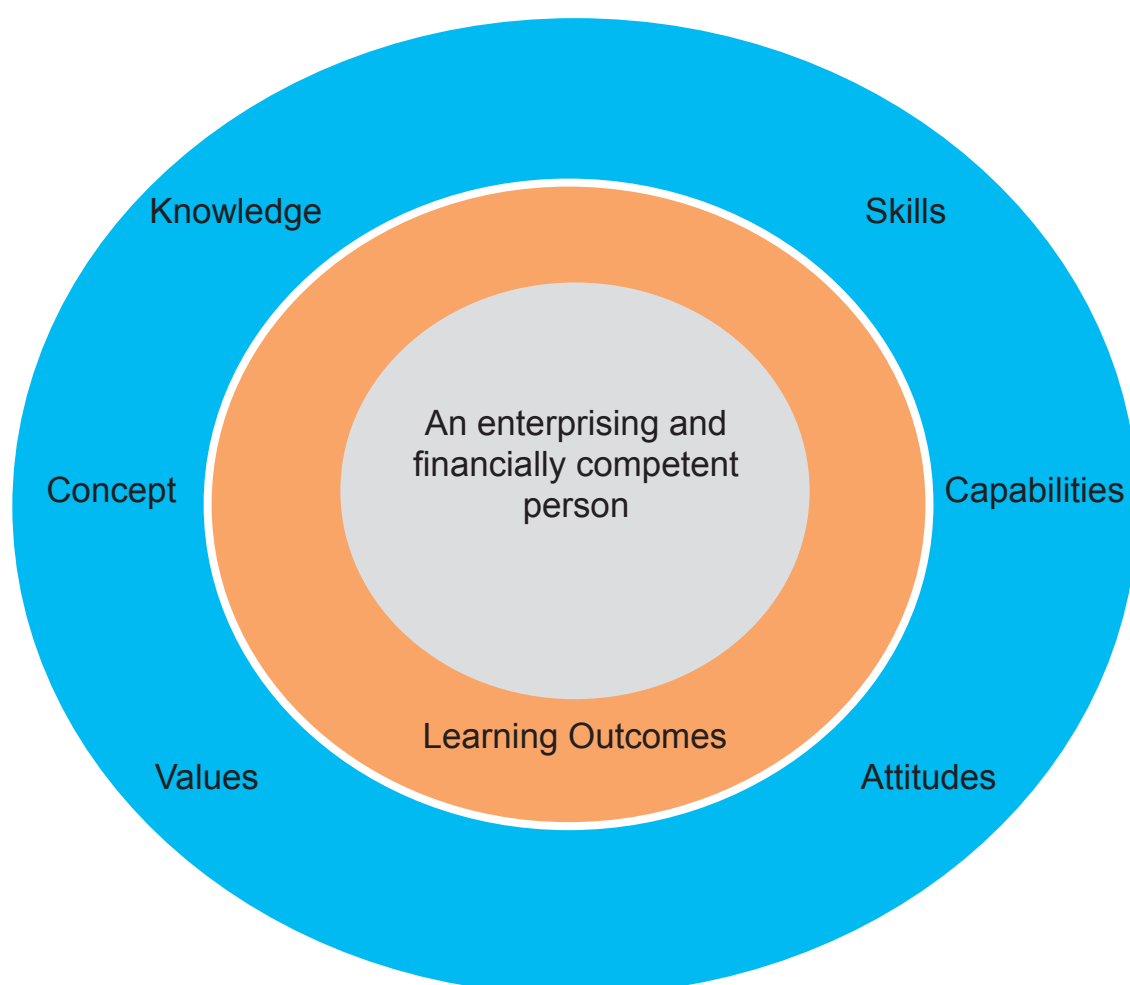
Purpose and Structure of the Document

Enterprise Education and the Curriculum

The Cook Islands Curriculum Framework sets the direction for teaching and learning in the Cook Islands schools. Schools are required to base their curriculum on the principles of the Cook Islands Curriculum, to encourage and model the values and to develop key competencies at all year levels. Eight learning areas are specified and each learning area has a clear statement that is seen as the starting point for developing programmes of learning suited to students' needs and interests. Each of the learning areas contains achievement objectives which set out selected learning processes, knowledge and skills relative to eight levels of learning. Such learning will enable students to develop their potential, to continue learning throughout life and to participate and contribute effectively and productively to the Cook Island's democratic society and a competitive global economy.

The teaching and learning of Enterprise Education comprises four strands (with substrands), achievement objectives and learning outcomes.

The diagram below shows the teaching and learning outcomes of the Enterprise Curriculum.

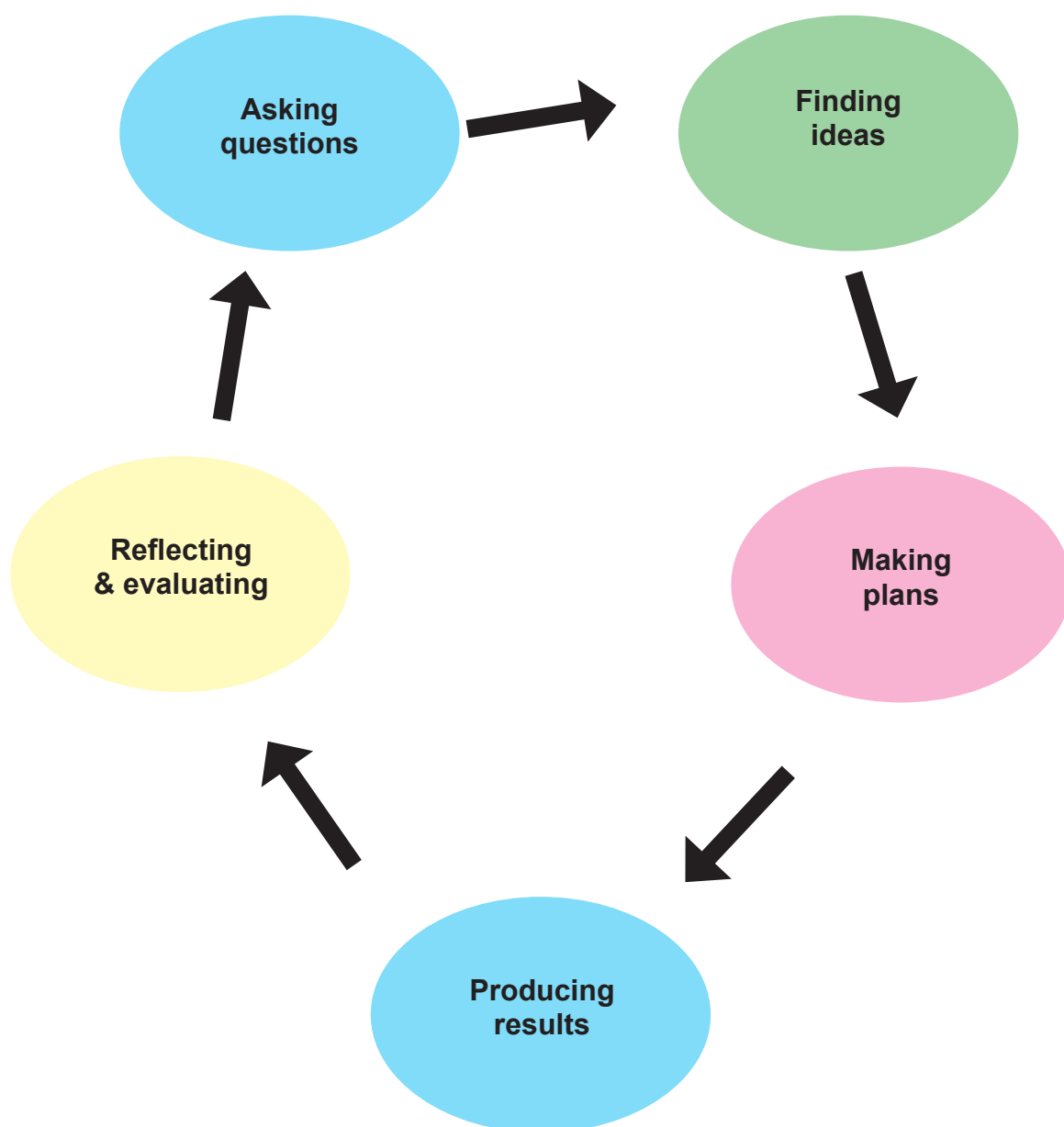


THE ENTERPRISE PROCESS

An Enterprise activity or project illustrates 'The Enterprise Process', which has several phases.

Each phase deals with a particular stage of the activity or project. A sign off sheet must be completed at the end of each phase to signal to the students that they can progress to the next phase.

(Figure 1)



Adapted from the Durham University Model



KIMI KITE MARAMA E TE APII'ANGA

Teaching and Learning

The teaching and learning characteristics mean that Enterprise Education can be:

Subject based - Different subjects can be hosts for enterprising ventures.

An approach to teaching and learning to promote the development of enterprise attributes.

Activity based - Suspend the normal timetable so that students can undertake the projects/tasks/activities by using the 'enterprise process'.

Thematic - topic-based or modular-based activity.

Cross curricular – enterprise attributes are developed through an activity that combines teaching and learning, from a number of different learning areas.

Teaching and Learning approach

The Enterprise Challenge is an example of suspension of the normal timetable. The activity takes place during an agreed timeframe.

At the end of the timeframe, the students will have had the opportunity to:

- set up their own mini-business
- experience a business related activity
- develop one or more of the enterprising attributes

However, the essential element of Enterprise Education is that it should be both experiential and under the control of the students.

Role of the Teacher

The role of the teacher is a vital one. The teacher not only draws together the elements of the learning experience in the role of facilitator, but is also a consultant, as students embark on the various aspects of decision making and the enterprise experience.

Enterprise Studies is about active learning and the teacher's role comprises of:

- Setting objectives with students; what are the desired learning outcomes?
- Preparing pupils for classroom group activities, visits to enterprises, visits to school by mentors.



Styles of teaching

The Journey to the Enterprise Approach

Traditional Approach

Enterprise Approach



Content focus
 Teacher owned
 Teacher = expert
 Know that
 Passive reactive student
 Sessions programmed
 Learning objectives imposed
 Emphasis on theory

 Single subject
 Mistakes feared
 Teacher infallible
 Limited exchange

Process focus
 Student owned
 Teacher = facilitator
 Know how and who
 Generating knowledge
 Sessions flexible
 Learning objectives negotiated
 Emphasis on theory into practice

 Multidisciplinary
 Mistakes learned from
 Teacher learns
 Interactive learning

- An Enterprise Education activity requires teachers to move away from the Traditional Approach towards the Enterprise Approach.
- Inevitably this will result in students making mistakes and experiencing unexpected outcomes, sometimes called failures. In Enterprise Education, the role of the teacher is not to prevent these failures but to ensure that they are both “non fatal” and are used as positive learning experiences.
- The teacher is cast into the role of a facilitator ensuring, through guided questioning, that students have given due consideration to all possible outcomes of their decisions, but without either sanctioning or prohibiting any reasonable action.
- Successful Enterprise Education teachers will delete the words “Yes” and “No” from their vocabulary at an early stage of the event and maintain a non-judgemental approach as students manage the process.
- The evaluation stage is essentially self-assessment by the student of what they have experienced.



REVERA O TE AU KORONGA ARUARUIA

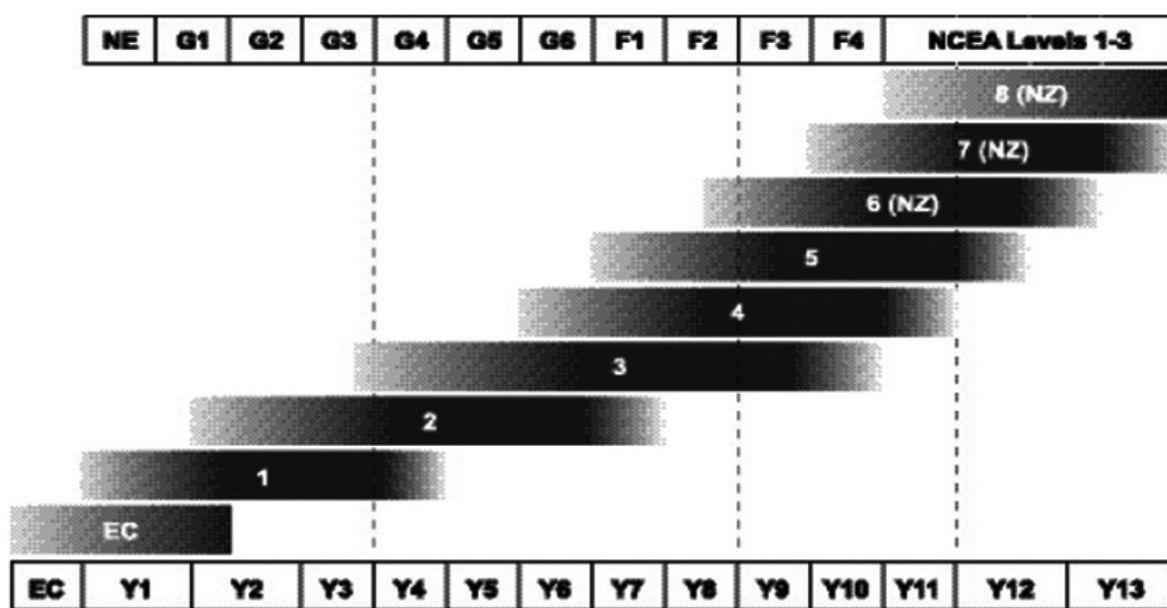
Levels of Achievement Objectives

There are eight (8) levels of achievement identified in the Cook Islands Curriculum Framework. These levels are intended to help teachers identify and track a student's progress throughout their schooling. By knowing at which levels the students in their class are working a teacher will be better informed on planning to meet the needs for all the students in their class.

This document only covers achievement objectives to level 8. From year 11 onwards, students in the Cook Islands will be assessed for the New Zealand National Certificate of Educational Achievement (NCEA). Teachers of these students will use the current Enterprise Curriculum statement as the basis for their planning including relevant TKI resources 'E4E' and Young Enterprise Trust Resource website.

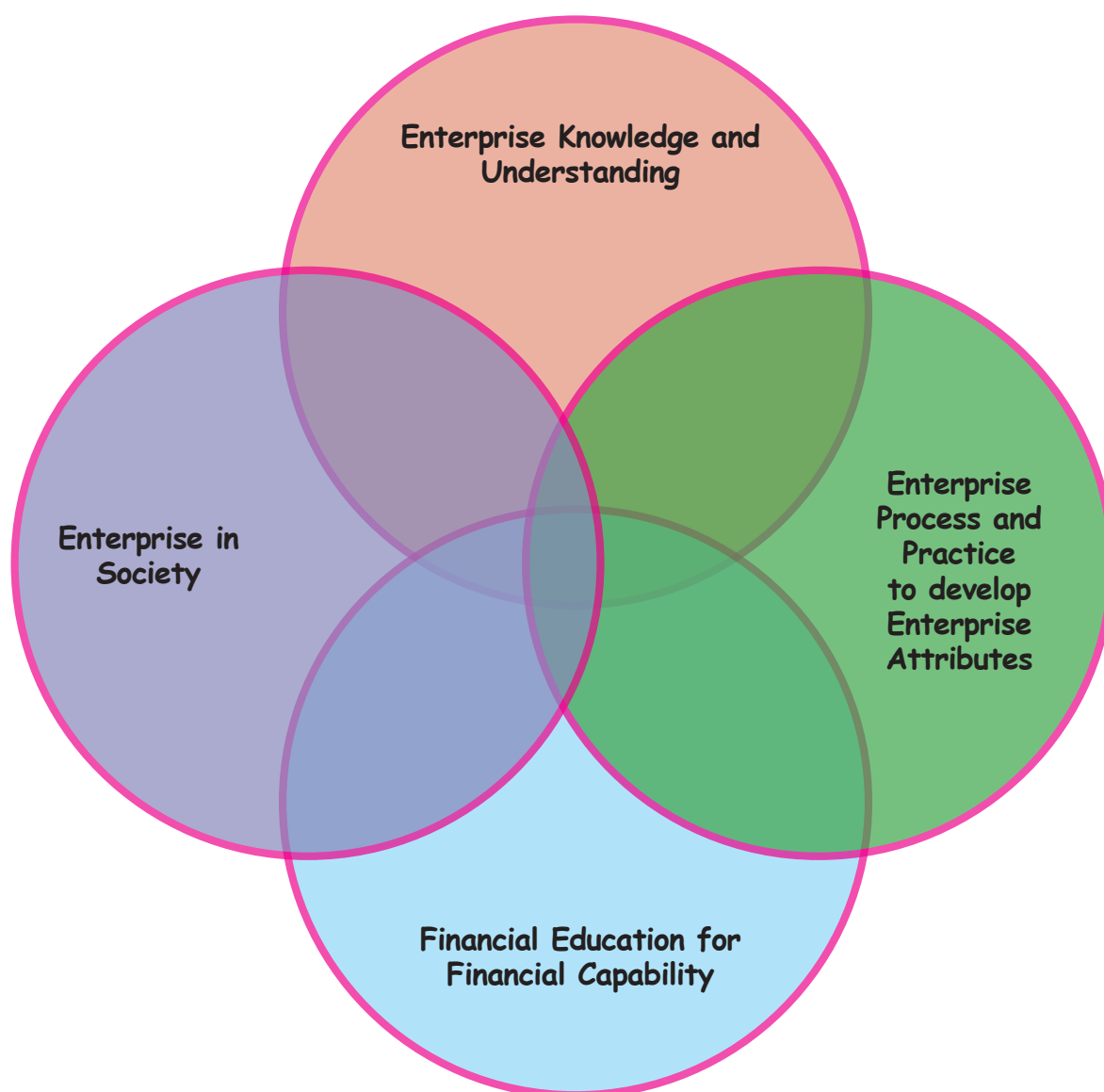
Students may operate at different levels for different strands or at different levels between the achievement objectives within a strand. In a particular class there will therefore be students working at different levels and teachers will need to plan accordingly.

The following diagram shows the approximate comparison between the eight levels of achievement and the class of year bands. These are intended as an indication only and students will progress at different rates.



The following pages provide information on each Strand. The General Aims for each Strand are introduced followed by the specific Achievement Objectives for that Strand. Learning Outcomes are provided.

TE AU ENU Strands of Learning



This framework diagram incorporates both enterprise and financial education learning. Each strand has specific aims that develop the general aims of Enterprise education. The specific aims of each strand establish a clear and structured progression of achievement objectives that span the years 1 to 13. They provide an overview of the expected learning in each strand.





STRAND 1: Enterprise Knowledge and Understanding

Achievement Objectives for Enterprise Knowledge and Understanding.

Students will be able to:

- understand the nature of enterprising behaviour, innovation and entrepreneurship in business contexts
- analyse the nature of the market place in which enterprising people operate
- explain the role/influence/importance (of) resources play in enterprising activity
- gain knowledge of the components/elements of business activity

STRAND 2: Enterprise Process and Practice to develop Enterprise Attributes

Achievement Objectives for Enterprise Process and Practice to develop Enterprise Attributes.

Students will be able to:

- demonstrate knowledge of the enterprise process
- participate in the enterprise process
- make decisions about future action relating to the enterprise experience
- gain knowledge and understanding of enterprise capabilities
- develop enterprise capabilities in the context of enterprise activities

STRAND 3: Financial Education for Financial Capability

Sub-strand: Managing Money and Income

Achievement Objectives for Managing Money and Income.

Students will be able to learn about the following themes:

- money
- income
- spending and budgeting
- credit

Sub-strand: Setting Goals and Planning Ahead

Achievement Objectives for Setting Goals and Planning Ahead.

Students will be able to learn about the following themes:

- setting financial goals
- identifying and managing risks
- savings
- creating wealth

STRAND 4: Enterprise in Society

Achievement Objectives for Enterprise in Society.

Students will be able to:

- understand the impacts of enterprise on society and the economy (in the past, present and possible future) in local, national and international settings
- understand the ways, beliefs, values, attitudes and ethics of individuals and groups (promote or constrain development through enterprise, influence attitudes towards enterprising activities)



STRAND 1: Enterprise Knowledge and Understanding

1. Understand the nature of enterprising behaviour, innovation and entrepreneurship in business contexts

Level 1	Level 2	Level 3	Level 4
Match enterprising attributes and skills with various jobs people do in the community.	Describe the attributes of an enterprising person, in family and in the community. Identify enterprising people in their family and communities.	Describe the attributes and skills of enterprising people in businesses. Identify enterprising people in the business community. Complete a profile of an enterprising business person.	Describe the differences between being enterprising and being an entrepreneur in the local community. Profile an entrepreneur in the local community.
Level 5	Level 6	Level 7	Level 8
Identify and describe enterprising behaviour in business people. Identify innovation in a business context.	Describe innovation with reference to business examples. Identify entrepreneurship.	Explain the difference between enterprising behaviour, innovation and entrepreneurship in a business context.	Carry out an investigation to gather information about enterprising people in the community and compile a report describing how through innovation and entrepreneurship they have made a difference to their business.

2. Analyse the nature of the market place in which enterprising people operate.

Level 1	Level 2	Level 3	Level 4
Identify some local markets in the community.	Identify a range of local sellers and the products they sell.	Identify who are buyers and what influences their purchasing decisions.	Describe how money is used to transfer goods and services from buyers to sellers.
Level 5	Level 6	Level 7	Level 8
Carry out an investigation to gather information about local markets.	Explain that enterprise exists in many different forms.	Investigate the changes that have occurred in the market place over time.	Understand how and why people make and use rules and laws for trading in the market place.

3. Explain the role/influence/importance of resources in enterprising activity.

Level 1	Level 2	Level 3	Level 4
Locate and identify a range of locally available resources.	Identify those resources used to meet people's needs in the family and community.	Demonstrate that resources are used in the production of goods and services demanded by businesses, government and people.	Value productive resources as they are limited relative to people's wants.
Level 5	Level 6	Level 7	Level 8
Understand that by combining human, capital and natural resources, items of value can be produced. Understand that innovation, enterprise and technology are major factors in determining how much value is added to resources.	Generate ideas on how value can be added to a range of resources.	Identify a range of product ideas that match the resources available to students in their local community.	Identify a range of product ideas, using nationally and internationally available resources.

4. Gain knowledge of the components/elements of business activity

Level 1	Level 2	Level 3	Level 4
Identify activities that a simple business undertakes. e.g. sells items, receives money from sales and stocks products for sale.	Identify who work in a business and describe what they do. Describe business asset/s (the things that a business uses but does not sell) e.g. shop building, cash etc.	Describe how a business promotes its products or services e.g. advertising in newspapers, on labels of products and on shop windows or boards.	Classify the resource components of business according to type – natural, capital, information/ ideas and human resources.
Level 5	Level 6	Level 7	Level 8
Gain an introductory knowledge of the different parts of a business plan.	Gain knowledge of the task/role areas of an enterprising activity.	Gain knowledge of the internal and external constraints or opportunities relating to an enterprising activity.	Explain the main environmental forces that influence an enterprising activity.



STRAND 2: Enterprise Process and Practice to Develop Enterprise Attributes

From their study of **Enterprise Process and Practice**, students will:

1. Demonstrate knowledge of the enterprise process

Level 1	Level 2	Level 3	Level 4
Brainstorm a number of choices for a fundraising activity and agree on the best choice as a group.	Make individual decisions about an activity and negotiate the use of and supply of resources.	Make plans for an activity and identify the risks and responsibilities in undertaking the activity as a group.	Identify a school based opportunity and plan its implementation to produce an outcome. e.g. make a garden.
Level 5	Level 6	Level 7	Level 8
Gain knowledge of the enterprise process and write a summary of the steps you or your group did to complete the activity.	Demonstrate knowledge of the enterprise process in relation to an existing enterprise. Write a brief of the enterprise process of (your/groups) chosen enterprise.	Apply knowledge of the enterprise process in relation to their own one-off enterprise activity.	Apply knowledge of the enterprise process in relation to their own on-going enterprise activity



2. Participate in the enterprise process

Level 1	Level 2	Level 3	Level 4
Participate in a simple enterprise activity. e.g. designing and producing a birthday card, Christmas card or a Mother's Day card or a Father's Day card.	Undertake a simple enterprise activity to produce a product as a group.	Undertake an enterprise activity to produce a product out of junk. e.g. an ATM machine or a Time Capsule.	Undertake an enterprise activity to produce a product that can be showcased at a Parent Teachers Report evening or a meet the teachers evening. The products will be designed, created and presented.
Level 5	Level 6	Level 7	Level 8
<p>Undertake a simple enterprise activity, using a range of locally available resources.</p> <p>Document the process used to complete your groups activity.</p> <p>Present this to the class as a group.</p>	<p>Undertake and review a product-based enterprise activity within a classroom context without direction.</p> <p>Explain the process you/group used to complete this activity.</p> <p>Present this to the class as a group.</p>	<p>Undertake and review a small or one-off enterprise activity, with limited risk, small budget, and of short duration, within a community context with guidance.</p>	<p>Undertake and evaluate an innovative, sustainable, ongoing enterprise activity, with a limited budget, some element of risk, with the team responsible for outcomes, risk, budget, resources commensurate with the activity.</p> <p>Consultation will be available for this activity.</p>



3. Make decisions about future action relating to the enterprise experience

Level 1	Level 2	Level 3	Level 4
Identify the personal learning gained during the simple enterprise activity.	Identify and reflect on the personal learning gained during the simple enterprise activity.	Use the evaluating process to make decisions about future action. Document by listing the decisions made and rank the decisions in order of the best course of action to take.	Reflect and evaluate personal learning gained during the business planning activity. Document the personal learning gained during the business planning and activity.
Level 5	Level 6	Level 7	Level 8
Use the evaluating process to make decisions about future action based on an enterprising activity.	Reflect and evaluate personal and team (as a group) learning gained from the one off enterprise activity.	Use the evaluating process to make decisions about future actions. List the decisions about future actions and rank in order of importance.	Reflect and evaluate personal and team (both as a group and as individuals) learning gained from the ongoing enterprise activity. Use the evaluating process to make decisions about future action

4. Gain knowledge and understanding of enterprise capabilities

Level 1	Level 2	Level 3	Level 4
Identify one enterprising attribute from the list demonstrated during the enterprise activity.	Identify two enterprising attributes from the list demonstrated during the enterprise activity.	Identify three enterprising attributes from the list demonstrated during the enterprise activity	Identify four enterprising attributes from the list demonstrated during the enterprise activity.
Level 5	Level 6	Level 7	Level 8
Identify relevant enterprise capabilities. Describe enterprise capabilities in relation to an enterprise activity.	Explain how relevant enterprise capabilities contribute to the outcome of enterprise experience.	Analyse relevant enterprise capabilities in relation to an enterprise experience.	Analyse relevant enterprise capabilities in relation to an enterprise experience.

5. Develop enterprise capabilities in the context of enterprise activities.

Level 1	Level 2	Level 3	Level 4
Describe enterprise capabilities	Identify personal relevant enterprise capability.	Identify enterprise experience and evaluate own performance.	Identify relevant enterprise capabilities in enterprising people in the community and in businesses.
Level 5	Level 6	Level 7	Level 8
Describe relevant enterprise capabilities in enterprising people.	Identify personal relevant enterprise capability development in relation to own enterprise experience.	Identify personal relevant enterprise capability development in relation to own enterprise experience and evaluate own performance. Explain how enterprise capabilities can be transferred to a new context.	Identify personal relevant enterprise capability in relation to own and team members' enterprise experience. Evaluate own and team performance. Reflect on personal development of enterprising attributes. Reflect on how enterprise capabilities can be transferred to a new context.



STRAND 3: Financial Education for Financial Capability

Sub strand: Managing Money and Income

From their study of Managing Money and Income, students will learn about the following themes:

- money
- income
- spending and budgeting
- credit

Sub strand: Setting Goals and Planning Ahead

From their study of Setting Goals and Planning Ahead, students will learn about the following themes:

- setting financial goals
- identifying and managing risks
- savings
- creating wealth

Sub strand: Managing Money and Income

Level 1	Level 2	Level 3	Level 4
Money Recognise and use coins and notes for simple transactions.	Identify different ways of paying for things.	Recognise the Cook Islands currency in relation to other currencies.	Define simple interest and give examples of when interest is incurred.
Describe examples of using money for different purposes.	Demonstrate ability to read and understand simple transaction receipts, e.g. bus fare.		Convert Cook Island currency into other currencies and give examples of why this is important.
Income Explain ways (including entrepreneurial activities in which people earn or receive income.	Identify regular and unpredictable sources of income Give examples of consequences of having more or less money.	Identify differences in income for different types of work.	Compare income, spending commitments and lifestyles at different stages of life. Describe how income contributes to financial wellbeing.
Buying and Spending Describe some things that people have to spend money on.	Compare spending choices for a given amount of money and recognise that peoples spending choices are not the same. Give examples of getting value for money.	Identify regular financial commitments that families have to make.	Prepare a simple record of the financial commitments made by families over a period of time.

Credit Demonstrate understanding that a borrowed item has value E.g. borrowing a pencil from a friend.	Demonstrate understanding that there are responsibilities on both the borrower and the lender. Identify examples of using credit to buy things.	Explain what credit is.	Explain how interest works and identify the cost of credit available from different lenders. Identify some financial consequences of credit.
Level 5	Level 6	Level 7	Level 8
Development and functions of money. Methods of payment Income sources Managing personal finances through budgeting. Managing finances related to individual and family events.	Income decisions Money management Financial record keeping, banking and financial services. Consumer decision making. Wise spending and comparing spending options, including buying on credit.	Money management tools (including a cash flow statement) Different types of credit.	Legal aspects of credit. Credit history and records - Sources of advice.

Sub strand: Setting goals and planning ahead

From their study of Setting Goals and Planning Ahead, students will learn about the following themes:

- setting financial goals
- identifying and managing risks
- savings
- creating wealth

Level 1	Level 2	Level 3	Level 4
Setting financial goals Give some examples of short term personal goals e.g. buying lunch from the tuck shop.	Identify a short term personal goal (e.g. purchase a book) and write a plan to achieve it through earning and saving money.	Identify a medium term personal goal achievable in approximately six to twelve months e.g. purchase a toy or a fashion item and then write a plan to achieve it through earning and saving money.	Identify a long term personal goal e.g. purchasing a mobile phone and write a plan to achieve it through earning and saving money. Give examples of how financial planning can help you achieve your personal goal and or family goals. Give examples of how to allocate e.g. a weekly allowance to spending, saving and sharing.



Financial risk Demonstrate understanding of how to keep money safe.	Identify and compare different ways of keeping money safe.	Identify different types of financial risks that individuals and families face (e.g. borrowing money, church obligations)	Identify different types of financial risks to individuals, families and communities. (e.g. traditional obligations, failed businesses and/or investments)
Identify consequences of losing money or having it stolen e.g. not having the money to pay for bus fare or lunch at school.	Give examples of ways to reduce the risk of losing money or having it stolen.	Give examples of ways to manage and minimise risks to individuals and families e.g. keeping within financial means.	Give examples of ways to manage and minimise risks to individuals, families and communities e.g. seek investment advice from reliable persons. Identify and compare savings products offered by banks (and other savings institutions e.g. credit unions).
Saving Give examples of things you would choose to spend money on and things you would need to save up for. Identify the benefits of saving.	Give examples and compare options for saving money. Identify the benefits of setting short term savings goals.	Identify and evaluate different options of depositing savings. Give examples of the differences between various groups (gender, socio-economic) on saving and spending Give examples of what banks do and what their role is in the community.	Give examples of differences between two savings products with regard to risk, interest paid and access to funds.
Level 5	Level 6	Level 7	Level 8
Savings options Issues and trends in personal finance. The need to protect against financial risk through insurance. (Simple) financial planning for the future.	Risk and return in relation to popular financial products How and why people invest Income. Lifestyle and life events influencing personal financial planning.	Use and understand the benefits of a good savings plan. Decision making and goals setting.	Wealth creation opportunities Wealth building (investing) Risk and return Events and factors affecting investment decisions. Personal financial planning process.

STRAND 4: Enterprise in Society

From their study of **Enterprise in Society**, students will:

- understand the impacts of enterprise on society and the economy (in the past, present and possible future) (in local, national and international settings)
 - understand the ways beliefs, values, attitudes and ethics of individuals and groups (promote or constrain development through enterprise, influence attitudes towards enterprising activities)
1. Understand the impacts of enterprise on society and the economy (in the past, present and possible future) (in local, national and international settings)

Level 1	Level 2	Level 3	Level 4
Share reasons for the choice/s for enterprise activity.	Identify different views about an enterprise activity within the local community. e.g. the local market place or an accommodation business.	Identify and consider different views and feelings of people in relation to some particular enterprise development locally or effects. e.g. pollution from businesses.	Identify and compare the range of factors and attitudes that promote or constrain a current enterprise development in the wider community. e.g. the 60 year Land tenure agreements.
Level 5	Level 6	Level 7	Level 8
Understand the place of enterprise and the part it plays in everyday lives. Explain the beliefs, values, and ethics that have promoted and constrained some recent enterprise activities. e.g. food preparation enterprises.	Investigate the changes that enterprising activity brings to the Cook Islands culture. Identify and assess the factors that affect the ways different groups have responded to, promoted, or inhibited an enterprise innovation. e.g. Agriculture exports, black pearl businesses.	Investigate the impact of enterprising activity at local and national level in the Cook Islands. Document the effects and ways different groups have responded to, promoted, or inhibited an enterprise innovation. e.g. Agriculture exports, black pearl businesses.	Investigate and debate the perceived social and economic impact of some specific examples of an enterprise activity.



2. Understand the ways beliefs, values, attitudes and ethics of individuals and groups promote or constrain development through enterprise, influence attitudes towards enterprising activities.

Level 1	Level 2	Level 3	Level 4
Share ideas about the ways in which local enterprise/s affects their lives.	Identify some roles of an example of an enterprise in daily life, in their own or another time and place. e.g. shops or other businesses.	Describe and identify the positive and negative effects of some instances of enterprises on people's lives and the environment. e.g. Sunday flights to the outer islands.	Explain the impacts over time on the local and national environments and society of some specific enterprise. e.g. tourism industry and marine resources.
Level 5	Level 6	Level 7	Level 8
Study and document the helpful and harmful effects of enterprising behaviour on their local community.	Evaluate the effect that enterprising activity has had on the Cook Islands culture.	Explain the beliefs, values and ethics about enterprise that are promoted and constrained in Cook Islands society.	Explain and analyse the reaction of family and community members to one's own enterprising activity.



KITE KARAPE PUAPINGA

The Essential Skills

The Cook Islands Enterprise Curriculum makes an important contribution to the development of the essential skills as described in the Cook Islands National Curriculum Framework. These essential skills are deemed to enable students in the Cook Islands to achieve their potential and to participate within their society.

The Enterprise Curriculum aims to incorporate all the essential skills throughout programmes by recognizing the key competencies and enterprise attributes within a programme of learning.

Communication Skills

Students will have the opportunities to develop their communication skills to:

- communicate confidently with others
- convey and receive information
- use appropriate forms of communication

Numeracy Skills

Students will have the opportunities to develop their numeracy skills to:

- calculate accurately
- respond to mathematical information
- use numbers to add, subtract, multiply, divide

Artistic and Creative Skills

Students will have the opportunities to develop their artistic and creative skills to:

- create charts, posters, currency, documents, presentations, advertising, labels for products and services
- making prototypes of product and services

Self management, Work and Study Skills

Students will have the opportunities to develop their self management, work and study skills to:

- manage time effectively
- show initiative
- show perseverance

Social and Co-operative Skills

Students will have the opportunities to develop their social and co-operative skills to:

- work well co-operatively
- take responsibility in a group
- participate in a range of social/cultural settings



Physical Skills

Students will have the opportunities to develop their physical skills to:

- use equipment accurately and safely

Problem Solving Skills

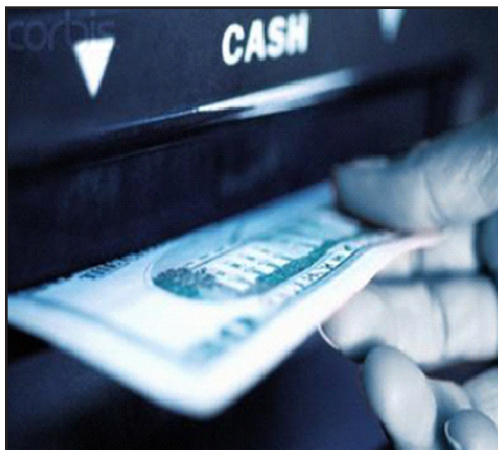
Students will have the opportunities to develop their problem solving skills to:

- use a range of thinking strategies
- identify problems
- explore and develop ideas
- design and make products or services
- evaluate processes and solutions

Information Skills

Students will have the opportunities to develop their information skills to:

- use information from a range of sources



VAT



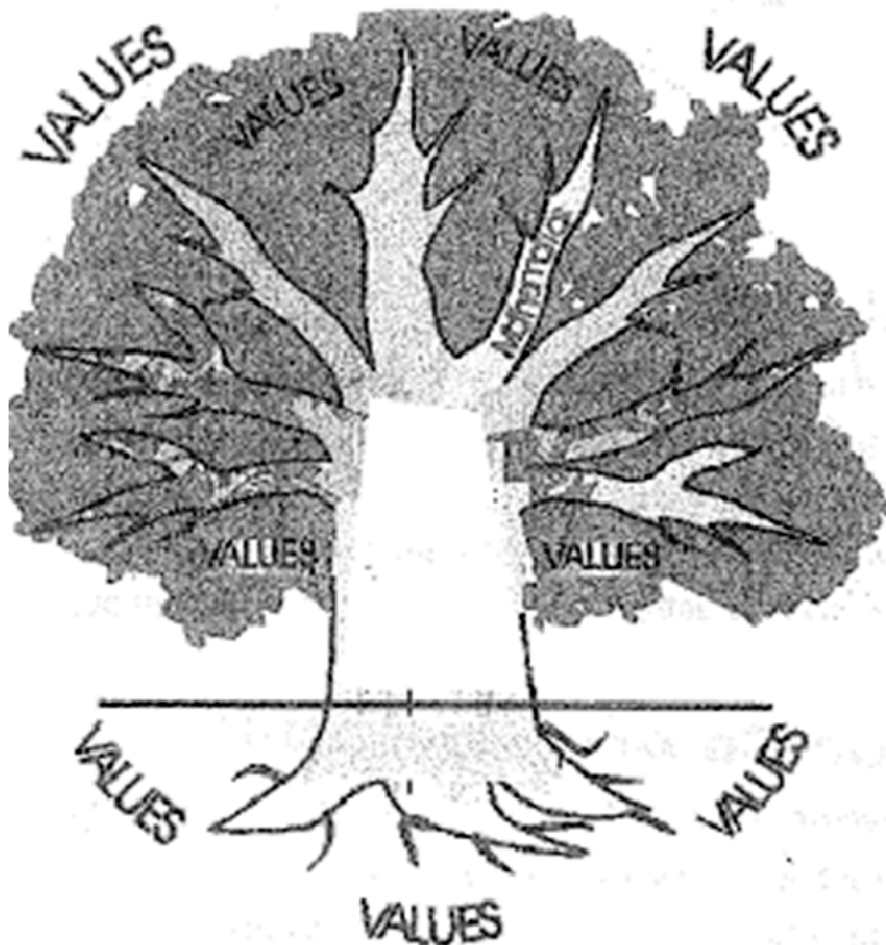
TE AU IRINAKI'ANGA E TE AU TU TANGATA

Attitudes And Values

Values and belief systems determine behavior in society including how members communicate and interact with one another, what knowledge is learnt and how such knowledge is imparted.

Cook Islands Curriculum Framework P. 24

The Cook Islands Curriculum Framework uses the tree of learning as the basis. This tree has a close connection with the land, and also spiritual beliefs. The environment around this tree reflects the values that influence student learning.



In Enterprise Education Values and Attitudes are advocated and encouraged such as:

honesty	right attitude	sharing
hardworking	getting on with others	respect for others
reliability	independence	caaring for the environment
loyalty	tidiness	individual responsibility
willingness to work	courage	'Can Do Attitude'
being fair	self confidence	
integrity	enterprising	



Respect for self, respect for others and responsibility for one's own actions must underpin teaching and learning. Through working within a model of current society, children develop, explore and discuss in-depth the values and a belief which underpin it and question what is really important.



OUTSIDE THE SQUARE



TE AU RAVENGA NO TE TAOKOTAI'ANGA ATU KI TE AU TUANGA APII PUAPINGA

Integration With Other Essential Learning Areas

The Cook Islands Curriculum Framework uses the tree of learning as its basis.

The leaves on the tree have grown from the branches representing the various learning areas of the Cook Islands Curriculum Framework. These leaves may become intermingled when a learning activity draws on more than one learning area.

Enterprise should be integrated with other essential learning areas and the diagram below shows some suggestions.





APII TAOKOTAI

Inclusiveness

The school curriculum will provide for the educational needs of all students regardless of gender, religion, ethnicity, social and economic backgrounds, location, abilities and disabilities. It will recognize and provide for the different learning paces and styles and previous experiences of students.

Cook Islands Curriculum Framework P. 6

The school should provide learning environments that are safe and supportive for all students. The school's Enterprise scheme should ensure that it meets the need of all the students in the school. In order for this to occur, students should feel positive about learning Enterprise and Financial Literacy and have an expectation of success.

Special needs

Within every school there will be students with special needs. These students may have physical and/or cognitive disabilities. Teachers should be aware of the disabilities of their students and ensure that their teaching programmes cater for the needs of all their students.

A number of these students will have Individual Education Programmes which will include Enterprising and Financial Literacy goals and suggested ways of achieving these. Teachers should work with advisors, teacher aides and parents to develop and implement activities and monitor progress.

Special abilities

There will be a wide range of enterprising ability in every class. Teachers should be aware of the special abilities of their students in order to meet their needs. Students can be extended in one or more areas and specifically designed resources should be accessed.

Some students will master skills and concepts quicker than others and it is inappropriate that they repeat work that they have mastered. It is not the intention of this document that these students be accelerated up through the levels but rather that resources and activities should be made available for these students in order for their Enterprising experiences to be broadened. This does not mean that all students in a class will be working on the same Learning Outcome but that extension can involve broadening within a level as well as promoting another level.

Gender

Resources and assessments used should be equitable for both genders. There is a risk when writing resources and/or assessments in context that some students may be disadvantaged.

There is a body of research that states that girls have poorer spatial ability than boys. Teachers should try to ensure that all students have the opportunity to use any equipment.

Religion

Religion should not be a barrier to a student's learning; there should be respect and consideration for all. Students participating in group or other activities should not be identified or penalized by religious affiliation or lack of it.

VAITOANGA KITE

Assessment

Assessment should be an integral part of instruction and planning. As professionals, teachers should be continually assessing each student's progress and adapting their instruction to suit.

Diagnostic assessment provides information on a student's level of ability prior to a unit of teaching. This information can be provided from the records of a previous teacher or determined immediately prior to teaching the unit. This allows the teacher to group the students within their class, according to which learning outcome is the most appropriate for them.

Formative assessment provides on-going information about the progress of students. This non-formal assessment is dependent on the teacher having clearly defined expectations and understanding of an appropriate sequence of learning. It is as valid as more formal means and should be included in planning and documented and recorded.

Summative assessment is carried out at the end of a specific time or unit(s) and provides information on a student's skill and knowledge acquisition.

Assessment is the process of gathering meaningful information which is used to make judgements on aspects of the learning cycle such as learners' performance against the achievement objectives and the quality and effectiveness of learning programmes. Assessment and evaluation of Enterprise teaching and learning must reflect the principles in the Cook Islands Curriculum Framework document.

The Cook Islands Curriculum Framework recognises the relationship between the principles and purposes of the curriculum and the methods of assessment. Assessment methods are an important factor in influencing and constraining teaching methods. The things that are assessed are seen as important. The way assessment is conducted emphasises the need to gain the skills that are assessed. Written examinations focus on the narrow range of knowledge and skills that can be assessed in written forms.

It is important therefore that:

- a range of assessment procedures is used to provide useful information on students' progress against the Achievement Objectives stated in the curriculum
- skills and knowledge such as independent inquiry, oral language, and many practical skills are assessed. These are not easily assessed by examination and need assessment through school-based activities
- assessment and evaluation be ongoing and help improve the ways in which Enterprise programmes are meeting the students' needs
- where appropriate, families and communities be involved as participants in the assessment and evaluation process
- students be involved in the assessment of their own progress in learning Enterprise





EFFECTIVE ASSESSMENT

Effective assessment in Enterprise seeks to:

- be valid, reliable and authentic;
- help students and teachers focus better on learning;
- engage students in worthwhile activities;
- be rewarding in terms of offering guidance about progress and skills;
- give feedback.

Teachers evaluating their programmes can use information from assessment. Evaluation is used to judge the success or otherwise of a programme. It requires a teacher to judge what worked well, how well the teaching improved students' learning and what needs changing to improve the unit for next time. Teachers should involve colleagues and students in the process of evaluation, by asking them for their feedback on how well the teaching programme/unit met their learning needs.

Assessment can be undertaken by teachers and/or students. Self and peer assessment is an important learning opportunity and should be built in to any enterprise learning.

Debriefing is the process of reviewing the experience to discover and share what has been learned. Unexpected learning may occur through problems that arise and are solved.


In deciding what will be assessed and how assessment will be effected need to be communicated to students prior to the commencement of the enterprise experience. Students may be involved in determining what is assessable.

Monitoring ongoing progress enables learners to measure progress over time against the objectives and timeline that has been identified. Measurement of outcomes may focus on the enterprise attributes of an enterprising learner.

RESOURCES

Enterprising Infants Teachers Guide	Business Banking	Hardcopy
Petite PrEP Scrap Book	YETrust	Electronic
PrEP Supporting Files		
Our Business Planning Design Brief	YETrust Resource	Electronic
Our Marketing Planning Design Brief	YETrust Resource	Electronic
Pathway Poster	YETrust Resource	Electronic
Our Financial Planning Design Brief	YETrust Resource	Electronic
Our Production Planning Design Brief	YETrust Resource	Electronic
Policy & Strategy Exploring Choices PDF 1	YETrust Resource	Electronic
Policy & Strategy PDF 2	YETrust Resource	Electronic
SR Advertisements	YETrust Video	
Market Day	YETrust Video	
SR Employment and CV	YETrust Video	
SR Resource Centre Warehouse	YETrust Video	
TELL Poster	YETrust Video	
SR Introduction to PrEP	YETrust Video	
SR Recordkeeping	YETrust Video	
PrEP Power Point Getting Started	YETrust Resource	Electronic
Currency Competition	YETrust Resource	Template
CV Presentation Teacher Pre and Post Prep	YETrust Resource	
Pukemoamoa Currency and Job Application	YETrust Video	
Integrated Unit Plans	YETrust	Electronic
Teacher Planning Building the Infrastructure recordkeeping	YETrust Resource	
Meetings Minutes	YETrust Resource	Template
Venture Books	YETrust Resource	Template
Measuring numeracy outcomes through PrEP	YETrust Resource	Electronic
Wheel Pics Power Point	YETrust Resource	Electronic
Business Plan Summary	YETrust Resource	Electronic
Kakatahi Warehouse	YETrust Video	
Key Competencies rubric	YETrust Resource	Electronic
Dyer Street Ventures Cut Down	YETrust Resource	
Copy of Kakatahi Bank	YETrust Video	
Business Challenge Secondary Power Points	YETrust Resource	
Student Manual	YETrust Resource	Electronic
2011 Sign Off Sheets	YETrust Resource	Electronic
2011 ES Study Guide AS 90842 PDF	YETrust Resource	Electronic
ESP SG 1 2011	YETrust Resource	Electronic
Teacher Manual	YETrust Resource	Electronic
BPCEP Workbook	YETrust Resource	Electronic





FED Senior Financial Studies Year 13
FLP Manual
YES Workbook Year 12 and Year 13
YES Case Studies

YETrust Resource	Electronic
YETrust Resource	Electronic
YETrust Resource	Electronic
YETrust Resource	Electronic

NB: There is a wide range of resource material on YETrust website but accessible only with password/s. Resources are not confined to the above list, check online websites. (Passwords are available on flashdrives, only schools attending workshop training have access to these.)

GLOSSARY

- Money** – a medium of exchange in the form of currencies, gold, silver or paper bills
- Credit** – an arrangement by which a buyer can take possession of something now and pay for it later
- Production** – something that has been made or created
- Manufacture** – to make something into a finished product from using raw materials
- Notes** – same as a bill or promissory note
- Exchange** – to swap one thing for another e.g. money for goods or services
- Incentives matter** – something that encourages somebody to action or motivating someone
- Record keeping** – something that acts as a evidence of transactions occurring
- Productive resources** – producing something abundantly and efficiently
- Work** – the duties or activities that are part of a job or occupation
- Income** – the amount of money received over a period of time either as payment for work, or as profit
- Time management** – managing time efficiently to meet deadlines
- Opportunity cost** – the value of the alternative that is forgone
- Creativity** – the ability to use the imagination to develop new and original ideas or things
- Problem solving** – a question or puzzle that needs to be solved
- Decision making** – deciding on important matters or making choices to reach a conclusion
- Honesty** – the quality, condition or characteristic of being fair, truthful, and morally upright
- Contract** – a formal or legal binding agreement
- Judicial System** – enforced or sanctioned by a court of law
- Scarcity** – an insufficient supply of something
- Human Resources** – the field of business concerned with recruiting and managing employees
- Natural resources** – a naturally occurring material, e.g. coal or wood
- Capital resources** – a resource/s that can be used to produce further wealth
- Specialisation** – doing something that you are good at doing
- Decisions at the margin** – making decisions in a clear and definite way without hesitation or delay
- Economic activity** – relating to economics or business activities of a country
- Efficiency** – the ability to do something well without wasted energy or effort
- Copyright** – restricted use and reproduction person/s original works
- Personal skills** – skills owned by a specific person
- Technical skill** – relating to or specialising in techniques or subjects or applied science
- Start-up capital** – what is needed for setting up a business
- Cash receipts, cash payments** – cash transactions received and paid out



Income and costs – money earned by an individual or business and associated costs of earning it

Surplus/deficit – what money is left over or owing after expenditure has been covered

Profit/loss – what a business has made or not made after all costs have been taken into consideration

Accounting records – A businesses records that maintains its financial reports

Commercial and civil codes – codes of practice in commercial and civil undertakings

Prices – the cost of something bought or sold

Mark-up – the amount added to the price for profit

Employment contract – a contract issued to an employee setting out the rights and responsibilities

Legal contract – a contract that is legally enforceable by law between two or more parties

Customers – consumers who use services or buys products from producers

Consumer rights – laws designed to ensure fair trade competition and the truth in the marketplace

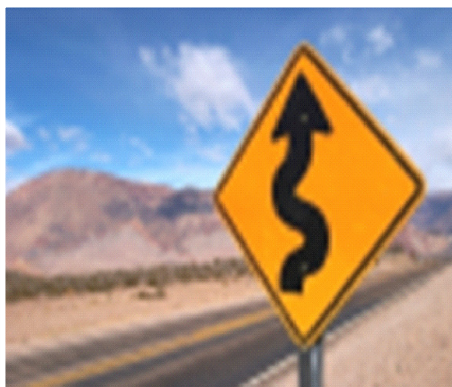
Team players – people who participate in a team effort to provide a good or service

Business planning- formal statements in how a business plans its activities

Marketing – the business activity of presenting a product or service to make them more desirable



“Ignite the fire within to enable and empower you to reach your ultimate desire”



“The sky is the limit when you are Enterprising and Financially Capable”

WEB SITES

www.yetrust.co.nz	Useful for up-to-date information about Enterprise Studies Programme
www.cocacola.com	Useful for a virtual fieldtrip
www.pepsi.com	Useful for a virtual fieldtrip
www.nzedge.co.nz	Useful for info of New Zealand entrepreneurs
www.nzherald.co.nz	Up-to-date info about a range of topics
www.stuff.co.nz	Up-to-date info about a range of topics
www.bp.com	Useful for virtual field trips
www.industrynz.govt.nz	Useful to get business success stories and to subscribe (free) to Venture magazine which is another useful source of information
www.mit.edu/invent/www/inventors	Useful for a wide range of world entrepreneurs
www.puzzlemaker.com	To make a variety of word puzzles as appropriate (If you cannot get on through this address try www.school.discovery.com then 'for teachers', then 'puzzles'.)
www.newzealandsites.com	Useful for local information
www.yesalumni.co.nz	Website of past Young Enterprisers

