

Selecting the enterprise to provide mandatory controls and access to selected curriculum.

There are 8 kinds of enterprise each of which engages a different type of client, and thus different demands are made upon the thinking, language and research skills of the teacher and students. In particular, attitudes and point of view vary but never the need of standards and responsibility.

<u>Servicing enterprises</u>	Bank, library, hospital, fire station, post office, rescue & emergency, disaster services, transport & haulage, recycling, sports centre, travel agency, activities & adventures centre, catering, entertainment, exhibitions, events, fitness & health, gardening & landscaping, safety consultants, etc;
<u>Manufacturing & Agriculture</u>	Factories, a dairy, a bakery, fashion house, herb garden, cars, building, engineering, a farm, naval architects, etc;
<u>Charitable</u>	OXFAM, Red cross, Greenpeace, National trust, English Heritage, homeless shelters, etc;
<u>Nurturing circumstances</u>	Hospice, orphanage, gene or blood bank, safe house, library, council office etc;
<u>Regulatory situations</u>	Police stations, tax and immigration offices, prisons, law courts, armed forces, housing authorities, customs and excise, harbour authorities, fire safety, flood protection, border authorities & immigration, environmental agencies, etc;
<u>Maintenance enterprises</u>	Plumbers, electricians, joiners, archivists, stone masons, security, building restoration & conversion, excavation, demolition, house clearance, housing developers, housing association, salvage & reclamation, etc;
<u>Arts establishments</u>	Theatre, photographic studios, film makers, art gallery, ballet and dance companies, museums, craft workshops, architects' business, authors & illustrators, set & costume designers, animators, sculptors, etc
<u>Training establishments</u>	Any learning programmes related with human endeavours. The students would plan the training <u>not function as students</u> come to learn.

<u>Investigation, Research & education</u>	Historians, archaeologists, palaeontologists, archivists, scientists, curators, conservation, heritage, museums, visitors centres, exhibits, criminologists, private investigators, accident & incident investigators, crime scene investigators, missing persons, etc.
<u>Animal & Wildlife</u>	Animal rescue, vets, zoos, wildlife parks, RSPCA, dogs homes, animal welfare & protection, grooming & training, nature reserve, animal sanctuary, etc.
<u>Personal Services</u>	Advice & support, conciliation & mediation, financial services, care of the elderly or disabled, etc.

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The frame for investigation is The Dolphin and Starfish Travel Company. They specialise in arranging holidays and travel for people in a 'tailor made' way.

Planning Tool- using the expert tool framework created by Dorothy Heathcote.

The first classification is the one chosen by the teachers of the class-that of a travel company. One of the key elements in thinking here is what will be the particular 'angle' into a travel company would be engaging for a class of year 3 learners? For example-we could be a part of the company that travels and guides groups. We could also be people who work in offices and deal with the clients 'over the counter'. We could be those who try out a holiday and report on the experiences-perhaps to iron out any problems. We could be an investigating part of the travel agency that deals with complaints.

My instinct -knowing year 3's-is to invent with them the department of Dolphin and Starfish Ltd that deals with 'Tailor Made Adventure Holidays'. This will give lots of opportunity for the classes to discover how people challenge themselves in the world. The clients will be people who write into the firm to ask for specific planned holidays-for example-a family who want to climb the Alps-who have a baby of 6 months old. Alternatively, a residential school for the blind who want to arrange an adventure holiday for 12 children aged between 9 and 11 years old who want an adventure in Africa on a game reserve. In addition, a client has a request for a holiday adventure to the arctic and wishes to see polar bears in the wild.

The expert frame chosen allows for a range of curriculum contexts to be tackled and will form the basis of discussions later in the day between Luke and the class teachers.

The **expertise** is defined and will be introduced so that a client can begin to impact on the structure maintaining the key component of the system-that of an imagined CLIENT relationship that provides the drive for the work to embed the NC goals-or the mandatory curriculum needed to be taught.

In a fictional context-the class can be challenged to take up a task generated by the client's needs in their firm of travel experts.

An invented context is as follows:

Dolphin and Starfish Travel Agency Ltd are expanding their business much more into the Adventure Holiday market as these holidays seem to be getting very popular. The adventure holiday section of the company is now to be given a special place of their own-and will need to relocate to new premises in the next week. A firm of removal people are already booked.

Starting Points.

There are many ways to start!

Well-known ones are:

We create a time when a job went wrong.....

We create the offices of the firm by drawing/signing/labelling etc

We create the client making contact with the company to make a start into the curriculum.....

There are less obvious ways however, that can be planned for and tried:

We see the photo's of people on several of our adventure holidays we keep as a record of our success.

We see some photo's of people who have had accidents on our holidays and what we did to help them.

We see a potential client in a travel agency picking up our brochure.....

In any of the above the tensions that bind the forward motion of a narrative are enabled as the TENSIONS are introduced ON PURPOSE so that the flow of implications begins. This flow is responsible for the way the work makes meaning for the future and needs some thought before hand.

These notes will form the basis for discussion and planning for the work to continue and progress for this half term depending on the needs of the learning and the motivation of the learners and teachers.

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