



The Enterprise Eggs®
& Island Friends®
Pilot Project 2015-16
Report & Recommendations

CONFIDENTIAL
NOT FOR CIRCULATION



adjective: **enterprising**

Enterprise Education: “...enterprise education is defined as the process of equipping students (or graduates) with an enhanced capacity to generate ideas and the skills to make them happen.”

“Enterprise skills include taking the initiative, intuitive decision making, making things happen, networking, identifying opportunities, creative problem solving, innovating, strategic thinking, and personal effectiveness. Enterprise education extends beyond knowledge acquisition to a wide range of emotional, intellectual, social, and practical skills.”

QAA (2012)

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Foreword

We are delighted to have been able to work with the schools who have participated in this pilot project, and to be able to report such encouraging outcomes. This project has been a fantastic opportunity for us to demonstrate how the approaches we believe in can impact young people. Tackling the issues faced by young people in our society, in terms of equality of opportunity, is the driving force behind the work we do, and we believe that there are ways in which, by working in partnership with those in government, the education sector, businesses and our communities, we can support young people in Wales to be prepared to tackle the challenges their generation will face in the future.

We asked three people who have a significant interest in what the next generation can offer, and who each have their own inspiring stories of hard work leading to success, Professor Sir Christopher Evans OBE, naturalist Iolo Williams and Fiorina Mugione of the United Nations Conference on Trade and Development if we could include a comment from each of them in this report, and you will see from their thoughts overleaf how important they believe addressing this issue is.

In this report you will see that we have minimised the analysis and let the teacher and parent feedback 'do the talking'. This is, in part, because we are reporting on our own work and wish to minimise the potential for perceived bias, but it is also because we believe the teacher and parent comments speak for themselves.

We would like to say particular thanks to the many people who helped make this project a possibility: Welsh Government and their partners, the City and County of Swansea, the Teachers, Head Teachers, Teaching Assistants, children and families of the participating schools, and the staff of the Wildlife Trust of South and West Wales.

We hope you enjoy reading the report and seeing some of the hundreds of pictures we have of the excellent work produced by the children who participated in the project, and if you have any questions, please do get in touch to ask us, or indeed we're sure the teachers would be happy to speak with you.

Lucy & Chris

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“We need inspired, motivated, innovative young people to drive the social and economic future of Wales, and that means developing those traits from a very young age. ***It’s never too early to start.*** This is a way of teaching young children that attributes like resilience, risk-taking, and creativity are extremely valuable, and will build the foundations of the enterprising mindsets we need to create a better future for everyone in Wales.”

Professor Sir Christopher Evans OBE

“Our natural environment provides some of the best examples of the characteristics today’s children will need to solve the problems of the future—characteristics like adaptability, resilience and creativity. It’s vital that we teach these characteristics in a way that engages children with the world around them and encourages them to protect the world for future generations.”

Iolo Williams, Naturalist

“These children’s books teach the entrepreneurial spirit in a fun way. The entire project is very engaging with all stakeholders. A good practice to follow and embrace!”

Fiorina Mugione
Chief, Entrepreneurship Section,
Division on Investment and Enterprise,
United Nations Conference on Trade and Development.

1.0 Background

The Enterprise Eggs pilot project was supported by Welsh Government to test the Enterprise Eggs and Island Friends system developed by We Are Lucky in primary schools and review its potential across the curriculum at early primary level. This report presents the results of the pilot project and highlights the broader potential the system may offer in light of the curriculum developments taking place in Wales over the coming years.

1.1 About the Enterprise Eggs Framework and Island Friends System

Over the past decade there has been an increased interest amongst educators, policy makers and academics in character development and mindset development as part of the education system. For example, Carol Dweck's work on Growth Mindsets (Dweck, 2006; Yeager and Dweck, 2012), which is having a significant impact on the language and approach used by many teachers and hence on those they teach. This has run in parallel to developments at national and European Union policy level which recognise the key role enterprise education has to play in both economic and social development (European Commission, 2006, 2012a, 2012b; European Union, 2006; OECD, 2012, Welsh Government, 2010). There is significant crossover between the characteristics psychologists are identifying as having an impact on children's futures and those associated with enterprising mindsets and as Dweck's work suggests, early work to establish healthy, 'growth mindsets' can have a significant impact on children's outcomes.

Translating this knowledge into a practical means by which teachers, children and families can engage with it has been the driving force behind the development of the Enterprise Eggs framework and its supporting resources.

Towards Donaldson

Following the Donaldson Report (2015) and subsequent publication of A Curriculum for Wales, A Curriculum for Life (2015), there is an increased imperative in Wales to ensure that our young people develop enterprising characteristics from the earliest stages of their learning in order to achieve one of the key aims - to develop 'enterprising, creative contributors, ready to play a full part in life and work'.

The Enterprise Eggs framework was developed to provide a simple, sustainable approach to addressing the need for teachers to support the development of enterprising, growth mindsets at primary level.



Curriculum Integration

“Everything *was* part of the wider Donaldson view of where we should be going.”

Head Teacher

1.2 How does it Work?

The 'Enterprise Eggs' framework offers a simple, easy to understand recognition system aimed at supporting teachers and pupils in establishing seven key characteristics related to developing enterprising and growth mind-sets (e.g. resilience, leadership, creativity, confidence, positivity).

The framework has also been developed to integrate seamlessly with any curriculum. The materials link to all of the core curriculum elements but with an over-arching character development aspect adding an additional dimension without increasing the burden on teachers or compromising the delivery of the core curriculum.

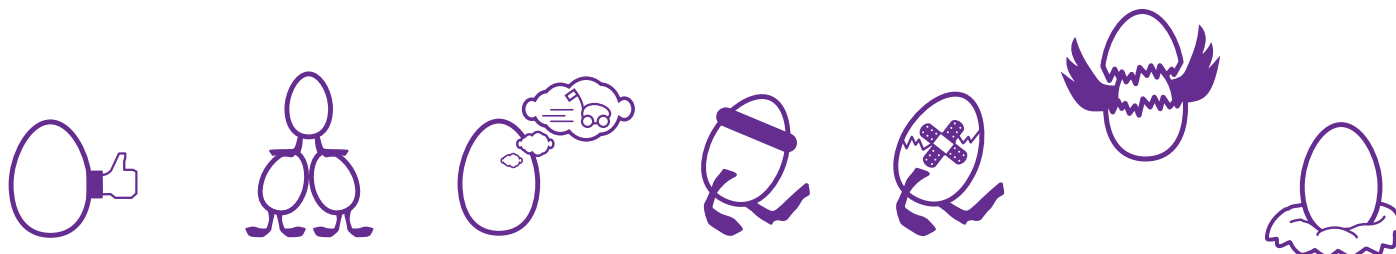
1.3 Objectives of the Framework

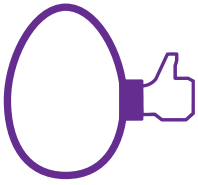
The Enterprise Eggs framework seeks to:

- Support the development of young children to grow up with a self-starting approach to life.
- Provide a means by which teachers and families can encourage the development of seven key aspects of an enterprising mindset from children's earliest years:
 - Teamwork
 - Resilience
 - Confidence to take managed risks
 - Creativity and innovation
 - Sustainable thinking
 - Positivity
 - Willingness to 'think big'
- Integrate seamlessly with the core curriculum, supporting teachers with resources that are flexible, easy to use and engaging.

The Enterprise Eggs - A Recognition Framework for Young Children

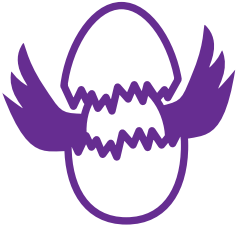
Children were given stickers or stamps on their work if they could demonstrate and articulate one of the seven characteristics to the teachers and classroom assistants:





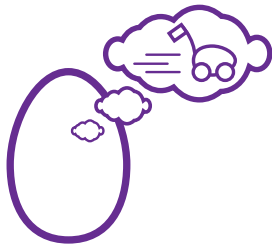
Be Positive

- * Exploring children's strengths
- * Taking a positive attitude to life
- * Being confident in their own abilities



Think Big

- * Believing in possibilities
- * Broadening horizons
- * Seeing beyond perceived limiting factors



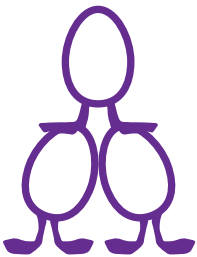
Create It

- * Using imagination
- * Identifying opportunities and problems
- * Generating ideas and solutions
- * Evaluating ideas and solutions
- * Decision-making
- * Creating and implementing innovative responses



Have a Go

- * Action orientation
- * Self-efficacy
- * Initiative taking
- * Understanding and managing risks
- * Confidence to experiment



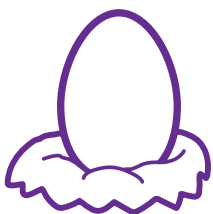
Work Together

- * Valuing community and collaboration
- * Valuing difference
- * Understanding individual strengths and weaknesses
- * Communicating effectively within groups
- * Understanding principles of equality and sharing



Keep Going

- * Perseverance and resilience
- * Ability to respond positively to challenges and setbacks
- * Evaluating performance and responding
- * Adapting to environmental factors



Nurture Nature

- * Valuing our environment
- * Understanding the impact of our actions
- * Acting with sustainability in mind

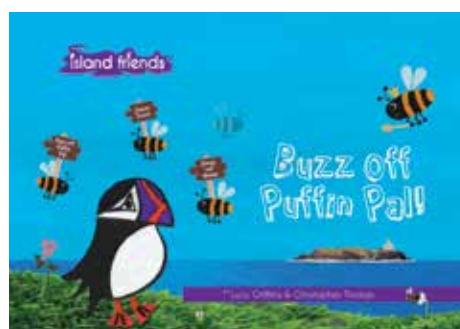
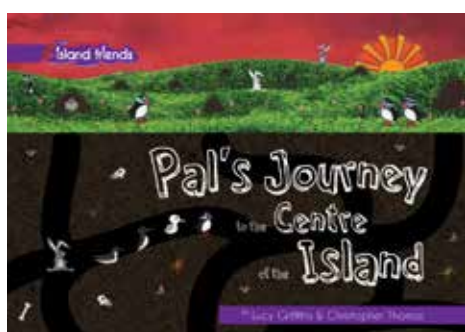
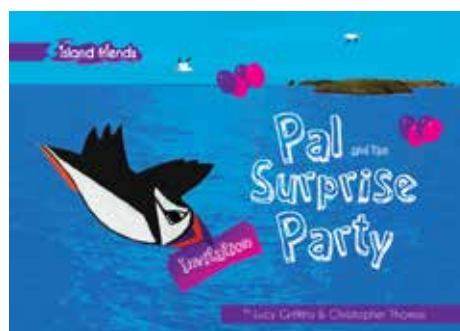
1.4 Enterprise Eggs & Island Friends System

In order to provide teachers with a simple way to start working with and engaging children with the Enterprise Eggs framework a range of resources have been developed to provide structured learning opportunities linked to both the curriculum and the Enterprise Eggs framework.

The Island Friends scheme provides a vehicle through which children can engage in their essential learning whilst providing opportunities to develop and demonstrate the characteristics set out in the framework.

Each of the six stories in the scheme has been designed to illustrate a number of the Enterprise Eggs, and a full set of lesson plans and activities provide teachers with curriculum linked ways for children to earn eggs.

Once teachers are familiar with the framework through the Island Friends resources they can apply it throughout their teaching.



SPRING THEME



ISLAND FRIENDS WELCOME

TEACHER RESOURCE PACKS

PREPARATION

- * Teacher Session Plans (mapped against curriculum)

DELIVERY

- * Animation to introduce the Enterprise Eggs®
- * Classroom wall Enterprise Eggs® materials
- * Presentation for each session book 1-6 (with sing along theme tune to introduce each session)
- * Resources for each session
- * Additional digital characters & features for teachers to use in bespoke materials.



Session 1 Plan - Welcome Home Puffin Pal

PART 1 : SONG AND STORYTELLING 15-20 MINS

Use the track and PowerPoint Slide to teach the children the ISLAND FRIENDS WELCOME song and ask them to sing it together.

Use the PowerPoint presentation or the hard copy of 'Welcome Home Puffin Pal' to tell the story to the class. If you wish use the puppet to support throughout or if supported by a classroom assistant ask for their help with this.

Before starting ask the class what they think the story is about based on the cover.

As you read, ask the class to join in with noises and actions (eg. swooping and soaring, squeaking and squawking, singing and smiling).

Ask members of the class to read the small sections of text in the Cartoon typeface (eg. Can you find him?).

Ask the class to find Puffin Pal on screen on the 'Can you find him page'. They could also count the puffins on the page.

Ask the class to identify objects and animals throughout.

ISLAND FRIENDS WELCOME

You will need:

- Copy of the Island Friends Welcome Song track
- Session 1 PowerPoint Presentation or Physical Book, Welcome Home Puffin Pal
- Puffin Pal Puppet (optional)

CURRICULUM LINKS

Language, Literacy and Communication Skills

Oracy

- listen to others, with growing attention, usually responding appropriately, eg. copying out instructions
- join in, repeat or memorise a range of rhymes and songs
- adapt a role using appropriate language

Reading

- read aloud with attention to all steps and section marks
- read aloud with expression, showing awareness of punctuation and speech marks
- identify simple text features such as titles and pictures to indicate what the text is about
- look for clues in the text to understand information
- understand the meaning of visual features and links to written text (eg. illustrations, photographs, diagrams and charts)

Creative Development

- sing a range of songs with others

Knowledge and Understanding of the World

- observe differences between animals and plants, different animals, and different plants in order to group them
- identify some animals and plants that live in the outdoor environment

Session 1 Plan - Welcome Home Puffin Pal

PART 3 : CHALLENGE - NICE THINGS! 30 MINS

Ask the class to think of some nice things that they like that they would think of if they were on a long journey and to draw pictures of them in the thought bubble on the challenge sheet. Some class members may also be able to write the names of the things they draw next to them.

Next, give each member of the class a blank unisboard and ask them to draw their nice things on it. Each class member places this around their wrist to remind them of their 'nice things' when they get tired or feel like giving up.

During the challenge circulate, asking each child to talk about what they are doing and the choices they have made.

Signage **Big Think**

You will need:

- Copies of the 'Nice Things' Challenge Sheet for each member of your class
- Colouring pens, pencils or crayons
- Scissors
- Piprings, or unisboard
- Plain Twine, or string



CURRICULUM LINKS

Language, Literacy and Communication Skills

Oracy

- express an opinion on familiar subjects, talk about things they have made or done, explaining the process
- take part in activities with others and talk about what they are doing

Writing

- communicate purposefully in writing, supported by a drawing
- use pictures, symbols, letters in sequence and familiar words to communicate meaning

Creative Development

- share images and combine materials to create their own images and objects that communicate and describe their ideas, feelings and responses creatively
- develop and use their understanding of colour, line, tone, texture, pattern, shape and form

Personal and Social Development, Well-being and Cultural Diversity

- use stories or situations to raise questions about why some things are special, express ideas and feelings creatively, explaining why they are significant
- talk about the choices available to individuals and discuss whether the choices available make a decision easier or more complex
- ask questions about what is important in life from a personal perspective and from the perspective of others

Session 2 - Pal and the Surprise Party

PART 2 : CHALLENGE - PUFFIN PARTY PLANNING TIME 5 MINS

Use the relevant slide to introduce the Puffin Party Challenge. Tell the class that their challenge today will be to create a party for Aurtle Pam in their classroom just like the one in the story...but they don't have much time!

Set a time that the party will take place - show them this on a clock face and tell them how much time that gives them to complete the challenge.

First ask the whole class what things they would need to do to create a puffin party like the one in the story - showing them the party scene from the book and pointing out the elements - guest list and invitations, balloons, bunting, music, gifts.

Make a list of each of these elements on a whiteboard/interactive whiteboard or similar.

You will need:

- Session 2 PowerPoint Presentation or Physical Book, 'Pal and the Surprise Party'
- Puffin Pal Puppet (optional)
- Classroom clock or timing clock face
- Whiteboard / interactive whiteboard

CURRICULUM LINKS

Language, Literacy and Communication Skills

Oracy

- recall narratives or information that they have heard using simple connectives
- answer 'What?', 'When?', 'Where?', 'How?' and 'Why?' questions relating to their experiences, stories or events

Reading

- retell events from a narrative in their right order

Knowledge and Understanding of the World

- measure time using simple measuring devices (clocks, watches and calendars)

Mathematical Development

- use the concept of time in terms of their daily and weekly activities and the seasons of the year

Creative Development

- use simple planning, designing, modelling, modifying and refining

Personal and Social Development, Well-being and Cultural Diversity

- show curiosity and develop positive attitudes to new experiences and learning

Session 4 - Puffin Pal and the Golden Feather

Overall Time: 1.5-2 hours

PREPARATION

This session is designed to follow on from Session 3 with a one to two week gap.

To prepare for the session, please read through the summaries below, the session plan and presentation, and gather the materials on the checklist (most of these are included in your resource pack but there are some extra items you should have in the classroom that you may need as well).

Island Friends Wall Scene - Update the Island Friends Wall scene to show the new characters from Puffin Pal and the Golden Feather.

Preparing for the Treasure Quest - It's important that you prepare for the treasure quest before the session by hiding the clues and the final treasure around the classroom (and/or outdoors if possible). To do this, you'll need to hide the feathers and the clue cards in places that are out of sight, and place the 'treasure', a 'Work Together' Enterprise Egg and sticker, and the Golden Feather Clue Card in the resource hamper somewhere in the classroom.

Materials

In your resource pack:

- Copy of the Island Friends Welcome Song track
- Session 4 PowerPoint Presentation
- Physical Book 'Puffin Pal and the Golden Feather'
- Puffin Pal Puppet (optional)
- Golden feather masks for each child
- Golden Feathers
- Treasure hunt clue cards
- Flying Machine Activity Sheet
- Enterprise Eggs and stickers
- Bird whistle and bird box
- Island Friends 'Goodbye' song track
- New character pictures for the Island Friends classroom wall scene

You need to add:

- Paints, glitter and glue or other materials to decorate masks
- Colouring pens, pencils or crayons
- Blu-tack
- Treasure - chocolate coins or mini eggs



“They’re leading their learning themselves.”
Teacher



**Create It
Have a Go**

Schools created and displayed their own Enterprise Eggs models.



2.0 Pilot Project Objectives

The objectives of the pilot project were to:

- Live test the objectives of the Enterprise Eggs framework (as stated in 1.3) and the Island Friends scheme in a series of primary schools with year 1 and reception classes.
- Gather feedback from teachers and other stakeholders on key aspects of the system:
 - Learner engagement
 - Teacher usability – framework and supporting resources
 - Integration with curriculum
 - Efficacy and impact on learners and their families
- Produce a report summarising the findings and with recommendations and options for extending the use of the framework if appropriate.

3.0 Delivery team

The project was supported by Welsh Government and delivered by Chris Thomas and Lucy Griffiths of We Are Lucky Ltd with the permission of the City and County of Swansea to work with the selected sample schools. The Wildlife Trust of South and West Wales also participated in the project by providing additional guidance and support to the project team and teachers.



Lucy Griffiths

MBA, PGCE(PCET), BA(Hons), PGCPSE, FHEA, DipM, MCIM, Chartered Marketer

Lucy has worked in education throughout her career, with professional and teaching positions in people development and marketing. As a lecturer at a number of higher education institutions Lucy has won multiple awards for her teaching. She became Strategy Advisor to the Pro Vice-Chancellor (Student Experience) at the University of Wales Trinity Saint David in 2013 and went on to be appointed Head of Student Engagement where she and Chris rolled out the Life Design approach to all students. She is also editor of the South Wales Business Review, co-founder of We Are Lucky and co-author and illustrator of the Island Friends® series of children's stories.



Christopher Thomas

Chris Thomas is an industrial designer with significant experience in education. His work in research centres at Central Saint Martins and the Institute for Sustainable Design has always had a societal focus, and as a Senior Lecturer at the University of Wales Trinity Saint David, he co-developed a range of initiatives to support young people to identify their future career paths with Lucy Griffiths. Together they started their own social enterprise We Are Lucky - focused on supporting young people, and they jointly developed 'Life Design' as a career decision-making approach which is now offered to every student at UWTSU. The pair also co-developed the Enterprise Eggs® Framework and the Island Friends® children's book series.

“Children are reading at home! Children that wouldn’t normally read.”

Teacher



4.0 Research Method

4.1 Sample Selection

In order to enable close partnership working and regular contact with participating schools, a group of four primary schools from different communities were selected to participate in the pilot project. As the materials are currently available in English only, all four participating schools are English medium.

Six classes totalling 171 year one/reception pupils took part.

School	Number of Classes	Number of Pupils	Lead Teacher(s)
Craigfelen Primary	1	27	Jamie Taylor & Nia Morgan
Dunvant Primary	2	61	Emma Colebrook & Sue Davies
Hafod Primary	1	33	Richard Hall
Townhill Community School	2	50	Sol Mattu & Rachel Adams
Total		171	



4.2 Project Timeline

The project commenced in June 2015 and completed in March 2016. The timeline below sets out the key project milestones.

June 2015	Pilot agreed Initial school meeting to set timeline
Nov 2015	Training day with participating schools
January 2016	Resource packs delivered Delivery commences
February 2016	Checkpoints and first phase feedback gathered from schools
March 2016	Certificate presentation / meet Puffin Pal day at each school Teacher interviews Data analysis and report writing
April 2016	Report submission and follow up meetings

4.3 Evaluation Method and Data Collection

As the project focused on very young learners (4-6 year olds) and the aim was to integrate seamlessly with the curriculum without adding any assessment burden, the focus of the evaluation has been on teacher feedback and evidence from the work completed by learners during the pilot project.

Therefore, teacher interviews, teacher questionnaires and work completed in class by pupils have been used as the primary evidence sources for this report.

The core evidence source was a series of semi-structured interviews conducted with each of the participating teachers. These were audio recorded at the schools on the 23rd and 24th March 2016 – after ten full weeks of engagement with the resources and framework.

The interviews focused on the four key areas of investigation:

- Learner engagement
- Teacher usability – framework and supporting resources
- Integration with curriculum
- Efficacy and impact on learners and their families

Teachers were also encouraged to give feedback on any other issues raised during the pilot or that they felt were important to note.



Impact on Engagement

*“For a book to actually engage them, and **to have a sustaining engagement**, for a series of books to have that, there’s not many books out there that do that and I’ve read loads.”* *Teacher*

5.0 Findings

The qualitative evaluation data has been analysed and organised thematically around the four areas for evaluation set out in the objectives for the project. Key pieces of feedback linked to these themes are set out below, supported by analysis and commentary to draw together the findings. Detailed transcripts organised by school are available in Appendix A to provide context to individual comments. All feedback has been anonymised, and unless otherwise stated is from classroom teachers or head teachers of the schools who participated in the project.*

Overall Impressions

When asked for their overall impressions of the scheme and the resources, all of the teachers interviewed were positive in their responses:

“It works!”

“I think if you were to ask any member of the staff about the project, it has been a very big success and had a very positive impact on the pupils and their learning.”

“Brilliant, we’ve thoroughly enjoyed.”

“For me this is the most holistic scheme I’ve ever seen. I was in year three a few years before and I haven’t seen something with as much detail and the children remember it as well. I’m amazed.”

“Staff have felt very engaged with the whole process and parents have also liked the feedback that they’ve had.”

“I’d love to have one for Autumn, Spring and Summer, because we’ve got so much out of it. I’m quite glad in a way that we haven’t finished because we can continue then for the summer term.”

“They absolutely loved it.”

*Original copies of all feedback, both in written and audio recording formats are available for review on request to project sponsors – subject to the permission of participants.

5.1 Learner Engagement

Key Points:

1. Character-driven Resources were Key

It was clear from the teachers' observations that a character-driven approach was a key factor in the success of the scheme, with children engaging with multi-media resources that linked to both the Enterprise Eggs as characters and the characters in the stories.

2. Engagement Leads to Impact

All of the teachers commented on the importance of learner engagement. The impact of the scheme is dependent on the level of engagement achieved.

One of the key aims of the Island Friends scheme was to provide quality that matches the entertainment products children are used to engaging with outside the classroom, and to engage them through character-driven narratives rather than broad themes. It was clear that teachers felt a character-driven approach worked in achieving sustained engagement, even for those children who are less motivated to learn.

“The children have been *engaged* with all aspects of the project and have enjoyed every part of it.”

“For a book to actually engage them, and to have a sustaining engagement, for a series of books to have that, there's not many books out there that do that and I've read loads.”

“They love it, it went really well! You're on to a winner with these books! Kids love Pal!”

“Fantastic. The children love Puffin Pal. They look forward to lessons and enjoy the characters, the activities and the sticker rewards.”

“... they love it. The activities are engaging and interesting. They are pitched nicely for them.”



Impact on Engagement

“The excitement is tangible when they see the Island Friends logo appearing on the IWB. The project has inspired even those who sometimes need encouragement to participate.” Teacher

*“Very engaging. We started with the song every day. *** put it on everyday, the song and the enterprise eggs video and it just got them in the mood.”*

“They absolutely loved it. Everything is about Puffin Pal, the parents on parents’ evening, all they talked about was Puffin Pal, because apparently all they go home and talk about is Puffin Pal. One parent even said, ‘I’m Puffin Pal’d out at the moment!’ But in a good way, because the children have loved it some much.”

“It was lovely for them to have a character to relate to, and a friend for themselves, because everything was related to Puffin Pal. It’s nice for them to have an actual character rather than just a theme.”

*“The books were fantastic, I really liked them and the children really liked them, all six of them. ***** came up to me today and said ‘Are there any more Puffin Pal books? Are they going to make any more Puffin Pal books?’”*

We asked teachers about whether the children engaged with and understood each of the Enterprise Eggs concepts:

*“The eggs no matter what topic you’re doing, the eggs are flexible, **you can use them in any topic.**”*

“Definitely, as soon as they see the logo they’re shouting out which one it is. The video is so visual, we played it over and over and over and then they all drew them. One little girl brought in those little jokey eggs that bounce with ‘keep going’ and ‘work together’ logos on them. They love it when the egg goes into the birdbox.”

“As far as praising the children it has been fantastic as a way of praising them in a different way, because they’ve got the stickers as a visual reminder. If you just say things like that without a visual reminder for children of this age it just doesn’t stick. Just as if you’d taken away the puppet from the first lesson with Puffin Pal, it wouldn’t have been so memorable. The puppet, the song triggers all those memories and that’s really important.”

“The eggs, I didn’t think they’d remember the names of them, you know recognise the eggs, but they knew them all by the end of it. They really absolutely loved it, that’s all I can say really.”

There were some very useful comments on distinguishing between the eggs that we will take on board in defining what each egg represents for both teachers and children:

"I think maybe some of them would confuse Keep Going and Have A Go, but I think Be Positive, Work Together were really clear, I added looking after each other to Nurture Nature so they could relate more to it. Create It – they were really clear on that. There's a child who's really negative, who cries a lot when it comes to doing work, but Be Positive was a really strong motivator there. Keep Going for when they make mistakes and learn from it."

Overall – the teacher comments on learner engagement with the scheme were very positive:

*"It's a **holistic experience** for the learner."*

"They really love them, the look of them, just the way you've made them; they look authentic, they look real, it's not just a put together scheme, it's something that has been thought through. It's real, an authentic book. We're meant to make them read authentic books, despite it being a curriculum linked thing, you've written it with joy in mind not with teaching in mind, but they've learned loads."

"The framework is child friendly, easy to use and motivates pupils to want to improve their entrepreneurial skills."

*"We watched a video of Skomer Island just now, just to get ready for the trip, and the first shot was, they just panned around Skomer Island and *** just shouted out "It's a Red Champion!" and I thought it was amazing. That kind of learning, subconscious almost, the fact that they're picking it up..."*

*...you've got so many different approaches to learning, and **it's so natural then, it just seeps in.**"*



Impact on Teachers

*“The resources are appropriate for the pupil’s activities, **they look first class, and therefore you get that feeling of value,** you get that feeling that this is a worthwhile project.”* Head Teacher

5.2 Teacher Usability – Framework and Supporting Resources

Key points:

1. Human-Centred Design

The teacher feedback on how their needs were being listened to and responded to was significant. Listening, understanding, empathising and seeing the teachers as the experts are core to the human-centred design process the We Are Lucky team used in developing the framework and resources.

2. Flexibility in Complex Environments

The challenges teachers face in adapting to individual learner needs meant that rigid, fixed resources were not what they needed. By listening to their needs, the team were able to provide a range of resources and materials that could be used in multiple ways and adapted to meet the complex and varied needs of their learners.

Training Event (November 2015)

The first section of feedback below refers specifically to the pre-delivery training session held with the teachers. The session focused on the resources and how they could be used in the classroom, but also allowed the teachers to provide input on the final versions that were delivered to them in early January, ensuring that their needs were fully met.

“Some feedback from last week – the girls came back to school absolutely raving about the day, they were blown away by it and said it was the best course/training day they had been invited on in ages and they can’t wait to get started!! They were so impressed with you and everyone involved so please pass that on! Thank you so much”

“Staff were trained at the start of the project so they had a very clear idea of where it was going and what they needed to do to make it a success, and they felt really after that training event that this was going to be a really positive experience for the children, it was going to help their learning.”

“Thank you so much for a fantastic day yesterday! I really enjoyed learning all about Island Friends.”

“It was particularly good to see you using something in Wales which the children could relate to and the fact that the whole idea was created in Wales made me feel proud that I was taking part in it. I thought the idea of creating resources to support children’s learning and the fact that we could alter them electronically to

accommodate our class and indeed individual children suited me down to the ground! We have decided to use the stories and the resources and plan them for the whole of the Spring term."

"I had no prior knowledge of what enterprise eggs was going into the event. However both Chris and Lucy presented with confidence and passion. They created a good atmosphere on the day and managed to transfer their enthusiasm for the project onto us. I came back from the event excited about starting the scheme with the children."

"Lucy and Chris were enthusiastic and willing to listen to the views / requests of the teachers. It was very much a 2 way communication."

"I'm not just saying this because you're here, actually, it has been fantastic, and all of the other teachers I've been telling them about it. As soon as I came back from that day I went straight to the head and said you've got to see these books they're fantastic."

Resources and Usability

The next section of feedback relates to the quality of the resources and the usability for teachers.

*"The resources were a time saving useful accompaniment to the books and provide opportunities for the children to **engage and develop** their skills."*

"The digital resources are very easy to use and child friendly. The books are fantastic. I was very impressed."

"The resources were user friendly and engaging for the children. They were relevant for the age/ability of the children and covered the objectives relating to the LNF that they set out to cover."

"Thank you for listening to our requests. Having resources at hand has made the delivery of the project much more enjoyable and having something fresh to deliver has engaged the staff as much as the children. We are looking forward to the next books!"

“The children love Puffin Pal. They look forward to lessons and enjoy the characters, the activities and the sticker rewards.” Teacher



"I just hope I get to teach the scheme again next year."

"I think, however you've achieved it, you've got a very wide selection of very professionally produced resources. The resources match what the teachers are expected to deliver. The resources are appropriate for the pupil's activities, they look first class, and therefore you get that feeling of value, you get that feeling that this is a worthwhile project."

"I think we were both very impressed, you listened. On our first meeting we said 'we don't want you to say do this, do this, do this and then leave it there' and then we have to go away and do it all; we wanted it all electronically so we could play with it and do what we wished with it, but also we wanted what you tell us to do done, and you did it."

"The quality of the resources, the books were beautifully produced, the puppet was gorgeous (and he lasted), the whistle and all the stickers were really high quality resources and the children loved using those."

Comparison to other Schemes

When asked how the resources compared to others available to them, several of the teachers mentioned another scheme (represented in the quotations below as Scheme X) that their school had purchased as a comparator:

*"It took the place of Scheme X, we've abandoned Scheme X this time because there was plenty there. It (Scheme X) says, do this, do this, do this, it says 'sing a song about' but it doesn't give you a song or anything. It tells you, but it doesn't give you anything. **You supply the resources, the ideas.**"*

“One came up to me and said ‘I just rescued a worm, I need a nurture nature badge’. They were really making those links.”

Teacher



Nurture Nature Work Together



Children we asked to plant and share responsibility for watering the plants

“We follow Scheme X, and they give you ideas packs, but they don’t actually give you the resources, they just tell you what you will need. It’s up to you then. It has allowed you to address the topic more because you haven’t spent so much time on the weekend trying to put all of the resources together.”

“We bought into Scheme X and that was mapped out to the curriculum, but they didn’t give you resources. So they gave you a pack and it said why not take a trip to local bird sanctuary, but it wouldn’t tell you where it would just say that, and then on the curriculum links it would say ‘looking after the environment’ something like that. And then you would think now the onus is on me to go and find all the stuff. It would say why not compare birds in the class, but there’s nothing, I have to make it. What I like with the Puffin Pal stuff is you’ve made them, but I can change bits – I made the flower worksheets – I could use bits that you had to make things, because we’ve got our creative side as well. We don’t want too much to do either.”

Adaptability and Flexibility

A key theme that came through in conversations with the teachers was that they needed flexibility to adapt and change the resources to meet the individual needs of their classes. This is something that appears to have been a key factor in the success of the project:

“Even the things we didn’t use specifically we adapted and changed them to fit within in our class, they’re easy to differentiate. It was a key point for us that it needed to be editable which obviously you both made easy and the pictures being made available for the displays made it easier as it saved us having to go through the books.”

*“The resources were absolutely fantastic, **we used them really effectively within the classroom environment and the corridor as well.** Some of them we tweaked to suit the needs of our children, but in all we really enjoyed using the resources.”*



Pedagogical Underpinnings

*The books are good and you can be enthused by books as a teacher, **but an actual pedagogical backbone to it**, that's what made me think this has got some clout you know.*

Teacher

5.3 Integration with the Curriculum

Key Points

1. Less Time Spent Planning Means More Time Spent Enhancing.

All of the teachers reported that using the resources reduced the amount of time they had to spend on their planning, and that this had a positive impact on learners as they were able to spend more time enhancing the classroom experience.

2. Well Designed Schemes can Work Across the Curriculum.

The teachers reported that the scheme allowed them to cover all aspects of the curriculum. Applying the characters and stories to all curriculum elements increased engagement and provided continuity for children.

3. Implementing Donaldson is Already Possible.

One of the schools was already planning 'the Donaldson way' and the others were anticipating the changes. All teachers reported that they felt the scheme would fit well with the recommendations for the new curriculum as set out by the Donaldson report.

Less Time Spent Planning, Means More Time Spent Enhancing

Another important theme that came through was that by providing resources that were pre-mapped against the curriculum areas teachers needed to cover it gave them more time to spend enhancing the learning for their classes.

"Just having something – because with the amount of activity we have to plan, because in the foundation phase you've got to plan for different tables to do different work, so whereas in the juniors you might have an activity differentiated three or four different ways, here you've got an activity differentiated three ways possibly, but you have to have six things going on or at least three or four so it was good for that."

"It was a lot easier for us as staff and it allowed the children to engage more with the topic purely because we weren't spending as much time preparing everything because it was already there. So you could spend more time with the books and the stories and the characters, and the children whereas with other topics you spend more time preparing than you actually do teaching them so it helped a lot more."

"On your planning, you've got your book for the whiteboard, and you've got your pdf with all of the LNF so we don't have look up in the LNF, copy and paste into our planning document, we can just copy in what you've already done. So our planning is done."

Links to the Foundation Phase and LNF

One of the key goals for the scheme was to integrate fully and seamlessly with the current curriculum needs, but also to anticipate the future curriculum following the Donaldson report.

The materials provided were pre-mapped to the Foundation Phase and LNF outcomes. This was clearly a key element of the success of the scheme, providing a means by which the Enterprise Eggs skills could actually support curriculum delivery rather than become a distraction from it.

*“For you to put the framework and the skills into the planning helped us as we knew we were addressing everything. **All the skills in the national framework, Puffin Pal links to them all in different ways,** and you wouldn’t think it from the story originally would you, but you’ve worked so hard and took everything into consideration in that respect so it worked really well.”*

“I managed to fit the scheme into my topic. They had mapped out how it would fit in with the LNF and the National Curriculum which made planning easy for us.”

“We said to you that we wanted LNF, all of the skills matched, and they are! Unlike other schemes that we’ve used before.”

“We were originally just going to do Puffin Pal in the afternoon, but we thought let’s

put Puffin Pal in the morning and do reports. In our literacy hour it was brilliant. So we've just been looking at our language assessments and the children are hitting outcome five on report writing because they wanted to... They were totally independent because we'd practiced it with the puffin and they were engaged by that, and we just transferred the skills across then, it was great... All of the enhanced areas have been fed from the project."

"We're supposed to show extended literacy in our topic books, which is sometimes difficult, but because you'd put in your dream team story, they planned it on your planning sheets and then they were independent and going off to write their dream team story. One of their oracy enhanced provisions was 'tell your friend about your dream team story'. So it just ticked all of the boxes – definitely."

"Everything we've done over the past few months has been related to Puffin Pal, whether it was in the pack originally or not – we've branched out and incorporated all aspects of the curriculum."

"We plan with the LNF and we look at the skills in the foundation framework, so they were all in there anyway. We didn't even have to type them in we just used them – they worked really for us. That's something we told our headmaster about, that we didn't have to worry about when we were actually planning; because planning is the worst part about teaching – getting everything that you're supposed to get on paper, but if it's already done for you that's half the battle."

"...it's not just the books, because the books are great, the books are fantastic in themselves, but to be backed up by me knowing that it has curriculum links, so I know I'm justified in teaching it. I'm not just saying to the parents now we're reading about Puffins – I can just go to the files you've given and say here's how it links to the LNF, here's how it links to the curriculum, and I can tell my head and anyone else who asks."

"Because of the Carol Dweck stuff, that got me into it as a teacher. The books are good and you can be enthused by books as a teacher, but an actual pedagogical backbone to it, that's what made me think this has got some clout you know. It isn't just a scheme that could sink or scheme it's a scheme that's got pedagogical, national curriculum reference and the engaging side for the children. To have all of that is rare."

*"I feel confident. When I go to plan now, I think, Puffin Pal lesson, right, tick. If anyone asks me about it all the links are there – I don't have to worry about it. I don't usually have that kind of security when I do my planning. **You can tell, just pick a child, pick a random child from my class and you can tell that we're doing the work.**"*

Teacher



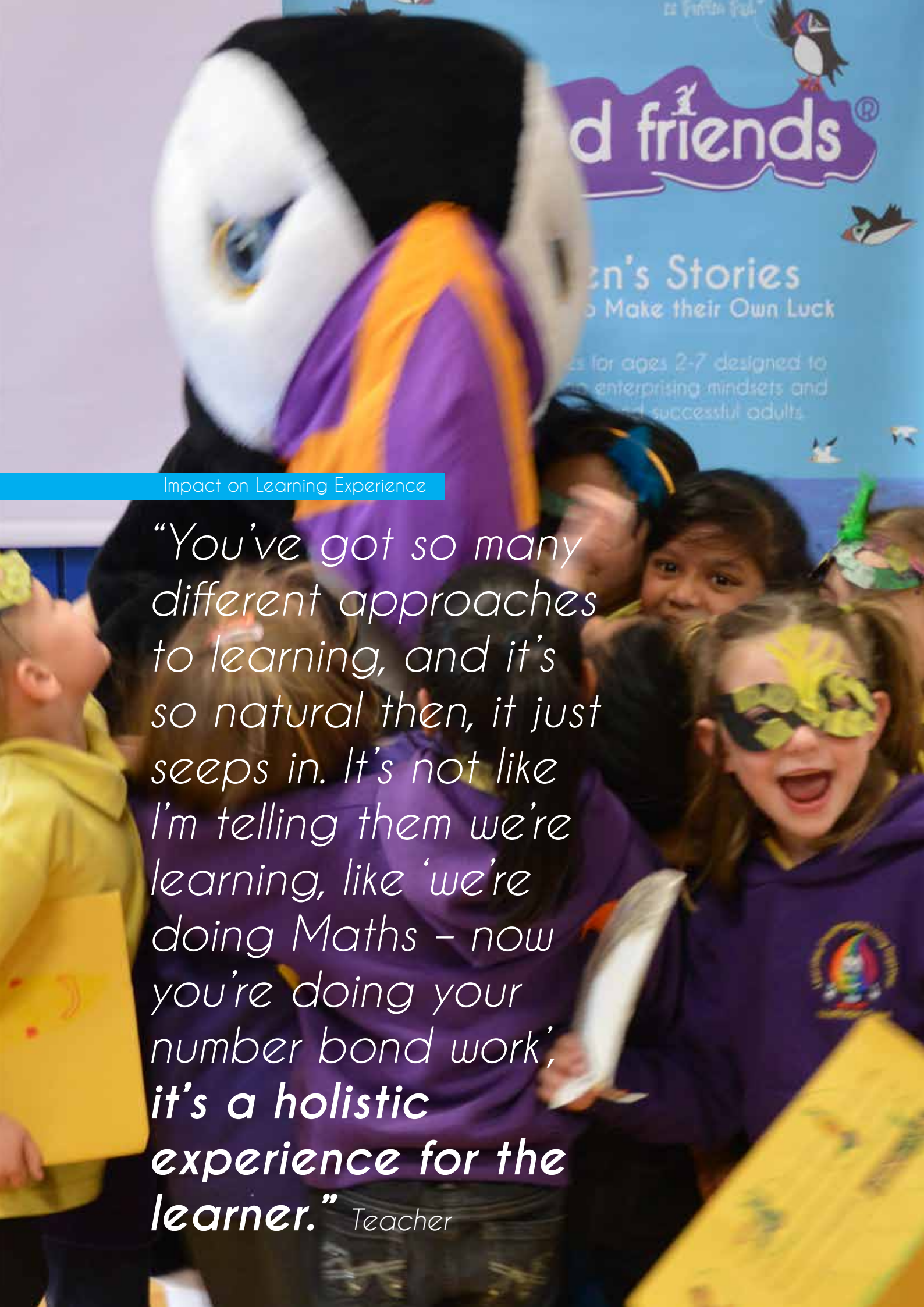
Towards Donaldson

We asked the teachers how they felt the scheme would fit in with the recommendations for the curriculum of the future in Wales as set out by Donaldson. One of the schools was already starting to plan “the Donaldson way” and all were anticipating the changes so were able to provide useful comments on how they felt the scheme linked to Donaldson:

*“The last half term we planned the Donaldson way, and it fitted into every area really easily. We’re now planning the Donaldson way for next term. **So we have planned the Donaldson way for what we’ve just done with the project and it fits perfectly. No problems, no bits missing.**”*

“You’ve certainly addressed much of the Donaldson recommendations – if we are going to move towards this creative thinking curriculum, then a project that encompasses various aspects of that is going to be the way forward. So they’re applying their learning; they wrote for a purpose, everything was part of that wider, Donaldson view of where we should be going. So in that sense I think it was a very well balanced project that has a great deal of mileage in it.”

“...it’s applying the ideas, the principles, and putting them across other topics, because we are moving towards this Donaldson curriculum, we are moving towards a broader more integrated approach and this type of learning. You can see, you’ve talked to the children, you’ve seen their interaction with it, the children have a good understanding, they’ve produced some quality work, they’ve enjoyed it, but it has also been connected.”



Impact on Learning Experience

*“You’ve got so many different approaches to learning, and it’s so natural then, it just seeps in. It’s not like I’m telling them we’re learning, like ‘we’re doing Maths – now you’re doing your number bond work’, **it’s a holistic experience for the learner.**”* Teacher

5.4 Efficacy and Impact on Learners and their Families

Key Points:

1. The Enterprise Eggs skills can impact learning outcomes

One of the key themes that teachers identified was that the Enterprise Eggs skills helped children behave in ways that supported their achievement of the learning outcomes set out in the curriculum. In addition to preparing them for the future, these skills were impacting them in the present.

2. Families can and will engage

One of the most surprising aspects of the findings was the level of engagement with the scheme from families, this shows that there may be potential for this approach to support children at home as well as at school.

The aim of the Enterprise Eggs and the supporting resources are to add an additional means by which children can be supported in their learning to develop those skills, attitudes and behaviours that are likely to help them succeed. The skills, attitudes and behaviours are linked with an 'Enterprising Mindset' but this should not be confused with simply teaching children how to start up businesses. They are skills, attitudes and behaviours that will enable self-efficacy both in their education and in later life.

We asked teachers about the impact they had seen from using the Enterprise Eggs and the Island Friends resources in their classrooms.

*“The children have come up with it a lot, they think, well we’re not just doing this, we’re doing this as well. **It’s higher level thinking for them and allowing them to recognise and make connections in their learning as well.**”*

“It has been excellent for praising children in different ways. I now praise for hard work, team work, resilience etc and not just good work. The stickers mean the children know why they were praised and this reinforces this good behaviour.”

"The children were completely engaged from the start of the first book and have been inspired to produce pictures/resources-even eggs at home. They are trying hard to earn eggs/stickers."

"It had been useful for me to be able to reinforce behaviours that lead to children being better learners. The 'keep going' egg and the 'have a go' egg are excellent motivators. I have a child who finds work boring or at least the prospect of work. I managed to encourage him by suggesting that if he finished his number bonds to twenty, he could have a 'keep going' sticker. He finished the work. Today, when he was refusing to work, I reminded him of his sticker yesterday and he told me why he had it. It's early days, but I can really see these stickers having an excellent impact on children's attitude to work at all ability levels. And Puffin Pal and Island friends give excellent almost anecdotal references to these eggs, which I, as their teacher, can retell to remind them of what they mean e.g. I'll remind them of Pal's long journey when they are doing a long piece of writing or I'll tell them about Pal's adventure under ground when telling them about teamwork."

"Definitely, you could see when you'd stop the class and say 'are you working together?' you could see a little lightbulb come on 'I'm going to get a stamp on my working together if I work together' and the come up to you and say 'we worked together, we worked together'. Those worked definitely. One came up to me and said 'I just rescued a worm, I need a nurture nature badge'. They were really making those links. It became a personal thing."

*"They all made their own eggs and could interpret what they meant by **'Be Positive'** and **'Work Together'**. They are quite big concepts for five and six year olds, but the little video with the enterprise eggs, they loved that so much."*

"It took a few weeks, especially the reception (I have four year olds in with me as well), but even by the end of it they were saying 'miss, we're keeping going - it's a mess in here but we're keeping going, we're trying to fix it', or 'we're working together today miss' so they did know exactly what each egg meant."

"With their islands they came in with 'create it' stickers underneath because they knew they'd created it, things like that. It's a big thing for their age group but they did pick up on it and the parents learned a lot from it as well."

*“I think some of our parents would be really interested in using it at home. . . . they’ve loved Puffin Pal and I think the parents felt like they know Puffin Pal and the eggs no matter what topic you’re doing, **the eggs are flexible, you can use them in any topic.**”* Teacher

“Obviously the children are now aware of the basic skills linked to enterprise, and we’ll definitely continue with the eggs, even though we won’t be doing Puffin Pal next term the eggs will stay in the classroom because I think they’re really good things for the children to reflect on at the end of the lesson – which eggs we’ve been using and which skills we’ve been using. I definitely think it will prepare them for enterprise.”

“I’ve had a few busy children in my class since September. Yes, they’re still busy, but if you mention to them the eggs and say to them ‘right, we’re looking to see who’s using – whichever egg it happens to be today, or which skills, those children think, I need to calm down now, or I need to make sure I’ve got my ‘think big’ hat on, so they calm down a bit because they know that they’re going to be rewarded if they’re using those eggs, whereas before, if I say to them you’re moving onto whichever behavior chart we happen to be using at the moment, I say you’re moving onto the stormy cloud – to them that doesn’t mean anything, you’re moving their photo at the end of the day, whereas this gives them an incentive to do well, to actually engage with the skills in the eggs, because they know they’re going to get something out of it and they’ve learned so much from it. Definitely it has helped them a lot.”

“The first activity was working as a team to create an invitation and telling them to work as a team is not just the work being done, it doesn’t really matter what the invitation looks like, we all have different abilities, the important thing is that they took responsibility, worked as a team, compromised, whatever is involved in teamwork, and it gives you an opportunity to maybe teach that where you wouldn’t usually think about teaching teamwork.”

Impact Beyond the Classroom

We also asked teachers about any impacts they had seen beyond the classroom (i.e. at home) and whether they felt this was something families could engage with:

“The links are there – the children are going home talking about how they’ve been working on teamwork and they’re making those connections with their families as well, it has just been amazing.

Definitely, it’s at home as much as at school.”



*“For me it’s a different way of praising them and giving that feedback to the children on what they did or getting them to think about what they actually did – **the process of doing the work rather than the outcome of the work.**”* Teacher

"I think some of our parents would be really interested in using it at home, especially because of how much they've loved Puffin Pal and I think the parents felt like they know Puffin Pal."

"The first time we realised that it was going to be a huge success was when children who wouldn't normally bring you anything in from home came in having written the song... they were bringing pictures and just information that they'd found out. If you go into my room, my Puffin Pal work is on my wall, but all around my wall is what they brought in from home; and every child has brought something in. Making puffins out of recycled materials, they've literally inundated us with stuff. Even children whose parents don't encourage them at home, they've just found a scrap of paper, and drawn a puffin and brought it in."

For one teacher there was a noticeable impact on reading behaviour beyond the classroom:

*“Since you’ve given them the books, to go home, they’re obviously reading them, and coming back and saying, ‘did you know’, and I’m like ‘no – I don’t study the books like you do!’. **That’s proof isn’t it – I mean, what more proof do you need that the scheme’s working? Children are reading, at home! Children who wouldn’t normally read are now reading at home. For me that’s it!**”*

“All they read are their Oxford Reading Tree books, I’m not saying all of them, that’s wrong, some of them do read other things, but for them to read anything else. Some of them don’t have a book. They’re from families, it’s not that they don’t value education, but it’s just that they wouldn’t think to pop down the library to pick up books, because children occupy themselves in different ways these days don’t they? They’ve got iPads, the parents maybe think I’m not going to buy a book because every kid is on a computer.”

“You can see, you’ve talked to the children, you’ve seen their interaction with it, the children have a good understanding, they’ve produced some quality work, they’ve enjoyed it, **but it has also been connected.**”

Head Teacher

iawn!



nd the storm

Parent Feedback

Whilst we did not directly expect to receive feedback from parents, we received a number of emails and letters from parents whose children were participating in the pilot with positive comments about the impact. See below a number of extracts from these:

Parent A:

"I have come to your website as I wanted to find out more about 'Puffin Pal' – my daughter has been learning about Pal and the Enterprise Eggs over the last couple of weeks at Dunvant Primary in Swansea and is really enjoying it, so I wanted to learn more to support her in getting as much as possible out of it...

*... ***** and I would be more than happy to give some feedback, when I mentioned I had been on the website and printing off resources she was very impressed so she will be thrilled when she finds out I have actually spoken to you!!*

I think we're already seeing some developments in some elements of her behaviour, which is why I wanted to equip myself to learn more to enable it to continue."

Parent B:

*"When ***** brought home the Puffin Pal pack he spent evenings and mornings reading Puffin Pal and the Golden Feather and even reading it loudly to me and learning new words and constantly talking about it."*

Parent C:

*" **** has said that there wasn't any part of the topic he didn't enjoy and has asked us if we can go to Skomer Island in the summer to see the puffins in real life."*

Examples of Impact

Several of the teachers gave examples of how their learners had responded to the eggs to support their learning:

*“Lots of the children have reached outcome five and some of them in my year one cohort have reached outcome six. **They were totally independent because we’d practiced it with the puffin and they were engaged by that, and we just transferred the skills across then, it was great.**”*

“Children coming up to me and saying we worked as a team on this – just using their blocks and saying – we worked as a team to build this – they wouldn’t have done that at the start of the year, no way. You don’t think about everything all of the time so you need guidance in a way to say, well these seven behaviours, they will progress those children.”

“A child who has emotional difficulties, I’d say, maybe self regulation, he has difficulties like that, has benefitted so much from me saying Be Positive. He has got a chart there. The stickers on them say ‘I was positive’. That’s not something I would have thought to do if it wasn’t for your scheme. I wouldn’t have thought, well being positive is what he needs, I might have thought he’s crying all the time, he’s looking at a piece of writing thinking this is too long I can’t do it. I say to him sometimes, think about Puffin Pal flapping his wings, and that’s a trigger for him to think ok. It doesn’t always work, because his crying has taken over, but at least I’ve got a reference point. This is proof that working hard is worth it and valued, and you’ve got role models, albeit Puffin role models, but they need that.”

“We made our own Puffin Pal story today actually – they made a trailer for a film about Puffin Pal. They came up with this idea of Puffin Pal and the Easter Egg. Puffin Pal finds a big egg and they’re all discussing what the egg is. They want to open it but they can’t open it because it’s too hard... and all of them are trying... but then the Peregrine Falcon comes down and says they should work as a team, so they work as a team, and then they manage to get the egg open possibly ... I

gave them no help with this, all the children were sitting on the carpet and we took ideas and they put their hands up... they had all these ideas and I wasn't even leading them, and they came up and acted them all out. That's perfect, when children can lead the learning themselves, when they can go and research because they're interested in something."

*"*** went to Tenby and said he wanted to buy a puffin figure and when they got to the shop he said he asked for a leaflet about the birds on Skomer, so he was looking for information, he came back with a leaflet about all the animals on Skomer Island and the other Island Skokholm. So he came in on Monday with all the information, because they're leading their learning themselves, which is your goal. If they got to the end of their education, if they got to finishing their A Levels doing that you'd be happy, so the fact that in year 1 I've got children saying can I do this, can I do that, it's great."*

"I've set homework now, so their homework is on a poster about Skomer Island. And I know they'll do it - It's not that I wouldn't have done that at the start of the year because I like to do things like that anyway, but the fact that I know, I've got a bit of confidence that they're motivated and want to do it."

"The afternoon challenges worked well as well - you can bring all of the different skills in from different areas of the curriculum, setting them challenges, and that has been brilliant because they're saying - oh, we're using teamwork here, we're using this here, so they're reminding themselves."

Extension Beyond Year 1/Reception

We also asked all of the teachers whether they thought that the Enterprise Eggs could be used in other year groups. All of the teachers agreed that they felt they could:

"I think nursery would even engage with it, maybe three types of eggs for nursery and then work up."

"It's very transferable to different things. Even down as far as nursery. Our nursery have been popping back and forth and some days they've had to come in and mix with our children on the carousel of activities and they have been fascinated by Puffin Pal and they've listened to the stories as well and I think it's easily transferable lower down and higher. So, on World Book Day for example I took the books around to the different classes to read and the children absolutely loved it so I definitely think you can take it up the school or down the school."

“It works.” *Head Teacher*



6.0 Conclusions

The feedback gathered demonstrates that the approach was considered a success by those schools who participated. Whilst the pilot has operated with a small group of schools, their diversity has enabled us to assess the impact across different learner cohorts and demonstrates that it can be effective across a range of different learner groups.

The following key findings are noted:

1. All of the teachers who participated in the pilot reported that it had been successful in achieving its objectives, that the framework and resources were effective and that they would wish continue using the resources and the framework provided and any further topics/resources that could be developed.
2. Teachers reported significant impacts on children's learning and engagement both in school and beyond the classroom.
3. Teachers noted that the quality of the materials and the integration with the curriculum helped reduce the time they needed to spend planning and increase the time they could spend enhancing the learner experience.
4. Teachers noted the potential for this approach to work well in the context of the curriculum review and the underpinning elements of the proposed new curriculum following the Donaldson Report.
5. Teachers noted the potential for the Enterprise Eggs to work beyond the age group tested during the pilot and that it could be used from nursery through to upper primary.

Key benefits of this approach are:

- Provides demonstrable impacts on learners, both in terms of the outcomes in the context of the current curriculum, and in terms of the core purposes that underpin the future curriculum.
- The Enterprise Eggs can be used from nursery through to upper primary alongside the existing curriculum so provides continuity for teachers and learners.
- Offers teachers resources that meet their needs better than other schemes they currently have access to – enabling them to reduce the time they spend planning and mapping activities to the curriculum and increase the time they can spend enhancing the learner experience. This enables them to focus on the wide range of individual needs of children in their classes.

- Engages children and their families by providing character and narrative-driven resources that are of comparable quality to the 'entertainment' products children are engaging with outside the classroom.
- The system is sustainable as it integrates fully with the existing curriculum and is delivered by existing teachers. It does not act as a 'bolt on' or require additional external staff to be brought in to deliver one-off sessions.

7.0 Recommendations

The team have two initial recommendations for Welsh Government's response to the report.

1. Welsh Government Consideration of Findings

It is recommended that relevant Welsh Government departments review the findings of this report and consider ways in which this approach could be:

- Supported to be offered more widely or across the whole of Wales. The team have identified a number of models through which this could be achieved, including the potential for licensing through the Hub. Bilingual development, financial sustainability and the balance of digital and physical resources will be key considerations here.
- Linked to the planning and preparation for the new curriculum in Wales. The team believe the process used and insights gained have the potential to have a significant impact on the planning for and delivery of the new curriculum.
- Promoted to schools and used as a case study for the forward-looking, progressive approach to education that exists in Wales.

2. Follow Up Discussions on Future Potential

The We Are Lucky team are committed to supporting the development of the Welsh education system and are keen to work with Welsh Government, LEAs, schools and other stakeholders to ensure the potential demonstrated in this report is fully realised. The team already have plans to develop two further schemes for year 1, which would complete a full academic year, and see further potential to develop a full range of resources for other year groups that will offer continuity to teachers and children. There is also potential for We Are Lucky to support Welsh Government and education professionals as they work towards implementing the new curriculum by providing services in designing materials that will support teachers through the transition period and beyond. The team would welcome the opportunity for further dialogue with key partners on how this could be achieved and would recommend a follow up meeting with the relevant Welsh Government departments to discuss the possibilities.

Impact on Time



"We said to you that we wanted LNF, all of the skills matched, and they are! . . . So our planning is done." Teacher

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10.0 Appendices

Appendix A: Teacher Interviews

Head Teacher – School A

“I think if you were to ask any member of the staff about the project, it has been a very big success and had a very positive impact on the pupils and their learning.

“Staff have felt very engaged with the whole process and parents have also liked the feedback that they’ve had. They thoroughly enjoyed Auntie Pam’s party. Very positive from everyone concerned.”

“The children have been engaged with all aspects of the project and have enjoyed every part of it.”

“Staff were trained at the start of the project so they had a very clear idea of where it was going and what they needed to do to make it a success, and they felt really after the training event that this was going to be a really positive experience for the children, it was going to help their learning, and therefore, it works!”

“You’ve certainly addressed much of the Donaldson recommendations – if we are going to move towards this creative-thinking curriculum, then a project that encompasses various aspects of that is going to be the way forward. So they’re applying their learning; they wrote for a purpose, everything was part of that wider, Donaldson view of where we should be going. So in that sense I think it was a very well balanced project that has a great deal of mileage in it.”

“I think, however you’ve achieved it, you’ve got a very wide selection of very professionally produced resources. The resources match what the teachers are expected to deliver. The resources are appropriate for the pupil’s activities, they look first class, and therefore you get that feeling of value, you get that feeling that this is a worthwhile project.”

Do you see the framework as something that could be applied across other topics?

“Definitely, again, it’s applying the ideas, the principles, and putting them across other topics, because we are moving towards this Donaldson curriculum, we are moving towards a broader more integrated approach and this type of learning. You can see, you’ve talked to the children, you’ve seen their interaction with it, the children have a good understanding, they’ve produced some quality work, they’ve enjoyed it, but it has also been connected.”

Is there anything we could have done differently?

"I'd probably say at this stage, no, because you were very involved with the pilot schools, so we've been kept informed of where the project is going and you've addressed all of the concerns that staff will have raised."

Teachers at School A

Tell us your thoughts on the resources

"I think we were both very impressed."

"You listened!"

"On our first meeting we said 'we don't want you to say do this, do this, do this and then leave it there' and then we have to go away and do it all; we wanted it all electronically so we could play with it and do what we wished with it, but also we wanted what you tell us to do done, and you did it."

"We were very pleased. The quality of the resources, the books were beautifully produced, the puppet was gorgeous (and he lasted), the whistle and all the stickers were really high quality resources and the children loved using those."

"We said to you that we wanted LNF, all of the skills matched, and they are! Unlike other schemes that we've used before."

"On your planning, you've got your book for the whiteboard, and you've got your pdf with all of the LNF so we don't have look up in the LNF, copy and paste into our planning document, we can just copy in what you've already done. So our planning is done."

*"We've gone with it where we've gone with it, next time we might not go that way – the children might want a different slant on it. But because all of the pictures were electronic and easy to use, if we wanted to do something you hadn't done we could. We had different experiences, because our classes are totally different – I've got a young class and an average cohort, and yours are quite a high-flying top-end so for example this term we're supposed to be doing instruction writing, which is what Mrs *** has just done. But this lent itself to report writing. We were originally just going to do Puffin Pal in the afternoon, but we thought let's put Puffin Pal in the morning and do reports. In our literacy hour it was brilliant. So we've just been looking at our language assessments and the children are hitting outcome five on report writing because they wanted to. So their homework was go home and do research, we all did reports on puffins, and then they had to research their own report. We did ours on Ducks and we did ours on Owls. Lots of the children have reached outcome five and some of them in my year one cohort have reached outcome six. They were totally independent because we'd practiced it with the puffin and they were engaged by that, and we just transferred the skills across, it*

was great. So going forward, we would probably not just do it as a topic for the afternoons, we would incorporate the literacy and the numeracy in straightaway, because the children were so engaged.”

“The afternoon challenges worked well as well – you can bring all of the different skills in from different areas of the curriculum, setting them challenges, and that has been brilliant because they’re saying – oh, we’re using teamwork here, we’re using this here, so they’re reminding themselves. The enhanced provision has been based on puffin experiences, so when they’ve got free choice, there has been a maths problem based on the puffin. All of the enhanced areas have been fed from the project.”

“We’re supposed to show extended literacy in our topic books, which is sometimes difficult, but because you’d put in your dream team story, they planned it on your planning sheets and then they were independent and going off to write their dream team story. One of their oracy enhanced provisions was ‘tell your friend about your dream team story’. So it just ticked all of the boxes – definitely.”

“The physical aspect is great – you’ve got little physical challenges there as well, the flapping of the wings, and panting puffins. We put our own science in but that was easy to do it wasn’t tenuous at all. Everything else was there – we could have done more with flight – with book four, but we ran out of time. You had the thing for them to plan their own flying machines, if we had more time, we would now be making those flying machines.”

“The first two books, mine wanted to go on with them longer. We wanted to go on, but it engaged them for so long.”

“The other reception class were very jealous!”

“It took the place of Scheme X, we’ve abandoned Scheme X this time because there was plenty there. It (Scheme X) says, do this do this so this, it says ‘sing a song about’ but it doesn’t give you a song or anything. It tells you, but it doesn’t give you anything. You supply the resources, the ideas. It’s something we took on as a school because we needed some coherence in the juniors, and it has done that, but it didn’t benefit foundation phase as much as the juniors, because we didn’t need it. We were already working in that way.”

“Very engaging. We started with the song every day. *** put it on everyday, the song and the enterprise eggs video and it just got them in the mood. The first time we realised that it was going to be a huge success was when children who wouldn’t normally bring you anything in from home came in having written the song... they were bringing pictures and just information that they’d found out. If you go into my room, my Puffin Pal work is on my wall, but all around my wall is what they brought in from home; and every child has brought something in. Making puffins out of recycled materials, they’ve literally inundated us with stuff. Even children whose parents don’t encourage them at home, they’ve just found a scrap of paper, and drawn a puffin and brought it in.”

"When we did dress up themes, they weren't pushed to be puffins but they came as puffins."

Is it having an impact at home as well as at school?

"The links are there – the children are going home talking about how they've been working on teamwork and they're making those connections with their families as well, it has just been amazing. We don't normally put topic books out at parents' evening do we, we just do language and maths, but this year we put the purple topic books out, because there's so much to see and the parents have heard so much about it that we felt it was an opportunity for them to see, because otherwise they don't see their books, and the work is so lovely in them. Definitely, it's at home as much as at school."

The eggs – do the children engage with each of the eggs?

"Definitely, as soon as they see the logo they're shouting out which one it is. The video is so visual, we played it over and over and over and then they all drew them. One little girl brought in those little jokey eggs that bounce with 'keep going' and 'work together' logos on them. They love it when the egg goes into the bird box."

Did it impact their behaviour?

"Definitely, you could see when you'd stop the class and say 'are you working together?' you could see a little lightbulb come on 'I'm going to get a stamp on my working together if I work together' and the come up to you and say 'we worked together, we worked together'. Those worked definitely. One came up to me and said 'I just rescued a worm, I need a nurture nature badge'. They were really making those links. It became a personal thing."

How did it relate to Donaldson?

"The last half term we planned the Donaldson way, and it fitted into every area really easily. We're now planning the Donaldson way for next term. So we have planned the Donaldson way for what we've just done with the project and it fits perfectly. No problems, no bits missing."

"We're happy, we're just waiting for the next ones. I've learned more about birds than I ever knew before! The number that are going to Skomer!"

"I think nursery would even engage with it, maybe three types of eggs for nursery and then work up."

"Brilliant, we've thoroughly enjoyed and if we're happy...!"

Teacher, School B

Tell us your thoughts about the resources...

"To be honest, they were really helpful. Especially when you're looking for certain things and they're already there for you so it saves you making them. Even the things we didn't use specifically we adapted and changed them to fit within in our class, they're easy to differentiate. It was a key point for us that it needed to be editable which obviously you both made easy and the pictures being made available for the displays made it easier as it saved us having to go through the books. It was a lot easier for us as staff and it allowed the children to engage more with the topic purely because we weren't spending as much time preparing everything because it was already there. So you could spend more time with the books and the stories and the characters, and the children whereas with other topics you spend more time preparing than you actually do teaching them so it helped a lot more."

"We follow Scheme X, and they give you ideas packs, but they don't actually give you the resources, they just tell you what you will need. It's up to you then."

"It has allowed you to address the topic more because you haven't spent so much time on the weekend trying to put all of the resources together."

How did the children engage?

"They absolutely loved it. Everything is about Puffin Pal, the parents on parents' evening, all they talked about was Puffin Pal, because apparently all they go home and talk about is Puffin Pal."

"One parent even said, 'I'm Puffin Pal'd out at the moment!' But in a good way, because the children have loved it some much."

"Everything they do they're asking - in the writing area, they say can you draw me a puffin so I can colour a puffin in, and everything, they absolutely loved it. Certain stories I thought perhaps they wouldn't engage with, but they've absolutely loved. The eggs, I didn't think they'd remember the names of them, you know recognise the eggs, but they knew them all by the end of it. They really absolutely loved it, that's all I can say really."

"It took a few weeks, especially the reception (I have four year olds in with me as well), but even by the end of it they were saying 'miss, we're keeping going - it's a mess in here but we're keeping going, we're trying to fix it', or 'we're working together today miss' so they did know exactly what each egg meant."

"With their islands they came in with 'create it' stickers underneath because they knew they'd created it, things like that. It's a big thing for their age group but they did pick up on it and the parents learned a lot from it as well."

"For you to put the framework and the skills into the planning helped us as we knew we were addressing everything. All the skills in the national framework, Puffin Pal links to them all in different ways, and you wouldn't think it from the story originally would you, but you've worked so hard and took everything into consideration in that respect so it worked really well."

"It's very transferable to different things. Even down as far as nursery. Our nursery have been popping back and forth and some days they've had to come in and mix with our children on the carousel of activities and they have been fascinated by Puffin Pal and they've listened to the stories as well and I think it's easily transferable lower down and higher. So, on World Book Day for example I took the books around to the different classes to read and the children absolutely loved it so I definitely think you can take it up the school or down the school."

"I've already spoken to the head about this, because I think she was a bit shocked about how much the children have engaged in it, and we'd definitely be interested in Woodland Friends or whatever you decide to come up with. It was lovely for them to have a character to relate to, and a friend for themselves, because everything was related to Puffin Pal. It's nice for them to have an actual character rather than just a theme."

"We follow SCHEME Y for our maths, but instead of the activities SCHEME Y suggested I was linking it to Puffin Pal. We were using the resources you provided to do maths."

"Everything we've done over the past few months has been related to Puffin Pal, whether it was in the pack originally or not – we've branched out and incorporated all aspects of the curriculum."

"Obviously the children are now aware of the basic skills linked to enterprise, and we'll definitely continue with the eggs, even though we won't be doing Puffin Pal next term the eggs will stay in the classroom because I think they're really good things for the children to reflect on at the end of the lesson – which eggs we've been using and which skills we've been using. I definitely think it will prepare them for enterprise."

"There are two full years between some of the children in my class so you've done really well to make it applicable."

Did you see an impact on the children's behaviour?

"Yes! I've had a few busy children in my class since September. Yes, they're still busy, but if you mention to them the eggs and say to them 'right, we're looking to see who's using – whichever egg it happens to be today, or which skills, those children think, I need to calm down now, or I need to make sure I've got my 'think big' hat on, so they calm down a bit because they know that they're going to be rewarded if they're using those eggs, whereas before, if I say to them you're moving onto whichever behaviour chart we happen to be using at the moment, I say

you're moving onto the stormy cloud – to them that doesn't mean anything, you're moving their photo at the end of the day, whereas this gives them an incentive to do well, to actually engage with the skills in the eggs, because they know they're going to get something out of it and they've learned so much from it. Definitely it has helped them a lot.

How have children's families responded?

"I think some of our parents would be really interested in using it at home and things, especially because of how much they've loved Puffin Pal and I think the parents felt like they know Puffin Pal, and the eggs no matter what topic you're doing, the eggs are flexible, you can use them in any topic."

Do you focus on one egg at a time or multiple eggs?

"We don't tend to do singular eggs. The children have come up with it a lot, they think, well we're not just doing this, we're doing this as well. It's higher level thinking for them and allowing them to recognise and make connections in their learning as well."

"The sequence worked really well for the TAs. I didn't need to explain to them. That has helped communication within the topic."

Teachers at School C

Tell us your thoughts on the resources

"The resources were absolutely fantastic, we used them really effectively within the classroom environment and the corridor as well. Some of them we tweaked to suit the needs of our children, but in all we really enjoyed using the resources."

"We've used everything to the extent that we've still got two books to go as we've been trying to get through everything we've been given. It was lovely to be given a big pack of things that we can just draw the skills from."

"Really high quality – the books are fantastic, our children have loved the books. As you can see we've made displays outside. They were really professional."

"We've more or less changed the whole of our term's planning and placed Puffin Pal in it."

"That made a lot of difference as they all made their own eggs and could interpret what they meant by 'Be Positive' and 'Work Together'. They are quite big concepts for five and six year olds, but the little video with the enterprise eggs, they loved that so much. It was Sol's idea to come up with the actions and they've really helped as well. It was their actions, so we said, how could you say think big and that's what they came up with."

"I think most of them have been ok. Nurture Nature was a little bit difficult but we still have two books left to do in the summer term."

"I'd love to have one for Autumn, Spring and Summer, because we've got so much out of it. I'm quite glad in a way that we haven't finished because we can continue then for the summer term."

"If you could do one format per term that would be fantastic!"

Did you see an impact on children's behaviour?

"I think having Puffin Pal on display - he is there to keep an eye on the children and help them to learn has helped because they regard Puffin Pal as somebody who is looking after them. They look after Puffin Pal, but Puffin Pal is looking after you and he's watching you and making sure you're sitting nicely on the carpet. We do all that. As a character he's been absolutely wonderful to contain behaviour, because in my class I've got really demanding children. They're very young children, and that has really helped. I love the puppet aspect, so it was nice to have that."

"Everything we've done we've managed to get something out - use the eggs for that, because you can. So when they have a go and they keep going they get an egg for it. It's worked out really well, we've really enjoyed it. It has worked out better than we thought it would."

How did it integrate with the curriculum?

"We were looking for skill based things anyway, because that's how we plan. We plan with the LNF and we look at the skills in the foundation framework, so they were all in there anyway. We didn't even have to type them in we just used them - they worked really for us. That's something we told our headmaster about, that we didn't have to worry about when we were actually planning; because planning is the worst part about teaching - getting everything that you're supposed to get on paper, but if it's already done for you that's half the battle. He gives us time for planning anyway, but we could be more creative with the work. As long as we got to the end product, and this has been a really fun way to get there."

Have families engaged?

"We just love the idea of it being a local project that we could go and visit. Some of our parents have actually said that they are going to visit the island."

"One of my parents, the little boy was going to be off for a few days and they said what can we do at home, so they had a whale of time doing research on the computer. They're more aware that they've got this on our doorstep. It has worked out really well with the parents."

"I'm looking at these beautiful birds in a different light - and I think the children are

the same as well."

Do you think other schools could take this on?

"I think they could take it on really easily, because everything is there."

"I think we were lucky to be part of the pilot so we feel quite honoured, thank you."

Teacher, School D

Tell us your thoughts on the resources

*"The books were fantastic, I really liked them and the children really liked them, all six of them. **** came up to me today and said 'Are there any more Puffin Pal books? Are they going to make any more Puffin Pal books?'" and I thought that was really good."*

"They really love them, the look of them, just the way you've made them; they look authentic, they look real, it's not just a put together scheme, it's something that has been thought through. It's real, an authentic book. We're meant to make them read authentic books, despite it being a curriculum linked thing, you've written it with joy in mind not with teaching in mind, but they've learned loads."

*"We watched a video of Skomer Island just now, just to get ready for the trip, and the first shot was, they just panned around Skomer Island and ***just shouted out "It's a Red Campion!" and I thought it was amazing."*

"That kind of learning, subconscious almost, the fact that they're picking it up, because you've got the board that they're focusing on, you've got the stories, the songs, the activities that they're doing on the table. You've got so many different approaches to learning, and it's so natural then, it just seeps in. It's not like I'm telling them we're learning, like 'we're doing Maths – now you're doing your number bond work', it's a holistic experience for the learner."

"The things they know! I thought Kittiwakes had long legs, like a flamingo, so a picture came up on the video of a bird and one of the children said it's a Kittiwake, and I said, I don't know if it's a Kittiwake, I thought they had longer legs, but they were right! I hold my hand up."

"But the resources, that is the important thing, it's not just the books, because the books are great, the books are fantastic in themselves, but to be backed up by me knowing that it has curriculum links, so I know I'm justified in teaching it. I'm not just saying to the parents now we're reading about Puffins – I can just go to the files you've given and say here's how it links to the LNF, here's how it links to the curriculum, and I can tell my head and anyone else who asks. Anything can be good in itself, but when you've backed it up with so many other things, I think that's what has made it successful for the children and for me."

"We bought into Scheme X and that was mapped out to the curriculum, but they didn't give you resources. So they gave you a pack and it said why not take a trip to local bird sanctuary, but it wouldn't tell you where it would just say that, and then on the curriculum links it would say 'looking after the environment' something like that. And then you would think now the onus is on me to go and find all the stuff. It would say why not compare birds in the class, but there's nothing, I have to make it. What I like with the Puffin Pal stuff is you've made them, but I can change bits - I made the flower worksheets - I could use bits that you had to make things, because we've got our creative side as well. We don't want too much to do either."

"Just having something - because with the amount of activity we have to plan, because in the foundation phase you've got to plan for different tables to different work, so whereas in the juniors you might have an activity differentiated three or four different ways, here you've got an activity differentiated three ways possibly, but you have to have six things going on or at least three or four so it was good for that."

How did the children engage with the Enterprise Eggs?

"For me it's a different way of praising them and giving that feedback to the children on what they did or getting them to think about what they actually did - the process of doing the work rather than the outcome of the work. The first activity was working as a team to create an invitation and telling them to work as a team is not just the work being done, it doesn't really matter what the invitation looks like, we all have different abilities, the important thing is that they took responsibility, worked as a team, compromised, whatever is involved in teamwork, and it gives you an opportunity to maybe teach that where you wouldn't usually think about teaching teamwork. I wonder whether I'd do the reward chart again, because they tend to compare number of stickers. In a way it would have been better to have little log books so they're not comparing. I'd still give them out - I would just do it that way instead in the future."

"I think maybe some of them would confuse keep going and have a go, but I think be positive, work together were really clear, I added looking after each other to 'nurture nature' so they could relate more to it. Create it - they were really clear on that. There's a child who's really negative, who cries a lot when it comes to doing work, but Be Positive was a really strong motivator there. Keep going for when they make mistakes and learn from it."

"As far as praising the children it has been fantastic as a way of praising them in a different way, because they've got the stickers as a visual reminder. If you just say things like that without a visual reminder for children of this age it just doesn't stick. Just as if you'd taken away the puppet from the first lesson with Puffin Pal, it wouldn't have been so memorable. The puppet, the song triggers all those memories and that's really important."

"For me this is the most holistic scheme I've ever seen. I was in year three a few years before and I haven't seen something with as much detail and the children remember it as well. I'm amazed. The parents tell me; I can't believe how much they know about things I have no idea about. You've got children going home talking about Kittiwakes and Fulmars and they're doubting whether it's true - do these things exist?"

"I said to them, you know there's an amazing fact at the bottom of the thing, I said they're actually true. Even though it's a narrative, it's a story, these are true."

"They come to me with those facts. They were telling me something about razorbills today and I thought, yeah, that's probably true. They tell me things all the time - and I'm thinking they're probably true."

"Since you've given them the books, to go home, they're obviously reading them, and coming back and saying, 'did you know', and I'm like 'no - I don't study the books like you do!'. That's proof isn't it - I mean, what more proof do you need that the scheme's working? Children are reading, at home! Children who wouldn't normally read are now reading at home. For me that's it!"

"All they read are their Oxford Reading Tree books, I'm not saying all of them, that's wrong, some of them do read other things, but for them to read anything else. Some of them don't have a book. They're from families, it's not that they don't value education, but it's just that they wouldn't think to pop down the library to pick up books, because children occupy themselves in different ways these days don't they? They've got iPads, the parents maybe think I'm not going to buy a book because every kid is on a computer."

"But for the children, to have that book, you could see them when they opened the purple bags, they were like 'I've got a book! I've the Golden Oriole book!' There were no swaps, they were all really satisfied - I think it's because they liked all of the books. I don't think there was a dud story. They liked them all. I think the Golden Oriole is a firm favourite."

*"We made our own Puffin Pal story today actually - they made a trailer for a film about Puffin Pal. They came up with this idea of Puffin Pal and the Easter Egg. Puffin Pal finds a big egg and they're all discussing what the egg is. They want to open it but they can't open it because it's too hard... and all of them are trying... but then the Peregrine Falcon comes down and says they should work as a team, so they work as a team, and then they manage to get the egg open possibly - I can't remember as we got called up to assembly. So it's a cliffhanger... although *** was colouring an egg with chocolate in it, so I think they would have all shared the chocolate. I gave them no help with this, all the children were sitting on the carpet and we took ideas and they put their hands up... they had all these ideas and I wasn't even leading them, and they came up and acted them all out. That's perfect, when children can lead the learning themselves, when they can go and research because they're interested in something."*

“*** went to Tenby and said he wanted to buy a puffin figure and when they got to the shop he said he wanted a leaflet about the birds on Skomer, so he was looking for information, he came back with a leaflet about all the animals on Skomer Island and the other Island Skokholm. So he came in on Monday with all the information, because they’re leading their learning themselves, which is your goal. If they got to the end of their education, if they got to finishing their A Levels doing that you’d be happy, so the fact that in year 1 I’ve got children saying can I do this, can I do that, it’s great.”

“I’ve set homework now, so their homework is on a poster about Skomer Island. And I know they’ll do it – It’s not that I wouldn’t have done that at the start of the year because I like to do things like that anyway, but the fact that I know, I’ve got a bit of confidence that they’re motivated and want to do it. So we’re all going to look at them on the board because they’re doing them online. I’ve put in on the Hwb. It’s fantastic.”

“As far as behavior is concerned they’re quite a good class. I would say things like me praising them for looking after each other, teamwork. Children coming up to me and saying we worked as a team on this – just using their blocks and saying – we worked as a team to build this – they wouldn’t have done that at the start of the year, no way. You don’t think about everything all of the time so you need guidance in a way to say, well these seven behaviours, they will progress those children.”

“All those things, being positive. A child who has emotional difficulties, I’d say, maybe self regulation, he has difficulties like that, has benefitted so much from me saying Be Positive. He has got a chart there. The stickers on them say ‘I was positive’. That’s not something I would have thought to do if it wasn’t for your scheme. I wouldn’t have thought, well being positive is what he needs, I might have thought he’s crying all the time, he’s looking at a piece of writing thinking this is too long I can’t do it. I say to him sometimes, think about Puffin Pal flapping his wings, and that’s a trigger for him to think ok. It doesn’t always work, because his crying has taken over, but at least I’ve got a reference point. This is proof that working hard is worth it and valued, and you’ve got role models, albeit Puffin role models, but they need that.”

“It’s for our school, what we were looking for anyway. It’s everything, it’s art, DT, music it’s got everything, so when you think of it from that side, because I think the Donaldson Report talks about everything fitting in together, not just a focus on English and Maths, which has been the case since the LNF came out we’ve had a huge focus on English and Maths, and I think that the way forward seems to be a bit more holistic, so I think this scheme has got elements that I think would fit in really nicely. I think that what he talks about and his ethos fits in with what you’re doing here. Links to the Welsh, to the Curriculum Cymraeg are really strong.”

“I feel confident. When I go to plan now, I think, Puffin Pal lesson, right tick. If anyone asks me about it all the links are there – I don’t have to worry about it. I don’t usually have that kind of security when I do my planning. You can tell, just

pick a child, pick a random child from my class and you can tell that we're doing the work. It's nice like that."

"With this I had no idea, I didn't know anything about puffins or anything, so the joy of the teaching is I'm learning, and the children are learning and we're kind of on the journey together, so I'm hoping that next year that I can still learn stuff and have the same enthusiasm."

"They want another story - I even looked online, I thought maybe there's another one."

"Getting them off Puffin Pal is the thing - I feel like they need a cold shower or something!"

"I'm not just saying this because you're here, actually, it has been fantastic, and all of the other teachers I've been telling them about it. As soon as I came back from that day I went straight to the head and said you've got to see these books they're fantastic. The amount of courses I went on in my first year of teaching and you come back and you think - when am I going to fit it in? I felt bombarded with stuff - I didn't realise how much teachers would have to do. I taught abroad and you just had to teach, but here there's scheme after scheme, so when I was first told I was going to go on it and someone said it was something to do with enterprise I thought 'oh, no, I'm sorry' but afterwards I came back and the Head was in a meeting about the Christmas show and I came back and she could see by my face I was really enthused, I was like, this is amazing, it's really good."

"Because of the Carol Dweck stuff, that got me into it as a teacher. The books are good and you can be enthused by books as a teacher, but an actual pedagogical backbone to it, that's what made me think this has got some clout you know. It isn't just a scheme that could sink or swim it's a scheme that's got pedagogical, national curriculum reference and the engaging side for the children. To have all of that is rare."

"For something to have everything - to have all the elements as a teacher you're looking for and as a child. For me to be paired up with the children for me to be thinking on the same wavelength and thinking they're engaged and actually this is really good for you. I haven't seen it. Fantastic, it's like Oliver Jeffers's books with, I don't know, the Donaldson Report shoved in! It's fantastic. Stick that on the cover! It's its own thing isn't it? It looks different to anything else, you know I haven't seen anything with felt. For a book to actually engage them, and to have a sustaining engagement, for a series of books to have that, there's not many books out there that do that and I've read loads."

"You get the classics, Julia Donaldson will go down well, they love the rhyme, but I think about what elements of it are actually good and I link it to something in Puffin Pal. You think about the repetition in Julia Donaldson and the purple beak thing, that kind of repetition is really good, then the visual, the way the book looks, you've got the continuity in all the books, aesthetically they're all similar like an Oliver Jeffers book. So they've got all those kind of elements - it's nice."

WE'VE OFTEN HEARD SAYING THAT LIFE IS SHORT. BUT LIFE IS ALSO LONG. AND THE THINGS YOU MEET, AND SO GO OUT AND STAY WITH THEM. LIVE TO THE FULL. LIFE IS SHORT.



THE END

Until the next story. . .