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ENTREPRENEURIAL EDUCATION

A TEACHER PRACTICE GUIDE

ETPG TOOLKIT

Flinders UNIVERSITY | NEW VENTURE INSTITUTE | Entrepreneurship Facilitators >>>>
AN AUSTRALIAN GOVERNMENT INITIATIVE

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A partnership with the Australian Government's Department of Employment, Skills, Small and Family Business.

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SUITABILITY CRITERIA

Tick the box of statements that you agree with and match your professional practice objectives

- ☐ **Creative:** Educators are opened to teaching differently and using new practices that enhance the student learning experience.
- ☐ **Wellbeing:** Students' wellbeing is our first focus, it is the foundation of our practice as we understand that students cannot be open to learning when wellbeing is threatened.
- ☐ **Relationships:** Teachers value the quality of the relationship they have with the student, above the students' ability to be taught.
- ☐ **Individuality:** Teachers value student's unique passions and interests and try to design ways to teach through the lens of the student's individual uniqueness (such as crafting individual assessments rather than taking a 'one size fits all' approach).
- ☐ **Collaboration:** Discussions across disciplines and stakeholders (such as different subject teachers, parents, Industry and community) take place in the spirit of the collaborative mutual goal of providing students with relevant and engaging learning experiences.
- ☐ **Curriculum:** Curriculum enrichment opportunities through external real-world links are actively sought out and encouraged.
- ☐ **Learner-centric approach:** the unique experience of each learner informs priorities for teacher practice and is placed at the centre of strategic discussions within the school community.
- ☐ **Student Agency:** Student agency is visible beyond Student Representative Council.
- ☐ **Connection:** Teachers are innovative and connected to the world around them. They understand the industries (including not-for-profit/charity) that exist within their school community. Learning connections made are community-oriented and focused on the needs of their students.
- ☐ **Community:** Discussions about student's learning experiences involve the school community (more broadly than your school's Governing Council), including government, school leadership, educators, Industries and local businesses, students and their families.

If you agree with most of these statements then welcome to the exciting world of entrepreneurial education. We hope you find these tools useful in your practice. We'd love your feedback so we can continue to improve tools to support your work. Please provide your feedback via this address: http://bit.do/ETPGfeedback

Entrepreneurial Education

A TEACHER PRACTICE GUIDE

INTRODUCTION

Entrepreneurial Education Teaching Practices (ETPG) have a tremendous potential to enhance student engagement and increase learning relevance and learner autonomy. The ETPG tools are designed to increase teacher adoption of entrepreneurial practices by providing accessible and flexible tools for diverse educator audiences.

These ETPG Tools guide teachers to implement Entrepreneurial Education into their professional practice and their learning design. The design intentions for these tools are to increase teacher capacity to practically apply entrepreneurial educational concepts to engage students in relevant and student-centred learning, and facilitate and promote authentic partnerships between teachers and industry.

Goals

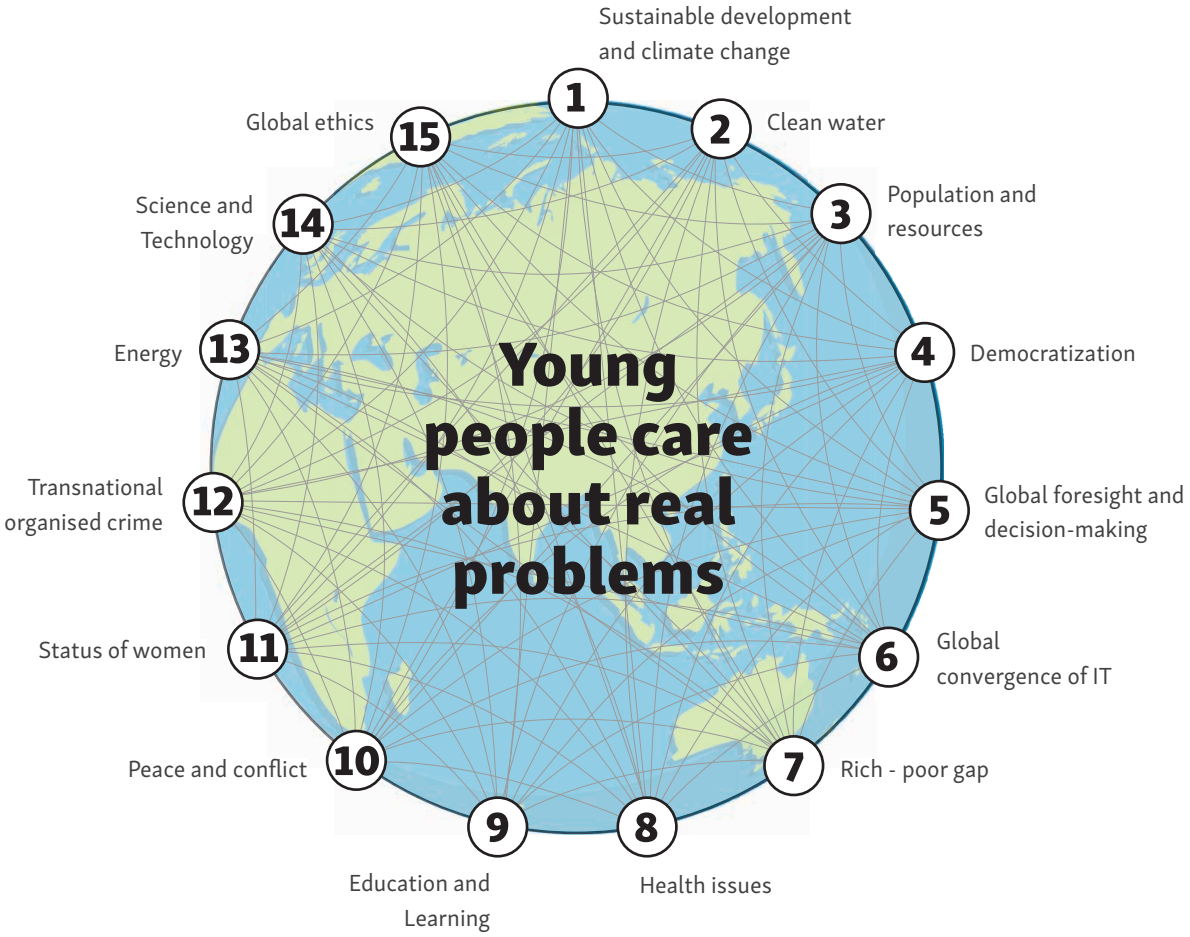
1. Alleviate a teacher's anxiety over the time and effort it takes to learn, identify and integrate entrepreneurial practices in the classroom.
2. Make it easy for teachers to pick up and implement new entrepreneurial practices by providing straightforward resources.
3. Help teachers increase student's learning engagement through well-scaffolded strategies.
4. Help teachers highlight learning relevance as a way to increasing student engagement.
5. Guide teachers to hand over agency and ownership of learning to their students.
6. Help teachers establish reciprocal, authentic and simple partnerships between them and industry.

Contributors

These tools have been designed in consultation with South Australian Education stakeholders, in a collaboration with Flinders New Venture Institute, eNVIsion Barossa Yorke Mid North, Feresh Pizarro Education Consultancy and funded by the Federal Department of Education, Skills and Employment Entrepreneurship Facilitator Service.

3 Steps To Invite Students To Care About Their Learning

1. **Why should they care?** Tap into students interests and the issues that matter to them by exploring resources on the big world problems young people care about. Linking your topic to an existing problem and providing real perspectives can entice their interest to learn. Resources such as the United Nation's 'Global Issues' or the Millennium Project's '15 challenges' provide free access to extensive information.
2. **How is their community affected?** Big world problems can be overwhelming for most people, we often forget that they branch out into smaller and more manageable sub-problems. These sub-problems are easier to observe in our community, easy to empathise with and therefore more practical to design solutions for.
3. **IRL.** Finding the direct effects of sub-problems 'In Real Life' allows students to witness and empathise with the impacts of the sub-problem. This first-hand exposure makes a direct link between students learning, and its relevance, therefore increasing learner engagement.



United Nations, Global Issues.[online] available at: www.un.org/en/global-issues [accessed 26 April. 2021]
Global Future Studies and Research (2017). 15 Global Challenges – The Millennium Project. [online]
Available at: Global Issues. [online] Available at: https://www.globalissues.org/issue [accessed 26 April. 2021]

Engaging Learners Through Contextual Relevance

3 STEPS TO INVITE STUDENTS TO CARE ABOUT THEIR LEARNING

Example

1. Why Should They Care?

My Year 6 maths class is studying percentages. I have realised that students in my class are particularly interested in the issue of climate change. This global issue is too big for my students to feel like they can solve, so we have studied the different subtopics that affect climate change and have decided to focus on the sub-problem of waste.

2. How is their Community Affected?

Some students want to focus on examining the percentage of recycled waste in the school, while others would like to find the percentage of plastics in our school's waste. They will record the process and initially present their findings to the class before putting it forward to the school community.

3. In Real Life

Students used the first-hand information they found to inform their community about how the sub-issue affected the bigger problem. They create small, laminated posters to place in each bin to inform students of the impact of their actions 'In Real Life'. In the future, I plan to undertake the same exercise to measure any changes the students were able to affect.

Adressed AITSL Standards: 1.2, 3.3, 3.6, 4.1

Educator Template

1. Why Should They Care?

What big world problem is related to the learning topic?

What resources could you find to help them understand the urgency of the problem?

2. How is their Community Affected?

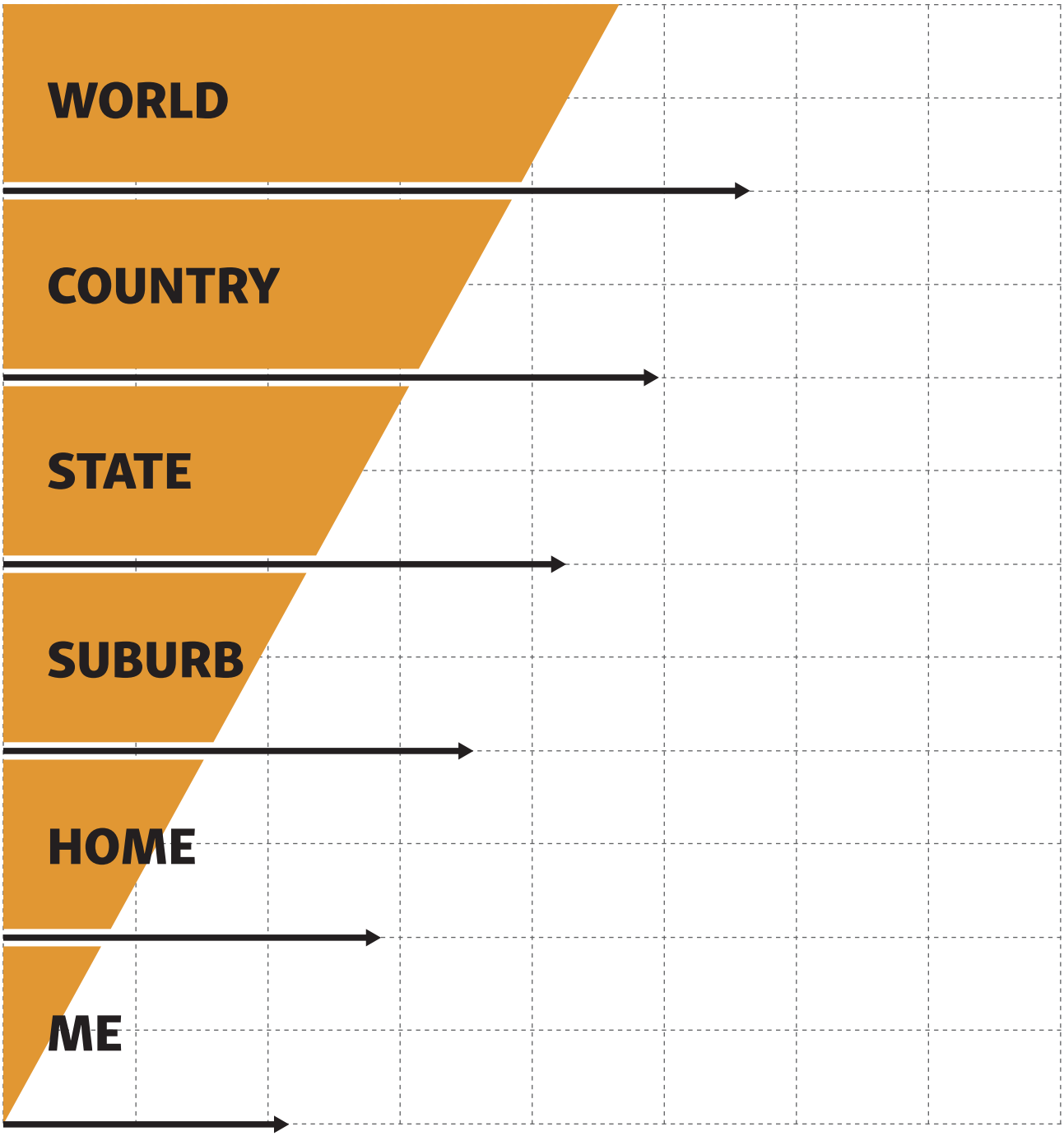
What are some visible impacts of the Big World Problem within their reach?

3. In Real Life

Is there someone in the community who can share the 'In Real Life' effects on their lives? Can students help them with preventative measures/designs?

An Additional Scaffolding Tool

Use the prompts to examine the problem from a worldwide perspective, incrementally examining the repercussions and effects in different segments of your community. How can you notice the effects of the Big World problem on the people around you? (such as family, friends, acquaintances or even strangers). What does it look like? How does it feel like for the people affected?



Identifying and Integrating Industry and Community Into Your Teaching

Designing Meaningful External Learning Interactions

These 5 steps can guide you to identify and integrate external interactions that add meaning to students' learning.

Establishing Collective Works

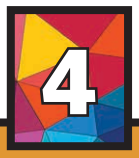
Collaborative identification of Industry and community connections. Collecting contacts with links to your teaching topics. Inviting students to find and ideate possibilities. This step is most appropriate after the topic introduction.

Outreach Selection

Collaborative selection of appropriate connections. Teachers and students examine possible opportunities partnering with industry and community focusing on reciprocal benefits and mutual interests. Encourage students to explore beyond their first points of contact.

Contact Strategies

Students create proposals inviting selected contacts into a partnership. This step is most appropriate when integrated with an existing task. This contextual practice exposes students to initial professional practices and sectoral protocols.



Exposure to the Real World of Work

Begin conducting designed interactions. These would preferably take place outside the classroom unless partner join your space digitally or face to face. Students may conduct observations, experiments, surveys, or practical exercises relevant to the work and in line with the topic's learning objectives.

Reflection and Exchange

Honouring commitments for long term sustainability with partnership and expansions of networks. Ensuring exchange had reciprocal benefits. This may look like an offering of student responses, preceptions data or reflections. This step is most appropriate before culminating topic course.

Example

STEP 1

I am a technologies teacher, starting a Year 9 robotics class. I will keep my original learning plans, but will use this guide to integrate meaningful community and industry interactions in my student's learning experience. In this first step, students will research and brainstorm possible local industries that utilise robotics for their operations and collect possible contacts. Throughout this process, students will learn about the different applications that robotics play in our local industry.

STEP 2

From the identified industries, we are going to examine which businesses are a good match for our existing subject tasks. I will provide students with an overview of tasks for them to better identify suitable connections.

STEP 3

Once we identify some exciting possibilities, students will design a targeted proposal to invite them to participate as 'problem providers'. In order to keep the interactions stressfree, I will edit the student's final invitations and make sure the proposals are easily achievable and realistic. My role as a teacher from now on is to integrate any industry perspectives or problems provided into our existing formative or summative tasks. Students then act as 'problem solvers' by designing solutions for industry through these edited course tasks. I do not expect students to solve the industry problem, rather provide an opportunity for them to experience the relevance of their learning topics and therefore increase their engagement.

STEP 4

The responses from businesses are considered and responded to. Students organise at least two interactions: one for the business to provide students with their problem perspectives, and another for students to present their solutions back to the business (keeping it low-key to minimise nervousness).

STEP 5

This conclusive step will authenticate student learning by providing an audience for their learning efforts and results. Some of my students will record video summaries and present them back to the business. We hope that one of the businesses can be present in our final presentations as the audience for the students learning journey, but we have planned a backup audience in case this falls through. Worst-case scenario, we can package the student results for sending through to the linked business. Our reflection summary made evident the value created for all parties and helped us streamline the process for easy re-implementation.

Adressed AITSL Standards: 3.1, 3.3, 3.4, 7.4

Design your own external learning interaction

STEP 1: Establishing Collective Networks

Listing possible community contacts:
(e.g. "The Preschool near our school needs some outdoor seats that we could make in our woodwork class")

Listing possible industry contacts:
(e.g. "The Ice cream shop near our school struggles to keep their shop cool enough in summer, we could run some experiments as part of our study of 'Heat transfer and kinetics of energy' topic")

STEP 2: Outreach Selection

From the identified industries, we are going to examine which businesses are a good match for our existing subject tasks. I will provide students with an overview of tasks for them to better identify suitable connections.

STEP 3: Contact Strategies

Collaboratively approved selections of most suitable contacts:

Group of students in charge:

Methodology for inviting contact (email, letter, simple call or visit):

What is the benefit for both parties? Support your students to think about how the potential partner could benefit?

Draft due: _____ Send date: _____

Group distribution of responsibilities based on students strengths and interests:

Job#1:

Person responsible:

Job#2:

Person responsible:

STEP 4: Exposure to the real world of work

Person/s responsible:

Planning the logistics for the interaction:

*This may look like: Creating permission slips, letters home or to the school community, distribution of detailed information such as meeting links, place and times. Designing the data collection tool if it was offered as an exchange for the partnership.

STEP 5: Reflection and Exchange

How have the students perceptions changes?

What were the impacts and benefits of the interaction?

How could this partnership continue?

What was the best outcome? Why?

What could we improve for next time?

Ongoing opportunities and interests:

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SCAMPER

An idea generation tool

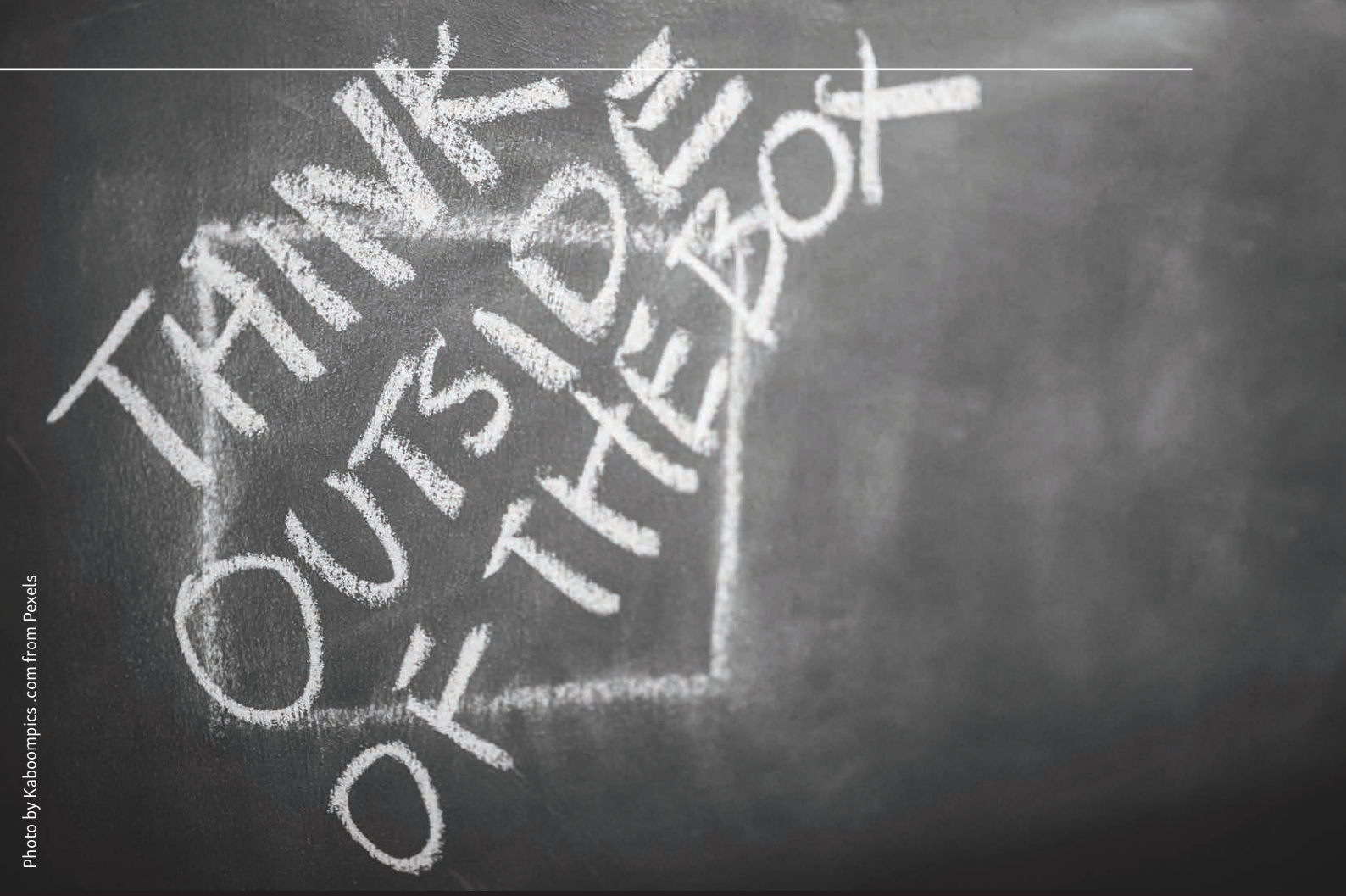


Photo by Kaboompics .com from Pexels

HOW TO USE SCAMPER

Ideas are hard to generate on-demand. Most of us get creative when we are under no pressure to be creative. Usually, good ideas come in two ways; by trying to solve a problem in a new way or by pure serendipity. Think about the last time you came up with a genius idea, it was probably when you were having a shower or during some therapeutic practice like gardening, painting or when trying to sleep. SCAMPER is a way to force our brains to think outside the box and come up with new ideas, on demand. Take anything related to the topic that you want to students to 'ideate', and SCAMPER will help them think about new and innovative solutions.

SCAMPER is a fun idea generation tool that activates divergent and creative thinking. The 7-letter acronym stands for: 'Substitute, Combine, Adapt, Modify, Put to other use, Eliminate and Rearrange'. These are 7 strategies that provoke our brains to find alternative solutions to problems or existing products/systems. SCAMPER was created by Robert F. Eberle in 1971 to integrate creativity in traditional classroom learning and help students think outside the box (Michalko, 2010).

To realise the full potential of SCAMPER as an 'Ideation' tool, it is important to set a safe learning environment that welcomes failure and promotes divergence. A cooperative and collaborative environment would be ideal. This can be achieved by using resources such as IDEO U's 7 rules or brainstorming, the green hat from Edward de Bono's 'Six Thinking Hats' or using 'Yes and...' as compulsary sentence starters.

The following two pages consist of an example of SCAMPER in use, and template for you to use.

Example

I'm a Year 8 Science Teacher. We are using SCAMPER in our 'Use and Influence of Science' elaboration under the 'Science as a Human Endeavour' strand of the ACARA Curriculum. Below is an example of how the students used SCAMPER to come up with ideas for 'better cohabitation between humans and the natural world'. Some students picked components such as Transport, Housing, Waste, and other brainstormed areas that students considered to need re-designed improvements.

Substitute one thing for another

Student Example: Instead of using slabs to build on the ground where nature thrives, buildings could substitute concrete slabs with tall pillars

Combine with other functions, materials or things

Student Example: Bus Stops are usually only used for people to wait. We could combine them with community gardens so that instead of waiting, people can care for plans and pick herbs on their way home. This will promote wellbeing and also help the bees live amongst us.

Adapt the design, so it can be used for some other purpose

Student Example: Humans spend lots of resources and energy in recycling glass when it could be designed differently in order to reduce the need for processing time and energy. We could adapt glass bottles to be shaped as modular bricks that can be used for building. The air inside would act as insulation and allow light in without much heat/cool transfer.

Modify, Magnify, Minimise elements of its designs

Student Example: A large proportion of waste in the CBD's public bins are coffee cups. Can the bottom of the disposable paper cups be modified to become a hidden compartment with soil and seeds that can only be released open once the coffee is finished? The coffee cup would then become a herb planter that people want to keep. "The plant-a-cup", the cup that keeps giving in their afterlife.

Put to other use - Change the function or purposes

Student Example: An excessive by-product of the transportation industry are tyres. Exaggerated amounts of tyres are piled into mountain-sized landfills. At the same time, tyres are proven to be strong, flexible and highly durable. Why not use it as a building material for houses, playgrounds, roads, shoes, toys, roadside safety, etc.

Eliminate, Elaborate, Enhance some or all parts of the design

Student Example: Restaurants can eliminate plastic straws by using 'bucatini' pasta which is spaghetti that is hollow in the middle. Pasta is strong enough to not soften in cold beverages and is very fast to decompose and completely environmentally friendly.

Rearrange, reverse sections or move parts around

Student Example: Rearranging the direction of the water that falls on umbrellas: Can the handle of an umbrella be made into a bottle so that the top captures the water (instead of repelling it out) and the stick filters it on its way down to the bottle? Moving the parts around like this would help reduce purchases of bottled water.

SCAMPER TEMPLATE

Substitute

Substitute one thing for another

Combine

Combine with other functions, materials or things

Adapt

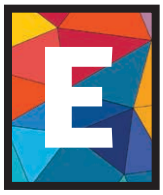
Adapt the design, so it can be used for some other purpose

Modify, Magnify, Minimise

Modify, Magnify, Minimise elements of its designs

Put to other use

Change the function or purposes



Eliminate, Elaborate, Enhance

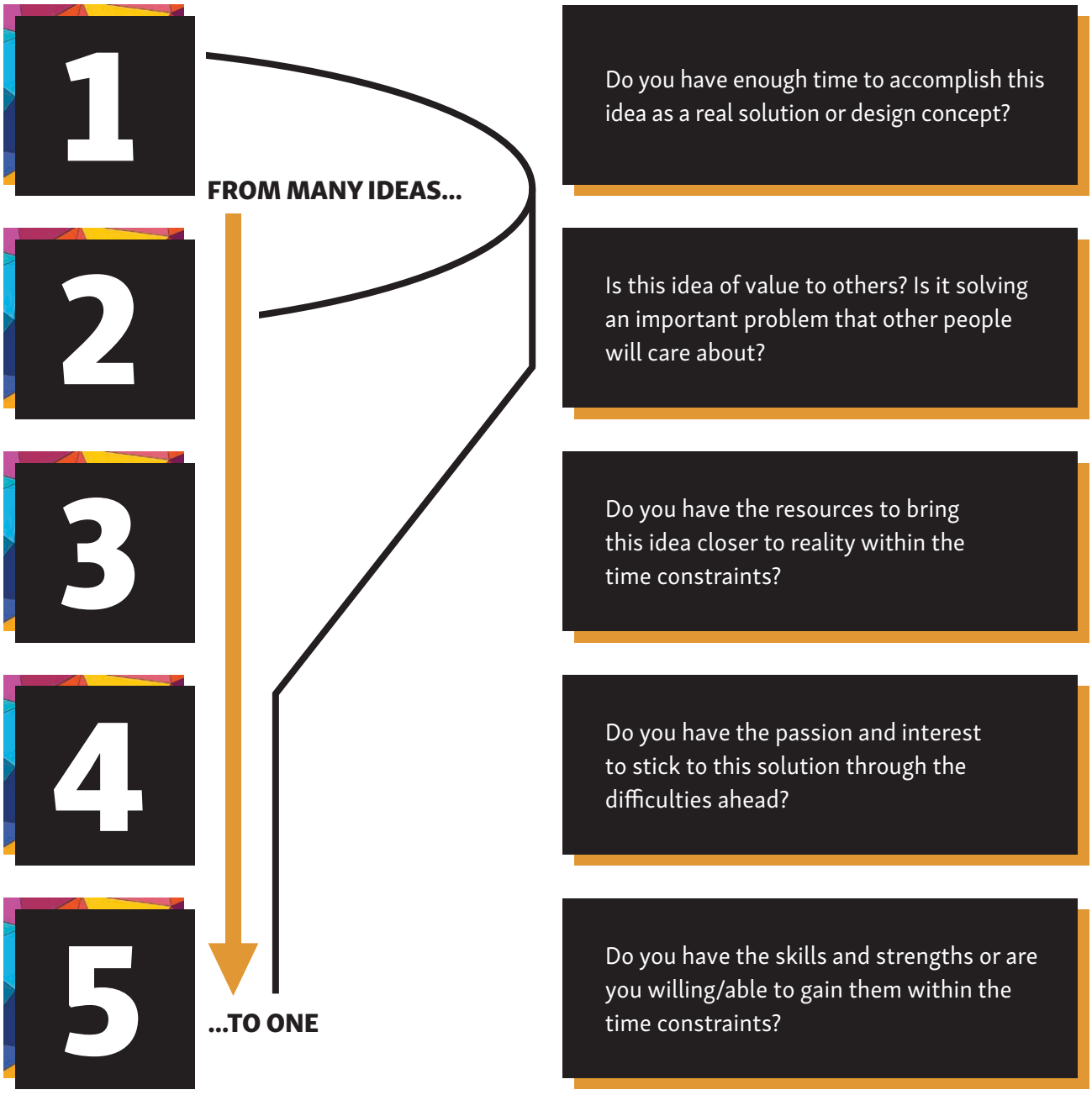
Eliminate, Elaborate, Enhance some or all parts of the design

Rearrange

Rearrange, reverse sections or move parts around

From Divergent Thinking To Convergent Thinking

Assuming you now have many ideas obtained through divergent thinking using ideation methods such as SCAMPER or other brainstorming tools, these 5 questions will act as a funnel that filters out the least preferable ideas, only letting through the most suitable ones to work with.

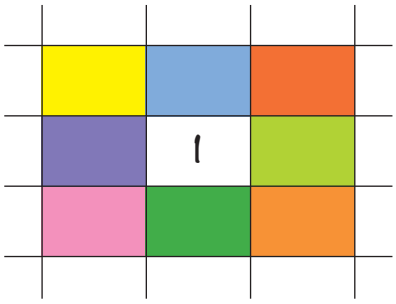


Field-based Topic Exploration

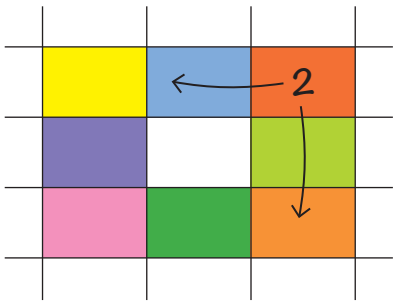
EXPLORE THE REAL WORLD OF WORK TO FIND THE PERFECT FIELD-BASED RESEARCH QUESTION

This tool has been designed to immerse students in their field of interest in order to help them make informed decisions about their future world of work. The designed steps below use a *'Lotus diagram'* and *'backwards by design'* methodology to help students find a relevant research question that matters to them and their future world of work.

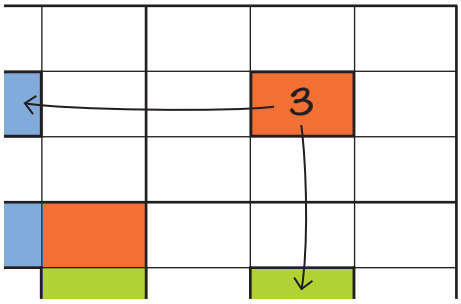
1. Let's start big! Write the field of interest in the centre of the Lotus Diagram.



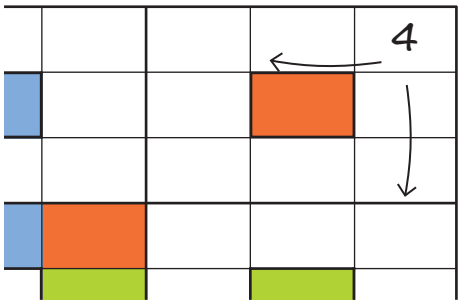
2. In order to identify the existing sub-topics within the field of work, try to find opportunities to immerse yourself into the field of work as much as possible. You may do this by organising to visit a working site, interviewing a professional, finding your local industry that operates in the related fields, watching a documentary etc. Doing extensive research will help you validate your choice of field, you may want to explore a couple before choosing the one that interests you the most. These sub-topics go in the coloured boxes adjacent to the box in the centre.



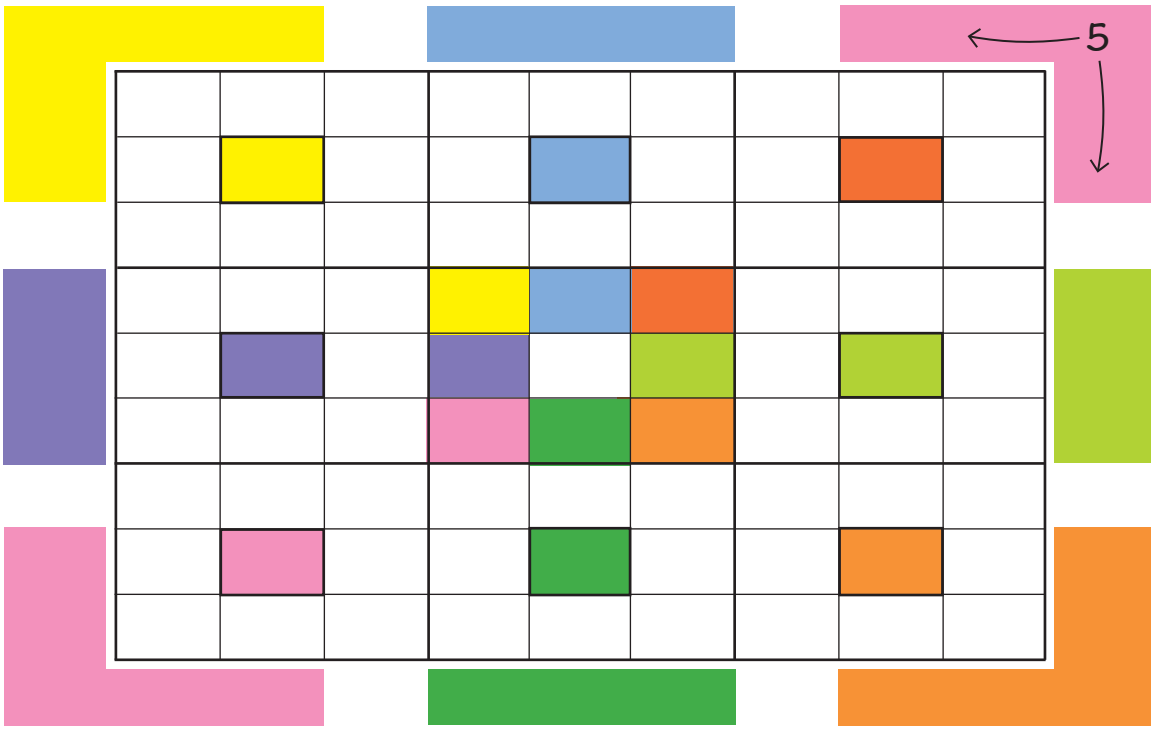
3. Once you have confirmed your sub-topics are in fact areas within the real world of work in your selected field, write your final edited sub-topics in the corresponding coloured boxes.



4. Contemplate, question, and wonder about each sub-topic until you have come up with three to six questions that interest you. A good question should not lead to an easy or straightforward answer (yes or no are not acceptable answers).



5. Once you have as many questions as possible, search for local resources that may help you answer the question. Seek relevant local community and industry contacts (within your reach) that may help provide you with insights from your selected field's perspective. Find more opportunities to immerse yourself in the real world of work in your selected field.

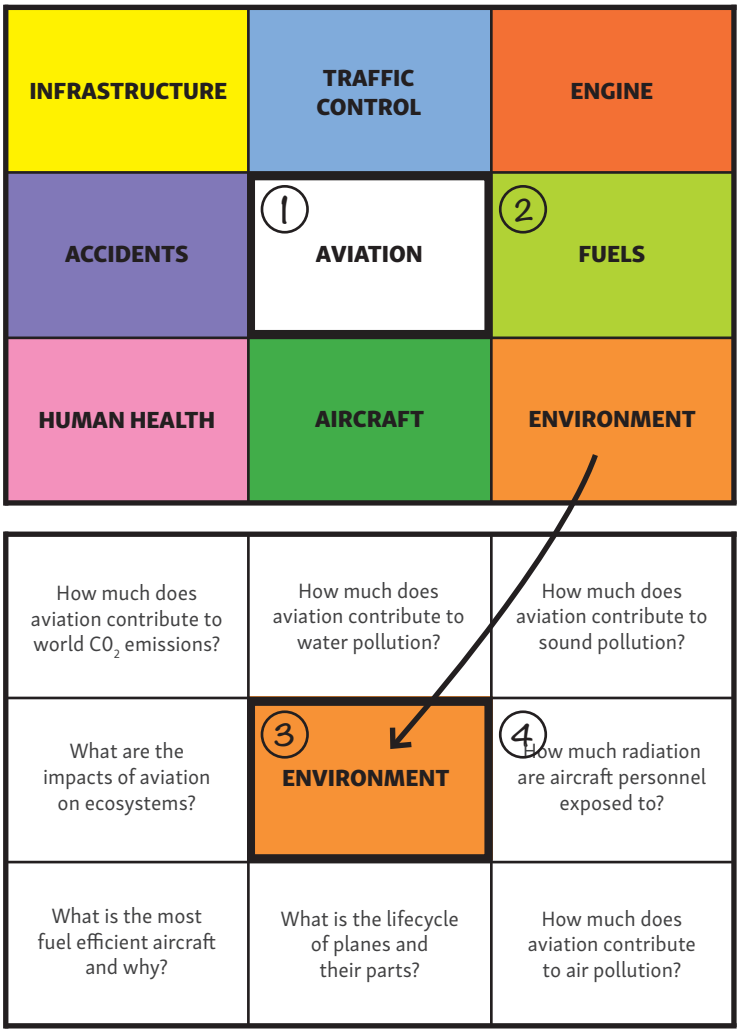


6. Once you have been exposed to your field's perspective, refine your question to be contextualised taking into consideration your new insights, your own unique conditions, environment and resources available. Questions that are too broad could overwhelm you, while specific questions will allow you to identify the best information out there.

Field-based Topic Exploration

Example

To get this step right, it might be worth talking to someone in the field first. They will provide you with a glimpse into the field, which will help you create a more genuine and authentic question (relevant to you and to the field of work too).

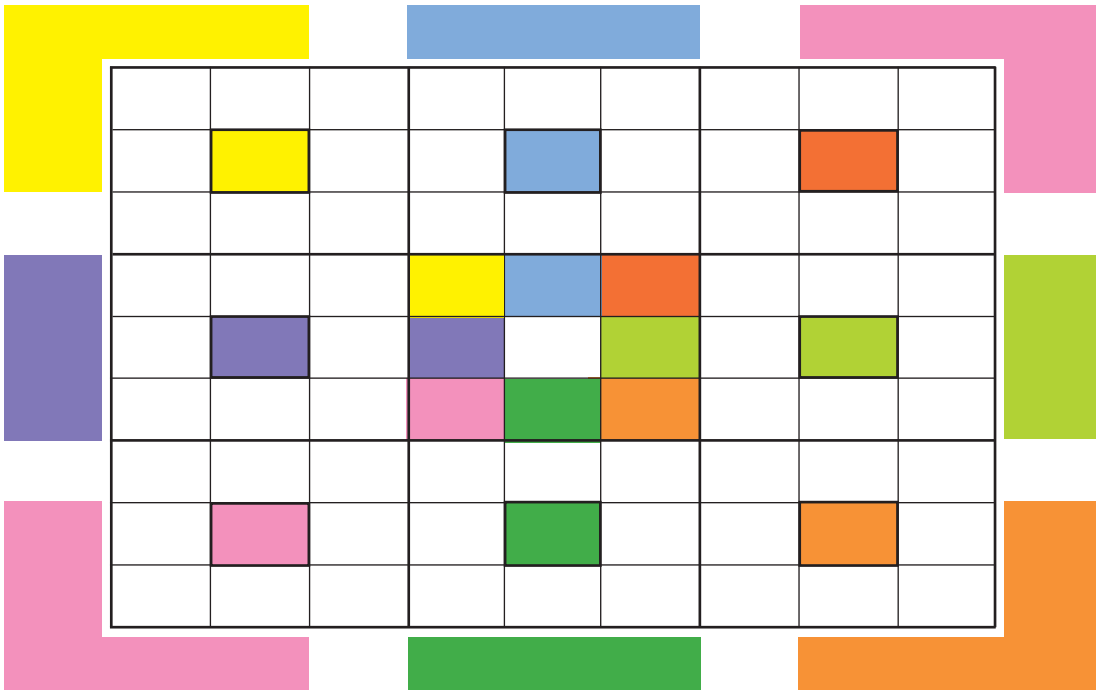


Instead of: 'How much does aviation contribute to world CO_2 emissions?' Make the question more relevant to you and your environment by contextualising it: 'How much does aviation in [airport name] [my local area] contribute to CO_2 emissions produced by [the country]?

Instead of: 'How much radiation are aircraft personnel exposed to?' Make the question more relevant to your new insights and your environment by contextualising it: 'How much radiation are aircraft [Airline] [Pilots or flight attendants] exposed to per average week of full time flying?'

Field-based Topic Exploration

LOTUS DIAGRAM TEMPLATE



1. Field of interest:

2. Sub-topic within the field of work:

3. Top relevant sub-topic:

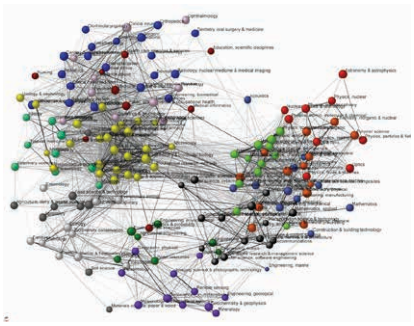
4. Question:

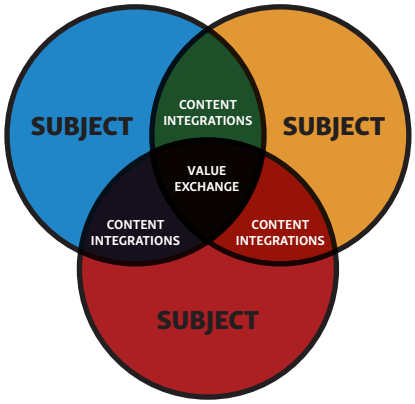
5. Contact to provide field perspective:

6. Refined question:

Cross-curricular Value Exchange

4 STEPS FOR IDENTIFYING AND EXCHANGING AUTHENTIC CROSS - CURRICULAR VALUE





WHAT WE HAVE BEEN TAUGHT

Divided Subjects

Ever since the beginning of our educational model, learning has been divided into isolated areas aimed to mimic the industrialised world of work from which it was born. Although evidently there are benefits to studying specialised areas, cross-disciplinary studies direct students towards purposeful learning and provide them with opportunities for transferability (Jones, C. 2009), therefore exposing students to essential characteristics of the 21st-century's world of work (Johnson, S. S. 2020).

CHANGES IN OUR WORLD OF WORK

Multidisciplinarity

The real world of work in the 21st century functions in collaborative, inclusive, and cross-disciplinary ways. In order to be prepared for it, students must experience unified learning integration across multiple areas of study, allowing them to transfer knowledge, and apply skills with purpose (Kamal, P. 2021).

THE URGENCY FOR CHANGE-RESPONSIVE EDUCATION

Cross-Curricular Opportunities

Value Exchange is a practical tool that utilises and integrates Entrepreneurial Education Practices, Product-oriented Learning, Problem-based learning and Heutagogical methodologies to maximise authentic cross-curricular opportunities between existing areas of study. This 4-step tool guides teachers to create authentic and engaging cross-curricular learning experiences for their students that meet their 21st century educational demands.

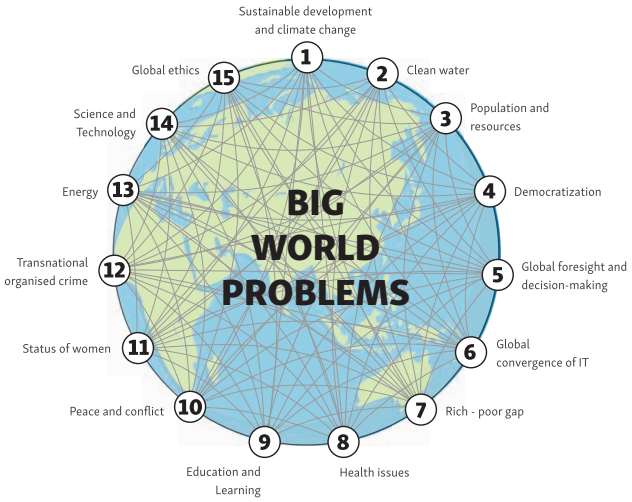
Johnson, S. S. (2020). The Future of Work. American Journal of Health Promotion, 34(7), 809–812.
Kamal, P. (2021, February 7). Multidisciplinary ecosystem for 21st century education. The Pioneer.

Involvement Increases Ownership

1. Consultation

EVERY VOICE COUNTS, CONSENSUS MATTERS

Although it is customary to design learning with the curriculum at the centre, this step invites you to challenge this process. Don't worry! The curriculum will be addressed, just not at the beginning. As educators, we are revered as designers of learning with students at the centre. Engaging students and also other teachers and leaders in a consultative design process will result in increased ownership and agency by all parties consulted and involved.



The main objective throughout this consultative step is to find a 'Big Problem' to focus on. Ideally, something that affects your student and school community in one way or another. Although looking at such 'Big Problems' can be overwhelming, the advantage of starting broadly is that diverse subject areas and topics are easily identifiable.

Find information and resources on 'Big World problems' under the United Nation's 'Global Issues' or the Millennium Project's '15 challenges'.

United Nations, Global Issues. [online] available at: www.un.org/en/global-issues [accessed 26 April. 2021]
Global Future Studies and Research (2017). 15 Global Challenges – The Millennium Project. [online] Available at: http://www.millennium-project.org/projects/challenges/ [accessed 26 April. 2021]
Global Issues. [online] Available at: https://www.globalissues.org/issue [accessed 26 April. 2021]

Brainstorm the Problem Chosen

2. Find Sub-links

WHERE DOES YOUR TEACHING FIT IN?

The main objective throughout this step is to examine multidisciplinary perspectives that affect the bigger problem.

Once an issue of interest to the learning community has been identified and collaboratively selected, teachers are encouraged to view the problem through their own subject lens. Examining the problem within the teacher's expertise will engage teachers' autonomy and generate possibilities for creating authentic crosscurriculum links. Therefore, this step is best done within each faculty, prior to exchanging possibilities across subjects.

Subject faculties brainstorm how the selected big world problem is linked to their teaching subject. It may be easier to firstly subdivide the problem into sub-topics in order to find easier links to each subject area. For example:

> If the 'Big World Problem' selected was Climate Change, uncover smaller subtopics related to the bigger issue (as seen above) and then identify how each of them could be related to your faculty subject.

This brainstorming exercise works best following the general rules of brainstorming, such as differing judgement, go for quantity vs. quality, use yes-and to build on ideas, encourage crazy creativity, be visual and stay focused (IDEO U, n.d.)

IDEO U. (n.d.). 7 Simple Rules of Brainstorming. [online]

Merging Boundaries

3. Intermingle, Share and Link

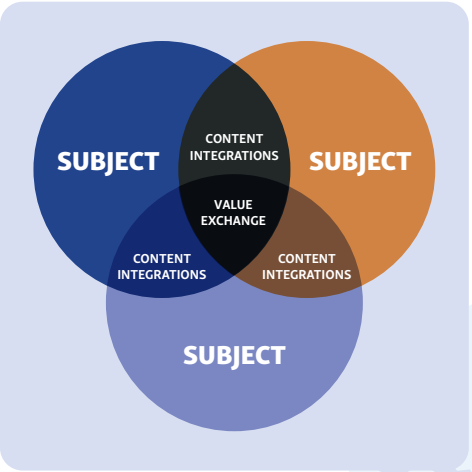
INTERACT TO CONNECT

In a well-integrated cross-curricular learning experience, subject boundaries fade and content merges. The clear objective becomes to immerse students in an authentic, real-world learning experience with a multitude of interconnected layers. Students understand the purpose of learning before compartmentalising the content. Effective cross-curricular learning, increasing opportunities for authentic transferability of knowledge and skills.

Today's global landscape is increasingly interconnected. In this step teachers explore the links between their subjects and find opportunities to collaborate in unified efforts to engage students in authentic learning experiences. Maths teachers might notice a way of integrating a maths concept during a Science activity. A History teacher might notice an opportunity to study a historical perspective during a Design and Technology activity. These opportunities present a way to reciprocally enrich each learning area.

Unified in a collaborative mutual goal, teachers can navigate this new and challenging terrain with the right support and guidance. Acknowledging teacher strengths and outsourcing weaknesses for a successful value exchange requires a certain level of vulnerability possible only in a culturally safe environment. Crosscurricular interactions with a clear purpose are great opportunities to re-set and trial better work culture dynamics.

> *When we try to pick out anything by itself, we find it hitched to everything else in the Universe.*
>
> *– John Muir*



4. Consolidate Links

PLANNING A COOPERATIVE MUTUAL GOAL

This step seeks to increase teachers sense of satisfaction and fulfilment in order to support a working culture that embraces change and commits to iterative continuity.

Creating new and innovative learning programs is hard, doing it collaboratively can make it even more complex. Therefore, to ensure sustainability, it is important to maintain momentum by collaboratively re-visiting the initial reasons for change and solidifying a team vision and mission.

Value exchange is about meaningful cross-collaboration, using teacher expertise and preferences to achieve the identified cooperative mutual goals.

Integrating cross-curricular tasks and activities means investing in design, which requires time and effort. However, it can also open the possibility to consolidate efforts and minimise teachers work. For example, teachers may choose to combine rubrics and merge assessments to reduce marking responsibilities. Co-teaching may help to re-distribute in-class responsibilities according to preference and priorities, potentially reducing workload.

Building an effective working culture where vulnerability is encouraged and welcomed requires genuine value exchanges. Build a cultural habit to highlight strengths, recognise interests and passions, and view these as assets. Utilising these assets will also require practising outsourcing identified weaknesses.

This authentic exchange of value makes collaboration an effective and rewarding experience that increases teachers sense of satisfaction and fulfilment and supports a working culture that embraces change and commits to iterative continuity.

> *Vulnerability is the birthplace of innovation, creativity and change.*
>
> *– Brené Brown*

REFOCUSING OUR TEACHING LENS

Challenge Your Assumptions To Find New Meaning

In order to find new meaning and connection, we must give up our biases and assumptions and have open and receptive minds. It is a human condition to form assumptions, but these can become problematic over time.

> *I suppose it is tempting, if the only tool you have is a hammer, to treat everything as if it were a nail.*
>
> *– Abraham Maslow*

We must make an effort to revisit our pre-conceived notions, or we can be at risk of solidifying close-minded perspectives.

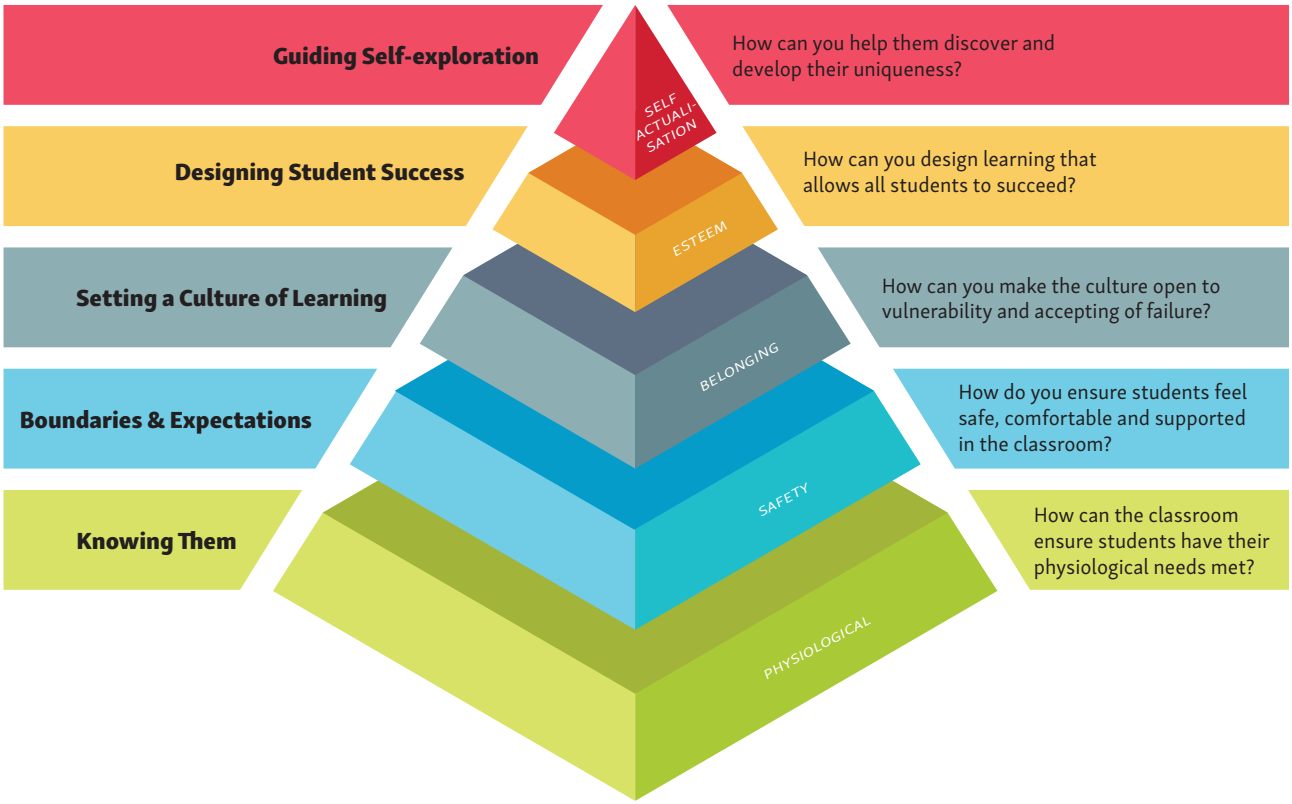
Let's examine our thoughts to find new meaning!

- What assumptions are made about teaching and learning?
- What assumptions are made about teachers?
- What assumptions are made about students?
- How can we challenge our own assumptions about teaching and learning?

See past the label and construct a new and better definition for the two words: Teacher and Student.

Student:

Teacher:



Meeting Students Needs

Using your newly defined terms, use your own unique passions, life experiences and personality style, to enhance your learning design using each stage of Maslow's hierarchy of needs?

Student Entrepreneurial Rubric

Criteria Level	Performance Criteria				
	Divergent Thinking			Convergent Thinking	
Descriptor	Exploration	Ideation	Originality	Significance	Venture
Exemplary	Delves deeply into an identified problem of interest. Investigates different existing solutions with curiosity. Uncovers a convincing need for a new solution.	Imagines multiple possible solutions through finding unconventional and playful connections across multiple and diverse origins.	Excellent generation of creative and unique ideas. The ideas are unconventional and surprisingly distictive solutions.	The idea is valuable, meaningful and personal to an identified intended audience. The idea has the clear potential to reach the intended audience and solve the source problem identified.	Substancial actions have been taken to develop and make the idea tangible for the intended audience. The idea has progressed towards a marketable and functional solution.
Accomplished	Delves into an identified problem of interest. Investigates some existing solutions. Uncovers a need for new solution.	Imagines possible solutions through finding unconventional and playful connections across different origins.	Generates creative and unique ideas. The ideas are unconventional and new solutions.	The idea is of value to an audience. The idea has the potential to reach an audience and impact the source problem identified.	Actions have been taken to develop and make the idea for an audience. The idea has progressed towards a viable solution.
Developing	Identifies a superficial problem. Shallow identification of an existing solution.	Imagines somewhat predictable solutions.	Mimics existing ideas with some but minimal change.	The idea is of some use to an audience. The idea does not help solve the source problem, or it helps solve an irrelevant and unimportant problem.	The idea is unlikely to function and be adopted by an intended audience.
Beginning	The problem identiffied is not evident or real.	Does not imagine non-existing ideas.	No new components are evident in the ideas.	The idea is not of any value to an audience.	The idea is unviable.

Notes:

Criteria Level Descriptor	ENTREPRENEURIAL TEACHER PRACTICE GUIDE Teacher Self Assessment Student's World	Connections	Future World of Work	Relevance	Heutagogy
Exemplary	1. Investigates students' individuality. 2. Investigates authentic and creative ways to integrate students' interests, passions and strengths into the learning design. 3. Student data considerably alters and informs the learning design.	1. Explores possible connections to: other subjects, fields, industry and community. 2. Finds creative ways to authentically integrate and connect external networks into learning design. 3. Students experience immersive and relevant learning connections with the real world outside the classroom, resulting in increased student engagement.	1. Essential skills, mindsets and dispositions for students' '*future world of work*' are identified and integrated in the learning design. 2. The relevance and importance of the skills, mindsets and dispositions integrated are explicitly communicated to students and exercised in the learning design. 3. Application of skills, mindsets and dispositions are contextualised in authentic ways.	1. Highlights and connects the value and meaning of topics covered in relation to the students' future. 2. The learning design integrates relevant and authentic external perspectives. 3. Students see a clear purpose for the learning in relation to their future.	1. Students determine and direct their own learning. They lead, collaborate and contribute to co-designing their individual learning objectives. 2. The teacher acts as a support, guiding students through the learning process rather than delivering content.
Competent	1. Inquires about students interests, passions and strengths. 2. Investigates some ways to integrate students' interests, passions and strengths into the learning design. 3. Student data is integrated, altering the learning design.	1. Identifies some possible external connections relevant to students' learning. 2. Integrates external networks into learning design. 3. Students experience learning connections with the outside world.	1. Essential skills, mindsets and dispositions for students' '*future world of work*' are identified and considered in the learning design. 2. Relevance of skills, mindsets and dispositions are communicated to students. 3. Essential skills, mindsets and dispositions are practised but not linked and contextualised in authentic ways.	1. The learning design is relevant to students' '*future world of work*'. 2. The learning design considers authentic but indirect external perspectives. 3. The learning purpose is referenced in the learning design.	1. Students are consulted and given options to direct some of their own learning journey. They are somewhat involved in co-designing components of their own learning. 2. The teacher provides scaffolded support, guiding students through the learning process.
Emerging	1. Gets to know some information about students interests. 2. The learning design allow some room for students to express their individuality. 3. Links are made between learning design and student data without alterations or integrations to learning design.	1. Identifies external interaction with some connection to learning. 2. Theoretical link is made between external networks and learning design. 3. Links between external networks and student learning were displayed to students rather than experienced by students.	1. Essential skills, mindsets and dispositions for students' 'future world of work' are linked to the existing learning design without adjusting integration. 2. The relevance of skills, mindsets and dispositions are unclear for students. 3. Essentials skills, mindsets and dispositions mentioned rathen than practised.	1. Some potential links to the students' 'future world of work' are identified. 2. The learning design empathises with hypothetical external perspectives presented. 3. The learning purpose is not yet linked to extracuricular value.	1. Students are given teacher-designed options for differentiation in their learning. 2. The teacher delivers scaffolded support, guiding students through the learning content.

Adressed AITSL Standards: 1.2, 1.5, 3.1, 3.3, 3.4, 4.1, 6.1, 6.2, 6.4, 7.4

Feedback Form

Please provide feedback on each ETPG tool you are able to trial via this address:

http://bit.do/ETPGfeedback

Alternatively, please email your response to feresh.pizarro@gmail.com with the answer to the following three questions:

1. **From 1 to 10, How easy was it to implement the ETPG tool in your teaching practice? Please explain why and how it can be improved.**

2. **From 1 to 10, How useful was the ETPG tool in improving elements of your teaching practice? Please explain why and how it can be improved.**

3. **From 1 to 10, How effective was the ETPG tool at accomplishing the designed intended objectives? Please explain why and how it can be improved.**

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