Enterprise
Educators
UK

Introducing EntreCompEdu -
A European case study on enterprising the educators:
Dafen Primary School, Wales
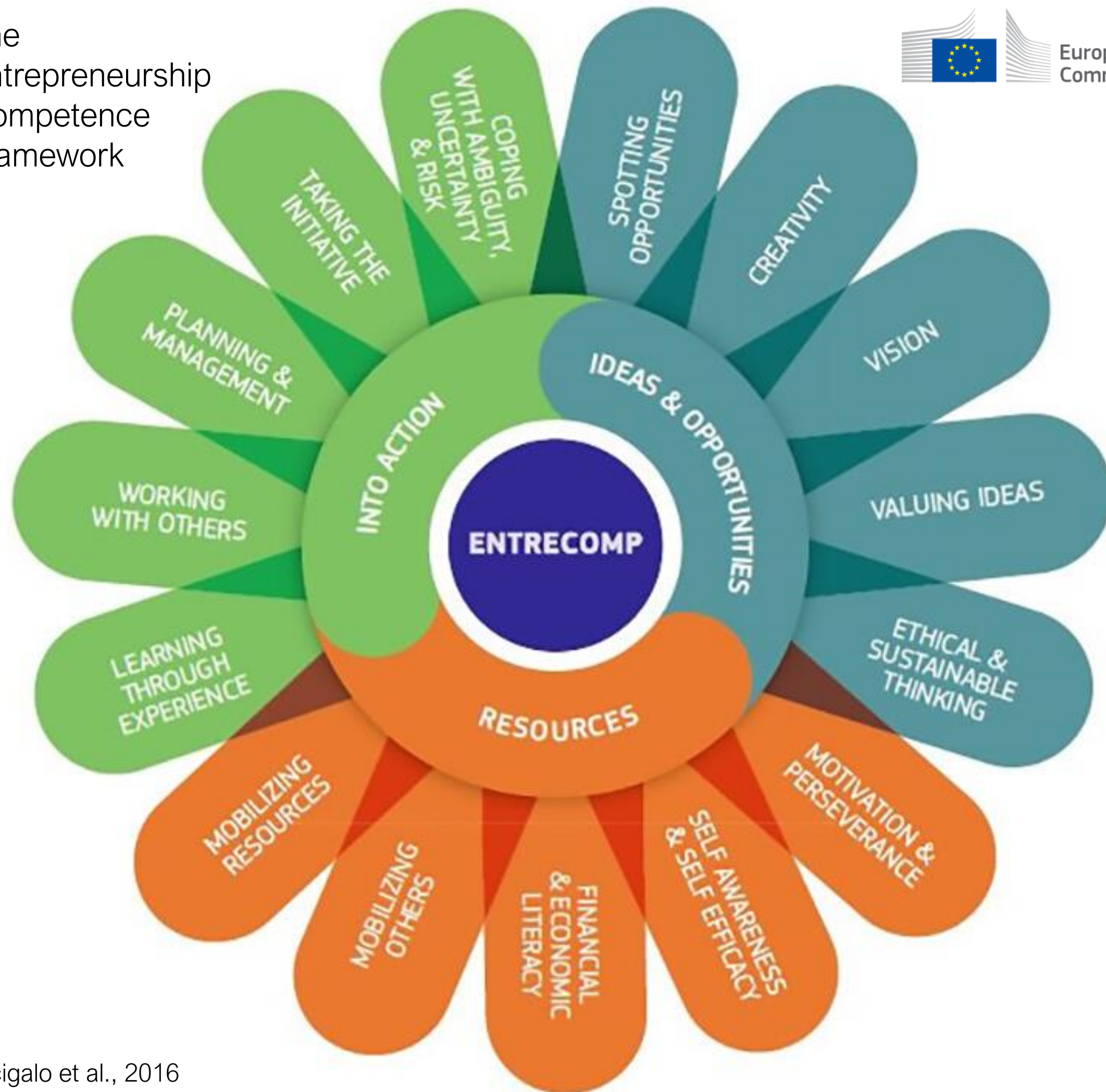
Kathryn Penaluna & Felicity Healey-Benson

Kathryn Penaluna
Associate Professor in Enterprise Education –
The Welsh Curriculum, UWTSD

Felicity Healey-Benson
Entrepreneurial Learning Champion, UWTSD

The
Entrepreneurship
Competence
Framework

A tool to create shared understanding of the 'Knowledge, Skills & Attitudes' that make up what it means to be entrepreneurial

discovering and acting upon opportunities and ideas
& transforming them into social, cultural, or financial value for others

- 3 major competence areas,
- 15 competences,
- 442 learning outcomes
- and a 8-level progression model

Bacigalo et al., 2016

European Commission

Entrecomp competencies link to new Curriculum for Wales 2020

1. **Ambitious, capable learners** who are ready to learn throughout their lives.

2. **Enterprising, creative contributors** who are ready to play a full part in life and work.

3. **Ethical, informed citizens** who are ready to be citizens of Wales and the world.

4. **Healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.
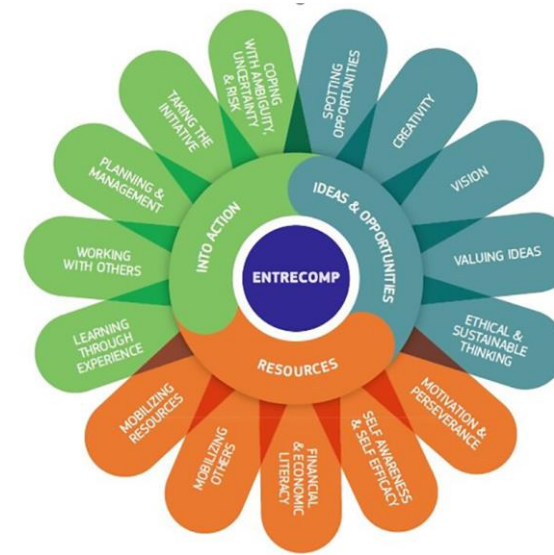
Into action

- Taking the initiative
- Planning & management
- Coping with ambiguity, uncertainty, risk
- Working with others learning through experience

Resources

- Self awareness & self efficacy
- Motivation and perseverance
- Mobilising resources
- Financial and economic literacy
- Mobilising Others

Ideas and opportunities

- Spotting opportunities
- Creativity
- Vision
- Valuing ideas
- Ethical and sustainable thinking

Welsh Government (2017/2020).

Bacigalo et al., 2016

EntreCompEdu

A CPD package & framework designed to give educators/teachers the skills to develop entrepreneurial and innovative skills in their students

The project team include specialists in

- Entrepreneurial learning
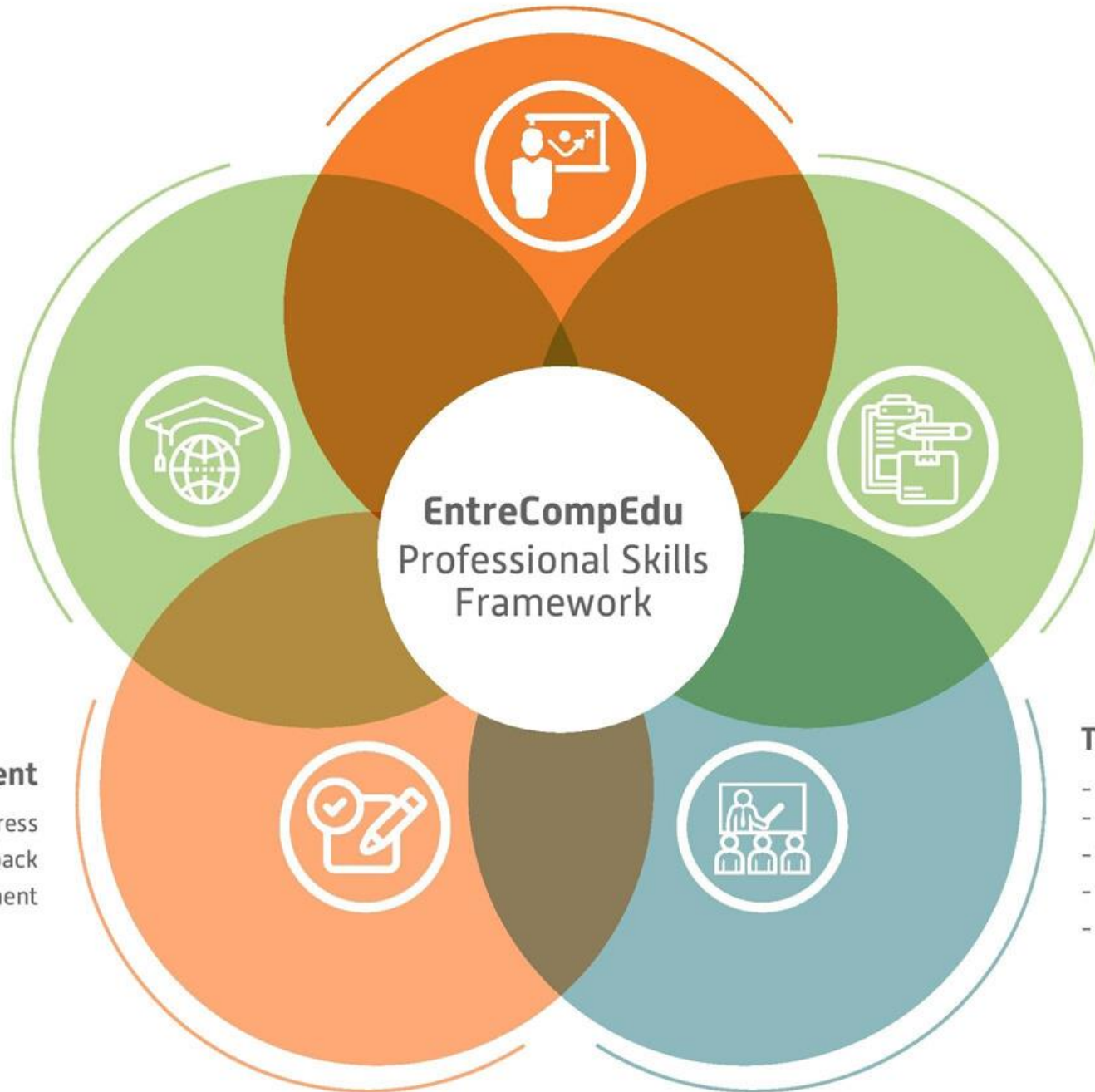- Pedagogy
- Teacher assessment
- CPD

Phase 1

Dafen Primary School , Llanelli, Carmarthenshire
1st EntreCompEdu Pioneer School

Head: Mrs Iolan Greville

Wales

at 1st July 2020

TASKS

TAGS	1.0 Introduction	1.1 Exploring EntreComp	1.2 The Learning Compass 2030 (video)	1.3 Discuss the guiding principles	1.4 Conduct a small test	2.0 Introduction	2.1 Find inspiration in your planning	2.1.1 Watch a video	2.1.2 Writing learning objectives	2.1.3 Use the Toolbox	2.1.4 Discuss with your students	2.2 Map links in your planning	2.2.1 Design thinking	2.3 Brainstorming exercise	2.3.1 Seating	3.0 Introduction	3.1 Innovating pedagogies	3.1.1 Supporting Students in Spotting Opportunities	3.2 Creating value (video)	3.2.1 Safe drinking water (video)	3.3 Brainstorming exercise	3.4 Johari Window Technique	3.4.1 Self Efficacy in my teaching	3.5 Collaborative learning	3.5.1 Stages of Collaborative Learning	4.0 Introduction	4.1 My next step regarding assessment	4.1.1 Assessing Creativity	4.2 Feedback that suits entrepreneurial learning	4.2.1 Negative effects with feedback	4.3 The exposure effect	4.3.1 Marginal gains	5.0 Introduction	5.1 Conduct a small test (once again)	5.1.1 Reflective practice	5.1.2 Log your progress	5.2 Evidence-based teaching	5.2.1 Your potential	5.2.2 Austin's Butterfly	5.3 Twitter discussions	Total	Percentage of loops where each tag was used
New insights	23%	0%	20%	15%	23%	44%	27%	9%	20%	36%	40%	22%	60%	22%	0%	20%	36%	27%	9%	36%	30%	33%	50%	30%	20%	33%	40%	50%	10%	10%	30%	30%	33%	30%	20%	10%	50%	70%	11%	40%	115	28%
Made changes in my learning environments	15%	0%	7%	0%	8%	0%	9%	0%	20%	18%	0%	0%	10%	11%	20%	10%	9%	27%	0%	9%	10%	0%	0%	10%	0%	0%	20%	10%	0%	0%	0%	0%	10%	10%	10%	20%	10%	0%	0%	0%	30	7%
Trained to enthuse and engage students	0%	7%	0%	0%	0%	11%	27%	0%	0%	0%	10%	22%	20%	22%	10%	10%	9%	18%	0%	9%	30%	0%	30%	20%	20%	0%	10%	40%	10%	20%	10%	20%	11%	20%	10%	0%	30%	0%	33%	0%	49	12%
Trained to work with outside world	0%	0%	7%	0%	8%	0%	9%	0%	0%	0%	0%	10%	0%	0%	0%	0%	0%	9%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	10%	0%	0%	0%	10%	10%	0%	0%	0%	0%	10	2%
Trained to teach through real-world contexts	0%	21%	7%	15%	8%	0%	18%	0%	10%	9%	0%	22%	0%	0%	10%	9%	0%	9%	0%	10%	0%	10%	0%	0%	0%	0%	10%	0%	10%	0%	0%	0%	10%	0%	10%	20%	0%	22%	20%	0%	27	6%
Trained to encourage self-awareness	0%	0%	7%	0%	0%	0%	18%	0%	0%	0%	0%	0%	0%	0%	10%	9%	0%	18%	9%	0%	0%	10%	10%	20%	0%	0%	20%	20%	0%	20%	10%	10%	0%	20%	20%	20%	20%	20%	11%	0%	31	7%
Trained to help students create value for others	0%	0%	0%	0%	0%	0%	9%	0%	10%	0%	0%	22%	0%	0%	0%	9%	9%	18%	9%	0%	0%	0%	20%	0%	0%	10%	10%	0%	0%	10%	0%	20%	0%	0%	20%	0%	11%	10%	0%	0%	19	5%
Trained on new assessment methods	0%	0%	0%	0%	0%	0%	0%	18%	10%	0%	0%	11%	10%	0%	0%	0%	9%	0%	0%	0%	0%	0%	0%	0%	0%	11%	20%	20%	0%	20%	10%	0%	0%	0%	10%	20%	10%	10%	22%	0%	21	5%
Improvement in my students	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	0%	0%	22%	10%	0%	18%	9%	9%	0%	0%	20%	0%	10%	10%	10%	22%	10%	10%	10%	10%	10%	10%	0%	10%	10%	10%	10%	0%	11%	10%	27	6%
Feel lots of effects on students	0%	14%	0%	8%	0%	0%	0%	9%	0%	0%	10%	11%	0%	11%	10%	0%	0%	0%	0%	0%	30%	11%	20%	0%	10%	0%	10%	10%	10%	30%	0%	20%	11%	0%	0%	0%	10%	0%	33%	10%	29	7%
Feel some effects on students	0%	0%	0%	0%	0%	9%	0%	0%	9%	10%	0%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	8	2%
Feel no effects on students	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0	0%
Changing my practice	15%	14%	20%	31%	23%	22%	9%	36%	10%	18%	10%	33%	0%	11%	0%	20%	9%	18%	0%	0%	0%	0%	10%	30%	10%	11%	10%	20%	0%	20%	10%	20%	0%	30%	20%	40%	20%	10%	33%	30%	66	16%
Meaningful	31%	50%	33%	31%	23%	22%	27%	45%	20%	18%	40%	33%	30%	33%	40%	40%	45%	45%	73%	27%	40%	33%	70%	40%	50%	44%	50%	70%	50%	70%	50%	80%	44%	50%	60%	30%	60%	60%	67%	30%	182	44%
Meaningless	8%	7%	27%	8%	0%	0%	0%	0%	9%	0%	0%	0%	0%	0%	10%	0%	0%	0%	0%	0%	0%	11%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	10	2%
Confused	0%	0%	0%	8%	0%	0%	9%	0%	0%	9%	0%	0%	0%	0%	0%	0%	0%	9%	0%	0%	0%	0%	0%	0%	0%	0%	10%	0%	10%	0%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	7	2%
Other	15%	7%	0%	0%	31%	22%	0%	18%	20%	0%	10%	11%	0%	11%	0%	0%	0%	0%	9%	18%	10%	22%	0%	10%	0%	22%	10%	0%	20%	0%	0%	0%	11%	0%	0%	10%	20%	10%	11%	30%	37	9%
Count of selected tags	14	17	19	15	16	11	19	15	12	14	14	17	14	13	11	12	18	18	17	15	19	10	21	16	16	13	21	26	13	23	15	21	10	19	16	17	30	19	24	18	668	
Average of Feeling*	1.2	1.1	0.7	1	0.8	1	0.9	0.7	0.7	0.6	1.2	0.9	1	1.2	0.8	1.4	1.4	1	1.3	0.8	1	0.7	1.1	0.6	1.2	1.2	0.9	1	0.5	1.3	0.8	1.3	1	0.8	1.2	1.3	0.9	1.2	1.4	1	1	
Count of Created Loops	13	14	15	13	13	9	11	11	10	11	10	9	10	9	10	10	11	11	11	10	9	10	10	9	10	10	10	10	9	10	10	10	10	9	10	10	10	10	9	10	418	

The emotional scale goes from -2 to +2

LoopMe

Co-funded by the Erasmus+ Programme of the European Union

ENTRECOMPEDU

The 6 principles

Phase 2 module more deliberately support teachers to learn, plan, act & reflect on six guiding principles for entrepreneurial education

Creativity: facilitate creative thinking throughout the learning process

Real-world: promote active entrepreneurial learning through real-world contexts

Collaboration: foster purposeful collaboration both in and beyond the school

Value creation: empower students to create value for others through their learning

Reflection: stimulate reflection, flexible thinking and learning from experience

Visibility: make entrepreneurial competences an explicit part of learning and assessment

Erasmus+

Co-funded by the
Erasmus+ Programme
of the European Union

ENTRECOMPEDU

+ An introduction module 0
+ More interactive content
+ More action-based learning design
+ Alternatives activities to cope with remote teaching in COVID
+ Refined tasks
+ Re-emphasis of group forum

  (professional collaboration & teacher-teacher peer reflection)
+ Blended in 6 principles into the modules
+ Added a finale to 'end'
+ Invitation to contribute to EntreCompLab: a learning design process guiding teachers to apply
  EntreCompEdu learning to their own teaching context

Enterprise Educators UK

EntreCompLab

Phase 2
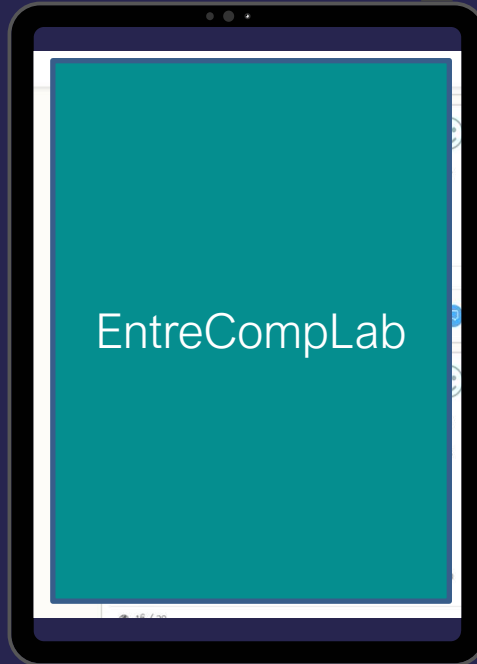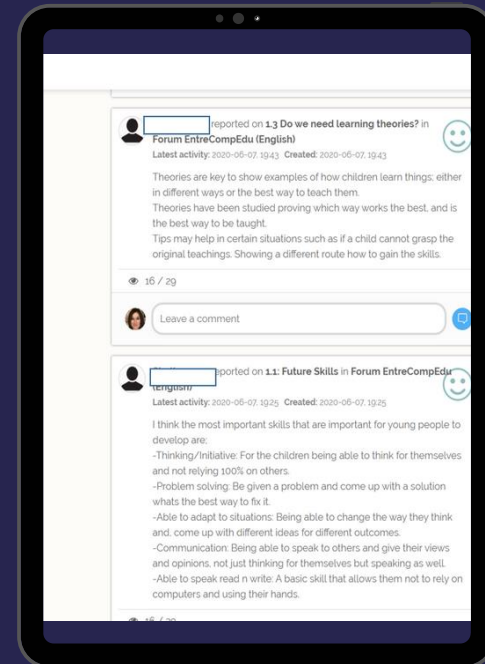
Targeted 15 countries
So far 35
Final iteration global by 2021

Dafen School Lessons

- Appetite for 'facilitated' entrepreneurial learning/CPD

- Online support facilitates CPD in a long-term covid context

- Gains to be made from whole school CPD opportunities

- Creation of long term professional network between school and the university

- Limitless potential for entrepreneurial practice capture and dissemination

- EntreCompEdu:

  - a powerful tool to bring together new curriculum, sustainability and entrepreneurial agendas

  - strengthening of entrepreneurial culture, laying good foundation for learners

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References

THANK YOU

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