



Module 4: Understanding the competences and values

| Guidance material | 4.1.12 What is Entrepreneurship? |
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| What is the purpose of this material? | <ul style="list-style-type: none"> This is a brief introduction to the competence of entrepreneurship |
| When to use this material? | <ul style="list-style-type: none"> When introducing the competences to teachers to support them in implementing this competence in their class programme. |
| With whom to use this material? | <ul style="list-style-type: none"> Teachers |
| Have you considered these materials first? | <ul style="list-style-type: none"> Introduce teachers to the SCF through: <ul style="list-style-type: none"> 1.2 Structure of the SCF activity 1.4 Prior knowledge brainstorm activity 1.3 Definitions matching activity For further information on each of the competences, including student progressions, see 1.6 Close reading of ADEC SCF – Framework Requirements & Exemplifications. |
| How to use this material? | <ul style="list-style-type: none"> This resource can be used in a range of ways, for example: <ul style="list-style-type: none"> Share with teachers and discuss it in staff meetings or departmental meetings. Encourage teachers to plan using the ideas in this resource. Discuss the ideas and then ask teachers to share their own ideas for teaching this competence. For more information on each competence read the <i>Framework Requirements & Exemplifications</i> section of the <i>Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners (2014)</i>. |
| What resources or equipment are needed? | Copies of the <i>Framework Requirements & Exemplifications</i> section of the <i>ADEC SCF for Private Schools (2014)</i> . |



4.1.12 What is Entrepreneurship?

Definition

The term 'entrepreneurship' usually refers to start-up business activity involving the development of new ideas or innovations in order to make a profit. In the school environment, this is likely to mean that learners are actively involved in innovative activities and pursuits which have a positive, often financial, impact on the school or local community.

(ADEC SCF for Private Schools Framework Requirements and Exemplification (2014) p.iii.16)

Background

This summary of research is provided as a background to this competence and further information can be found in the references below.

The topic of entrepreneurship is of high international interest and has evolved very quickly over recent years. It has been a focus for many countries with several developing a “National Strategy” (UK, US, Ireland, Australia and New Zealand) (OECD, 2013). When discussing the role of entrepreneurship education, the OECD (2013) believes that the entrepreneurial culture of a country affects the attitude that individuals have towards entrepreneurship, the likelihood of choosing entrepreneurship as a career, the ambition to succeed, to start again after a failure, or the support provided to family and relatives planning to set up a business.

Someone who is entrepreneurial is not afraid to put their ideas on the line while at the same time maintaining a concern for the welfare of others whom they may inspire.

They are often innovative and creative, designing artefacts, activities or ideas that have a positive impact on themselves, their peers and/or the local community.

The development of an entrepreneur should prepare him/her sufficiently to be able to effectively analyze the viability of a new venture and make a reasonable calculation of its chances for success.



Learning Progressions

“The term 'learning progression' refers to the purposeful sequencing of teaching and learning expectations across multiple developmental stages, ages, or grade levels. The term is most commonly used in reference to learning standards—concise, clearly articulated descriptions of what students should know and be able to do at a specific stage in their education. In terms of the student competence framework, a learning progression is a road or pathway that students travel as they progress toward mastery of the skills needed for career and post compulsory education.”

(ADEC SCF for Private Schools Framework Requirements and Exemplification (2014) p.iii.7)



The *ADEC SCF for Private Schools (2014)* provides learning progressions from kindergarten / Grade 1¹ through to the end of Grade 12.

These progressions provide clear descriptors of what should be expected within that competence at each grade level, for example:

At the end of this stage learners who have effective entrepreneurial skills are able to:

- assist in the design or development of innovative artefacts, activities or ideas
- work effectively by themselves or in teams, in new activities
- use financial and business knowledge and understanding to good effect
- use technology to research unfamiliar activities and pursuits

At the end of Grade 8, learners who have effective entrepreneurial skills are developing the ability to:

- contribute to the design or development of innovative artefacts, activities or ideas
- work effectively by themselves or in teams, in new activities
- use financial or business knowledge and understanding to good effect
- use technology to research unfamiliar activities and pursuits

(Grade 8 and 9 Learning progressions for entrepreneurship in the *ADEC SCF for Private Schools Framework Requirements and Exemplifications (2014)*. p.iii. 33-34)

While the performance indicators within these progressions do not change in essence, they do expand in breadth and depth. This expansion makes the progressions a useful tool for both teachers and students. Below are some tasks teachers can undertake to help them make best use of these learning progressions:

- Read the progressions carefully as this will help you further understand this competence and what skills and attitudes make up that competence.
- Before reading the descriptors for the grade you teach, read the descriptors for the grades below. These descriptors are the building blocks of what students have experienced in this competence before they reached this grade level. Ask students to share their experiences of these descriptors (e.g. “*Tell me about how you have used technology to find out about an activity that you nothing about?*”) and use their answers to help you plan your starting point.
- While reading the descriptors for each grade level and identify the ‘step up’ students need to make to move through the progressions. For example, at the end of Grade 8 in entrepreneurship students are developing the ability to “*contribute to the design or development of innovative artefacts, activities or ideas*”, while in grade 9 they “*assist to the design or development of innovative artefacts, activities or ideas*” (*ADEC SCF for Private Schools (2014)* p.iii.33). Therefore their step up is learning to recognise how they assist in the

¹ The *ADEC SCF for Private Schools (2014)* recognizes that not all schools are able to deliver all competences across all grades. *Table 5: A Road Map for the Delivery of the Competences across the Stages (p.iii.9)* provides schools with a ‘road-map’ to support them in making decisions on the delivery and development of the competences across the four stages of schooling.



project, not just contribute. Ask yourself what this might look like, for example students might keep a record of how the work they do and peer assess each other's input.

- Use the progressions when planning lessons to ensure your focus on a competence is based on the appropriate stage of the competence framework. The progressions are useful to refer to when giving specific feedback to students on their next steps in developing that competence.
- Support student to use the progressions to set goals and self/peer assess their own and others learning.

References

Abu Dhabi Education Council (2014) *Abu Dhabi Education Council Student Competence Framework (SCF) for Private Schools - Competences for Abu Dhabi's 21st Century Learners*. Pearson Education Limited

OECD (2013), "Culture: The role of entrepreneurship education", in *Entrepreneurship at a Glance 2013*, OECD Publishing. http://dx.doi.org/10.1787/entrepreneur_aag-2013-25-en