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European Entrepreneurship Education NETwork

Webinar

Developing teacher competences for entrepreneurial learning: good practices in teacher training

Tuesday, 20 December, 2-3 pm CET

Co-funded by the COSME programme of the European Union

Consortium partners

JA Europe · EUROCHAMBRES · EU pro VET · SEECEL South East European Centre for Entrepreneurial Learning

Partners

CISCO · EY · intel · Microsoft · VISA

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Introductory remarks / About the EE-HUB project

Thomas Farnell (*webinar moderator*)

Entrepreneurial Learning Expert, South East European Centre for Entrepreneurial Learning

Webinar structure

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Agenda:

- 14:00-14:05: Introductory remarks / About the EE-HUB project
- 14:05-14:45: Panelists' presentations
- 14:45-15:00: Questions and answers; discussion

Questions and answers:

- Please ask questions and provide comments via the 'Question' box!

EE-HUB objectives

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European Entrepreneurship Education NETwork (EE-HUB)

Project funded by the European Commission (COSME)

Bring together European experts and policy makers to share good practices and collaborate

Make policy recommendations that will help increase the uptake of entrepreneurship education across Europe

Set the basis for a European HUB for Entrepreneurship Education

Consortium partners

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JA Europe
A Member of JA Worldwide®

SEECEL
South East European Centre for Entrepreneurial Learning

EUROCHAMBRES

EU pro VET

EE-HUB resources

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- **EE-HUB blogs:** over 30 expert blog on entrepreneurship education
- **Good practices:** over 60 good practices on entrepreneurship education from around Europe.
- **Events:** a range of EE-HUB targeted webinars held in 2016 (videos recordings online) and planned for 2017

See: www.ee-hub.eu

Today's webinar

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- **Teacher training:**
  - Many countries include entrepreneurship education as a cross-curricular key competence in national curricula
  - Few countries appear to systematically integrate entrepreneurship education into teacher training programmes – which is crucial to make entrepreneurship education "work" in the classroom.

- **Good practices:**
  - Both pre-service (initial teacher teacher training) and in-service training (continuous professional development)
  - Including training provider and school perspectives
  - Including experiences from the UK to South East Europe

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Speaker 1: Professor Frank Hennessey

Former Head of Business Studies &

Co-ordinator for Entrepreneurial Learning;

St. Mary's University College Belfast

Progression Model

- Institutional level
- Training Teacher Educators
- ITE programmes

Policy Driven for Sustainability

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EL Policy in St Mary's explicitly informed by our College Mission and Values

- Academic,
- Professional
- Civic / Faith Based

Policy Cycles

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Cycle I (2007 – 2012)

- Staff Development
- Fostering Entrepreneurial Learning
- Entrepreneurial Teacher Tutors

Cycle II (2012 – 2017)

- Curricular Innovation & Development
- Re Structuring B.Ed Degrees
- M.Ed programme

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Speaker 2: Professor Andrew Penaluna

Director, International Institute for Creative Entrepreneurial Development at:

University of Wales Trinity Saint David

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Influences / Approaches

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- Welsh Government funded Research 2008-10
- Innovation & Opportunity recognition led
- Understanding brain / use of different memory types
- Student-led contexts (any subject / discipline)
- Uses constructively aligned / fit for purpose assessment of student teachers
- Continuously informed by past students – alumni assist delivery
- Moves from Pedagogy toward Andragogy and Heutagogy *(From educator-led to learner-led / from dependency on educator to self dependency. For more information see: http://www.oecd.org/cfe/leed/Entrepreneurial-Education-Practice-pt2.pdf)*

Pre-service teacher training: good practice from Wales

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Wales is developing:

enterprising, creative contributors who:

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly
- express ideas and emotions through different media
- give of their energy and skills so that other people will benefit… and are ready to play a full part in life and work

Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales, p29

Challenges of assessment

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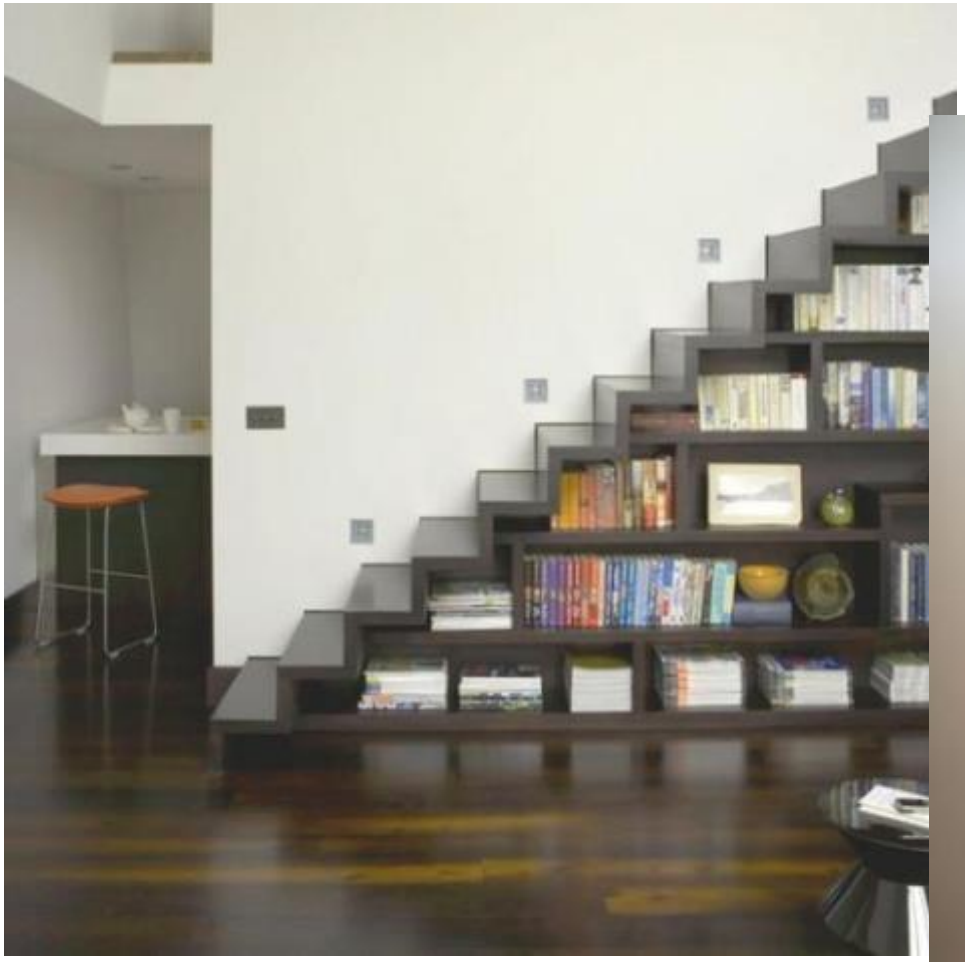

Making distinction between the two I's

Implementation

Doing things that are determined by others and matching against their expectations

Innovation

Producing multiple and varied solutions that respond to change and often surprise

European Commission

OECD
BETTER POLICIES FOR BETTER LIVES

THE WORLD BANK

+ IICED

http://www.oecd.org/cfe/leed/Entrepreneurial-Education-Practice-pt2.pdf

Did you know that:

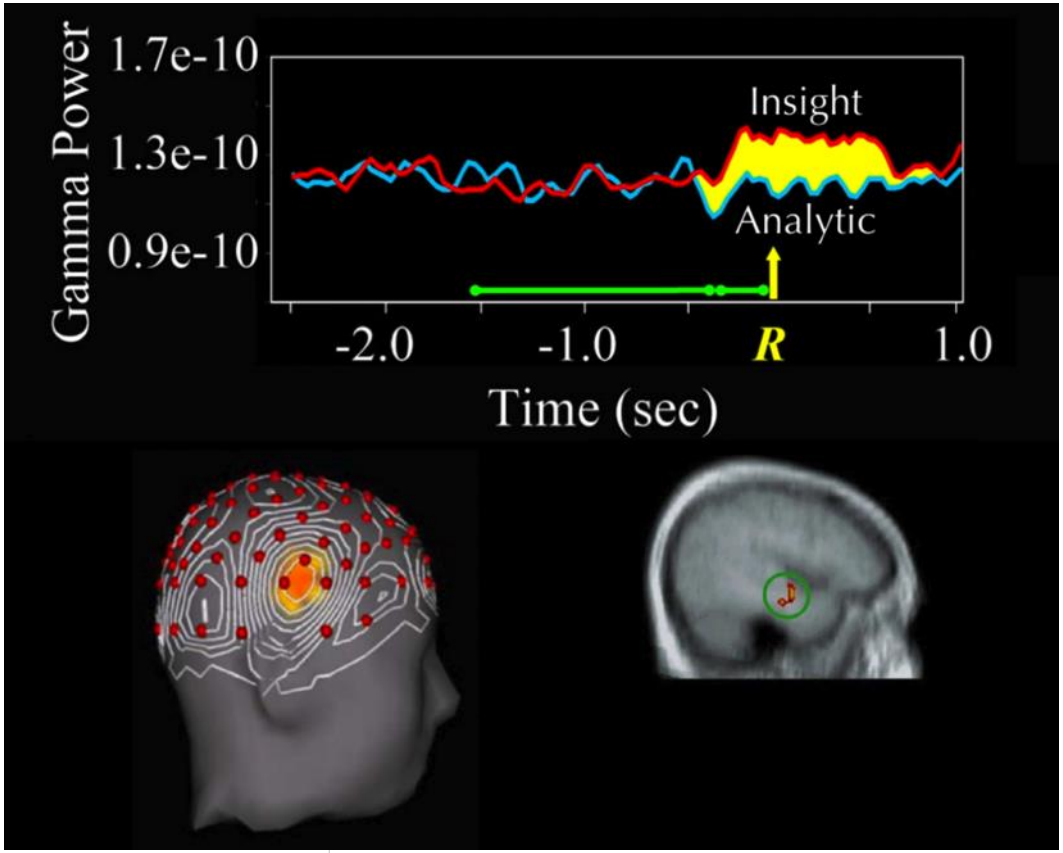

Image courtesy of John Kounios - Drexel and UWTSD 'Learning for Innovation Week'

Your brain works differently when solving problems creatively?

Cognitive styles =

- Insight
- Analytic

Pre-service teacher training: good practice from Wales

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- Aim to develop flexible and adaptable teachers
- … who are experienced / can demonstrate the skills themselves
- … and can respond to shifting and changing scenarios whilst communicating well
- …within complex situations
- …in an innovative and self-determined way
- Curiosity-based Learning / understanding mirror neuron impact on learners

Pre-service teacher training: good practice from Wales

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Pre-service teacher training: good practice from Wales

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Schools: Genealogy and family history including investigation of the architecture, furniture and fashions of different eras, thinking creatively to find new opportunities and connections.

VET: Effective communication to health care workers - relaying crucial health related messages and seeing new opportunities within the health care environment.

Prisons: Statutory rehabilitation training within prisons with entrepreneurial skills, by combining the usual training with the development of entrepreneurial.

Next steps in University of Wales Trinity Saint David

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Doctorate in Education (CPD – launch 2017)

Target: Education Professionals

Delivery: Taught – developing to individual engagement

Aims: Include EU EntreComp framework… with a special focus on Spotting Opportunities, Creativity, Ethical and Sustainable Thinking, Motivation and Perseverance,Taking the Initiative, Planning and Management, Coping with Uncertainty and Risk, Learning Through Experience.

More information?

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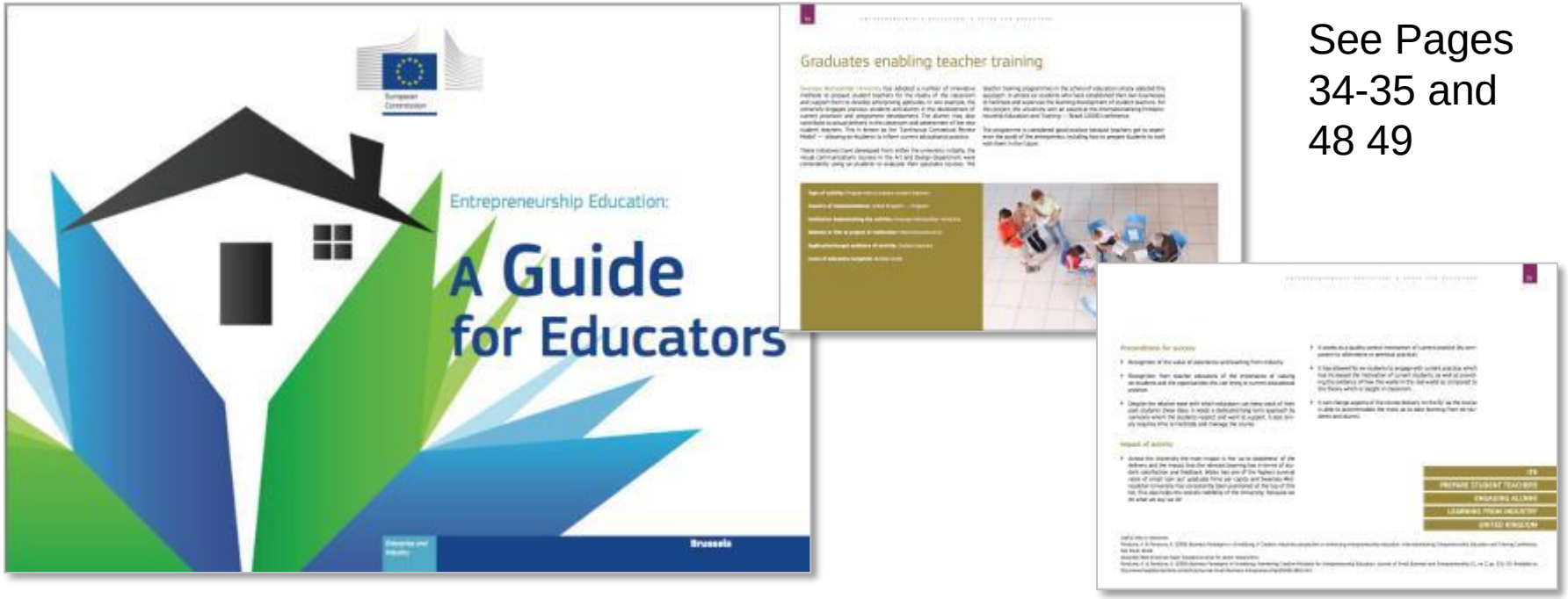

See Pages 34-35 and 48 49

Enterprise education needs enterprising educators: A case study on teacher training provision

Online at:
Kathryn Penaluna , Andy Penaluna , Caroline Usei , Dinah Griffiths , (2015) "Enterprise education needs enterprising educators: A case study on teacher training provision", Education + Training, Vol. 57 Iss: 8/9, pp.948 - 963

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Speaker 3: Mirela Andoni

Education Expert, Institute for Educational Development (Albania)

Entrepreneurship education in Albania

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- Entrepreneurship as a key competence for lifelong learning is a new approach for the core curriculum for pre-university education in Albania.

- The Institute for Education Development, thanks to cooperation with SEECEL piloting and Junior Achievement Albania, has gathered a good experience to be shared with other actors in relation to **training of school teachers and directors**

  - 12 pre-university schools were involved in a pilot project for integrating entrepreneurial learning in curricula and in school activities as a part of the regional network (SEECEL).

Challenges and solutions

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Challenges

- How to appropriately assess student competences and know-how in entrepreneurial learning.
- How to raise awareness and involvement of managerial staff, headmasters and government agencies at the local and national level.

Solutions

- Training of teachers and headmasters on EL implementation and QA in this regard.
- Teacher and student portfolio with regards to entrepreneurial competence
- Training, sharing know-how, exchanging best practices among various participants and stakeholders.

Teacher training

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A teacher training programme has been developed in Albania as part of continuous professional development (CPD) of teachers in pre-university education: ***"Entrepreneurship as a transversal approach for pre-university education"***

The programme is accredited at the national level and has four modules:

- Module 1:Learning about entrepreneurship –Entrepreneurial School
- Module 2: The importance of entrepreneurial spirit in everyday life and how it relates to the labour market and economy.
- Module 3: Objective and content of entrepreneurial learning in life
- Module 4: Lifelong application of entrepreneurial skills - Methods, tools and learning portfolio
  - Newly accredited teacher training programme will be available to other schools from 2016/2017

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Speaker 4: Dragutin Šćekić

Principal, Primary School “Veljko Drobnjakovic” (Montenegro)

Recent developments in Montenegro

- **2013:** EL recognised as a priority in general education at all levels
- Entrepreneurship as a cross-curricular subject in general education (strongly based on SEECEL experience)
- **2014/15:** One-day EL training for every teacher (ISCED 1-3) in primary education – providing accurate information
- Advanced in-service EL teacher trainings (certified by National council for education and available to every school)
- EL trainings within different projects
- Various forms of cooperation between Teacher Training Agencies and schools - follow-up activities

Different stakeholders perspectives

- Teacher training authorities / policy makers
  - Assumption that school professionals are motivated and ready to change
  - Expecting visible and usable outcomes as soon as possible
  - Want to have results that are easy to evaluate and present
- Schools / teachers
  - If it's not assessed externally - is it really important?
  - Expecting practice- oriented trainings
  - Fear of „ruining" traditional school curriculums
  - Disbelief in ad-hoc initiatives and trainings
  - Prefers peer learning to „expert" lectures

How to ensure that trainings really work?

- Educational authorities / government
  - Clearly prioritizing EL at national level
  - Supporting implementation
  - Assess EL achievements in various ways (national & school level)
- School management
  - Key role in promoting EL at school level and supporting teachers
- Teacher
  - Real power – only one that is directly interacting with students
  - Hidden curricula - what really happens behind the closed doors?

Discussion

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THANK YOU FOR PARTICIPATING!

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