

# Personal Reflection & Review:

## Entrepreneurial Mindset

*CBU EDUC 6103 – Education for Sustainability & Entrepreneurship*

European Commission. (2013). Entrepreneurship education: A guide for educators.

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1) Do you think that education in your district currently helps students develop an entrepreneurial mindset? Why, or why not?

I believe that my current school district is always making positive strides towards entrepreneurship. Despite a small student body in Prince Rupert, all students at Charles Hays Secondary School (CHSS) has the unique and fortunate opportunity to enroll in Entrepreneurship 11, take college level courses offered by Coast Mountain College (CMTN), and participate in community involvement. By focusing on a Social Emotional Learning (SEL) framework, the school republic and climate develops core competencies for self-regulation, autonomy, collaboration, and personal growth. I believe that our district is emerging in entrepreneurial mindset, especially when local, northern stability is often dependent on individuals within and for the north (of BC).

2) How could an entrepreneurial mindset benefit students in their personal life?

I think that mindful, ambitious, and innovative entrepreneurs are essential for the prosperity, sustainability, and well-being of all, regardless of your location. By inspiring an entrepreneurial mindset, life-long learning can emerge and flourish. Often students will ask, “I don’t know what I want to be when I grow up” and I think that by expanding their perspectives to a more holistic and goal-oriented mindset will allow for directionality and confidence in many individuals, even when everything seems cloudy. By knowing that failure is not a deficit to life, personal growth of confidence, resilience, happiness, drive, and endurance will be strengthened and more defined. This is called passion. There is no limit or excess degree of passion which the Earth cannot accept.

3) How could an entrepreneurial mindset benefit students in their current academic life?

Directionality and focus are often a daunting and overwhelming task for many individuals. By supporting and fostering the ability to self - determine, - regulate, - define, and – cope with stress and adversity in one’s personal life is to provide a tool of personal growth for passion-driven endeavours. I believe that where ever there is personal growth, academic and/or professional growth will follow, as success is relative, self-determined, and self-evaluated. Entrepreneurial mindset is a inquiry-based, epistemological, and directed transformation from growth mindset.

#### 4) How could an entrepreneurial mindset benefit students in their future work life?

I believe that by integrating and holistically embracing an entrepreneurial mindset not only be an essential asset for future work life prosperity, but as well, lifestyle. Entrepreneurship is more than just chasing dreams, it is a way to seek for success and growth in the process of active self-reflection. No one is perfect, but some strides to always continually to improve to be the best version of themselves, whether that is personal, social, economic, and/ or holistically. Is that not what all employers are seeking for? If not, the self-actualized will (and eventually) revolutionize and lead the future economy.

5) Do you agree with attributes of an entrepreneurial teacher that are offered on p. 5? Why or why not? Is there anything that should be deleted or added to the list to ensure that entrepreneurial teachers are also contributing to sustainability education?

#### Personally-Revised Entrepreneurial List of Attributes

**Figure 1.** Revised, adapted, and modified entrepreneurial list of attributes from Entrepreneurship education: A guide for educators (on page 5) by the European Commission (2013). Differential colouration of text represents alterations.

- Entrepreneurship education is more than preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to ‘turn ideas into action’
- Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial, **they must be the one to foster the attribute.**
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- Entrepreneurial competences require active methods of engaging students to release their creativity and innovation
- Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences
- ~~Entrepreneurial skills can be taught across all subjects as well as a separate subject.~~
- **Entrepreneurship is an interdisciplinary practice**
- Entrepreneurship education should focus on ‘intrepreneurs’ as well as entrepreneurs, in light of the fact that most students will use entrepreneurial skills within companies or public institutions
- To give entrepreneurship education real traction, there is a need to develop learning outcomes related to entrepreneurship and related assessment methods and quality assurance procedures for all levels of education. These should be designed to help teachers progress in the acquisition of entrepreneurial knowledge, skills and attitudes
- The entrepreneurship education agenda should be promoted beyond teacher education institutions to businesses and the wider community
- Teachers and schools will not be able to realise their ambitions without cooperation and partnerships with colleagues, businesses and other stakeholders
- **Entrepreneurship is a transformative and integral part of self-reflection and self-actualization**
- **Entrepreneurship beyond economic prosperity are viable and valuable endeavours growing and necessary opportunities from a social, personal, cultural, and sustainable lens**

I agree with many of the attributes by the European Commission (2013) for an entrepreneurial teacher, with some adaptations, modifications, and additions to the existing list. I think that the list is a compressive and detailed representation of entrepreneurship which extends beyond business education. Even though I didn't necessarily agree that "Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial," mutually exclusively, I believe that adding attributes of guidance and fostering are essential to complete the statement more holistically: "Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial, they must be the one to foster the attribute."

"Entrepreneurial skills can be taught across all subjects as well as a separate subject" changed to "Entrepreneurship is an interdisciplinary practice." I eliminated and revised the original expression as I believed that it was not reflective to contemporary and transformative views of entrepreneurship.

The two additive statements: Entrepreneurship is a transformative and integral part of self-reflection and self-actualization and "Entrepreneurship beyond economic prosperity are viable and valuable endeavours growing and necessary opportunities from a social, personal, cultural, and sustainable lens were more indicative views to emerging fields of creativity, innovation, and self-reflection of contemporary entrepreneurship.

6) Select one of the examples of Practice summarized from pages 9-47 and discuss any relevance regarding your own learning needs about entrepreneurship education. Consider also the strengths and limitations of the practice that is featured. For instance, does it support a conventional business model that may not be aligned with sustainability? Does it reflect competencies for 21st century learning?

### **Didactic Workshop Cross-Curricular Learning**

The pedagogical value of Didactic Cross-Curricular Learning (DCCL) resonated with me on a personal and professional level. The idea behind DCCL is similar to one of my educative practices – Epistemological Learning (EL). DCCL uses a multimodal approach to convey new information to learners from a interdisciplinary and holistic perspective. I believe that DCCL, like EL, are valuable pedagogical practices which reflects core competencies of learning. By integrating a creative, engaging, accountable, reflective, reflexive, and compulsory learning environment, studential success in learning objectives may be reached more effectively which extents beyond curricular content. In addition to DCCL from the Didactic Workshop Cross-Curricular Learning from Xios University College, it aligns, acknowledges, and embraces Education for Sustainable Development (ESD) objectives. By exposing educators with systematic (deductive-based) thinking, it provides a cognitive framework for criticality and problem solving. DCCL and EL are difficult to execute for all learners in a diverse classroom due to differential knowledge gaps between students. Due to this logistical hurdle, streamlining is necessary for effective lessons; however, streamlining itself is highly controversial in the contemporary views of educational pedagogy. I believe that DCCL (and EL) are transformative and competency-based process which embraces multimodal criticality and perspectives, which fades preconceptions of curricular subjectivity. Due to this view, I think that DCCL (and EL) are reflective to sustainability which can foster mindfulness in current business models and contemporary epistemology.

6) Design Thinking is just one approach to developing an entrepreneurial mindset. The unique aspect of Green School Bali is that their mission reflects sustainability so it's interesting to see how they approach this. Please offer any comments on their process and whether it would be applicable in your context.

The video on Green Leap from the Green School Bali's was enlightening experience, which highlights an experiential-, rapport-, and community-based approach to fostering entrepreneurship. The most rewarding part of the video was the resolution section by the students at the end of the three-week program which revealed personal growth through adversity of trail-and-error to design a creative, innovative, and pragmatic, and viable backpack. And I think that is immensely significant, as self-reflection of experiential endeavours are the points of personal growth for (almost) all entrepreneurs.