

Personal Reflection & Review:

Entrepreneurial Fostering

CBU EDUC 6103 – Education for Sustainability & Entrepreneurship

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

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1. Looking at the list of key messages on pages 48 - 49: ask yourself if you agree with all of the items on the list. Do you think any of them need to be modified to be more supportive of sustainability (not merely sustaining entrepreneurship)? Would you add anything to the list?

As I examined the outlined pedagogical guidance from page 48 - 49, I reflected on the suggestions of what it means to foster an intrinsic, entrepreneurial nature. A thematic pattern which I noticed in the contextualized language was the idea of autonomy and inquiry into personal growth which focuses around core, holistic competencies (such as collaboration, communication, critical thinking, and personal and social awareness) rather than academic competence and performance. I think the lists of suggestions are a great reflection of entrepreneurial spirit as pre-existing ideas of traditional teaching of classroom management is phased into classroom climate and community – a paradigm shift from structure to republic. I have chosen five of my favourite five bullets from the list constructed from the “Entrepreneurship education: A guide for educators” by the European Commission (2013):

- i. The school has a commitment to nurturing the transversal, creative and entrepreneurial skills children and young people need to perform well not only in school, but also in wider society.
- ii. Entrepreneurial teachers use a variety of creative methods as innovative pedagogical tools.
- iii. An entrepreneurial school has an educational concept which is based on teaching for the world of tomorrow
- iv. Activity-based learning and student-centred methods are a regular part of teaching and learning
- v. Entrepreneurial teachers reward individual initiative, responsibility taking and risk taking.

2) Select one of the case examples offered between pages 50 - 91 and tell us what appeals to you about the example, how it might be relevant to your education practice, and/or how it could be augmented with a sustainability focus need to be modified to be more supportive of sustainability (not merely sustaining entrepreneurship)?

One of the pedagogical strategies which resonated with me was the Creativity, Culture and Education – Creative Partnership(s) program from page 62 – 63, within the Continuing Professional Development (CPD) section of “Entrepreneurship education: A guide for educators” by the European Commission (2013). I think what makes this strategy potentially influential and meaningful, is that it integrates a directed model to infuse creativity by using an experiential- and application-based way of learning, rather than theory-based. In addition to having external professionals assisting with the school culture, educators, and students, they holistically tie in the unity between the school and their community by integrating community involvement which are spatially and temporally important on a local level. By having directed and guided experts to assess and assist and guide the transformation of an issue at the school (and/or district) level is a very powerful way to spark curiosity, creativity, collaboration, community involvement, and culture on a systemic level which is beneficial for the local community. A goal-oriented strategy is an effective way to establish milestones which can be observed daily, especially when school culture transforms and actively promotes positive change and reconciliation from all members of the school republic. Due to the directive and project-based nature of this strategy, it encourages strong and robust planning and evaluation to meet and achieve effective transformation for creativity, culture, and education.

3) Then, read the document that the class from last year and the year before co-created. (I collated all of their responses). We called it "Entrepreneurial Teachers for Sustainability and Well-Being". If you have any suggestions for adding to that document, please also post them

I really enjoyed reading “Entrepreneurial Teachers for Sustainability and Well-Being;” I think is a strong reflection of the endless possibilities to expand and grow on existing ideas and principles - wherever there is a mind, there is an idea worth listening to. By adapting and modifying, personalizing, and automating principles, passions of professional development is not a task, but rather a lifestyle and journey for inquiry. I think that the first, pinnacle point of guidance is a self-actualized principle which are indicative of the entrepreneurial spirit of positive change:

“Entrepreneurial teachers have a passion for teaching and learning. They are inspirational, open-minded, confident, flexible, compassionate, and responsible - but also, from time to time, rule-breakers. Educators who are fostering sustainability and well-being bring their passion and entrepreneurial mindset into collaborative learning ventures with students, colleagues, and the wider community.”