

## **DEVELOPMENTAL CURRICULUM**

### **How to develop competences – effective procedures**

Effective ways of leading towards entrepreneurship include:

#### **I. Systemic support of entrepreneurship development in schools – pupils are offered opportunities for gradual and continuous acquisition of partial competences:**

A. Foundation Pupil Ability – suggested for: primary school; practical school, pupils rely on the support of others; work under supervision and gradually gain a certain level of autonomy and responsibility (search, name, explore – distinguish, differentiate)

B. Intermediate Pupil Ability – suggested for: secondary school; first years of grammar school; vocational school – category E courses, pupils build their independence; take and share responsibility for some issues (experiment, dare – initiate, decide)

C. Advanced Pupil Ability – suggested for: later years of grammar school; secondary vocational school, vocational colleges; pupils fully take on responsibility for decision making and cooperation with others (doubt and expand, support and implement)

D. Expert Pupil Ability – suggested for: pupils with personal focus and especially gifted ones; pupils lead, innovate and grow; significantly contribute towards development in their field of interest

#### **II. Organization of education – methods and forms of entrepreneurship education**

a. integrated topical and project education connecting various subjects cross-sectionally – projects, project days, discussions with experts, competitions (Financially Literate School, Create with 3D print and laser, Competition HA Student Company of the year); projects with social or environmental content participating on the life of the community (Extra Class, School of Sustainable Life); pupil participation in exploration and civic projects at school and close surroundings, targeted on solutions of real problems; their participation in decision making at school, town, community

b. implementation of a stand-alone subject to promote entrepreneurship development

c. joining more fields into one

d. lessons in multi-hour blocks

e. practical lesson outdoors, out of school grounds

f. competitions

g. interactive on-line applications

h. bigger accent on interconnectedness of subjects and practice

i. having pupils participate in local, nationwide or international programmes and projects (Ecoschool, Globe, Company days in the South-Moravian Region)

j. implementation of pupil business ideas (pupil companies – school companies, JA Student companies, fictional companies)

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- k. education programmes (Programme Dr. Zdědil and Mr. Zdražil; Inspiration to business, JA Student Company, JA Ethics in Business) and visit programmes (Život v kostce; summer entrepreneurial week with JIC) offered by among other by Centres of Environmental Education, JIC
- l. partnership and cooperation between education providers, companies, research and innovation institutions, non-profit organizations, cultural subjects, etc.
- m. school networking – horizontal and vertical (between the same levels of schools and different levels of schools)
- n. cooperation of schools and the South-Moravian Innovation Centre (JIC)
- o. organizing/guaranteeing school events by pupils, charity events
- p. allowing for seeking talented pupils and pupils with interest in entrepreneurship by offering free-time, interest and extracurricular activities with entrepreneurial content, including volunteering
- q. methods and forms of education that promote creativity and innovative approach by pupils – e.g., composing their own business idea and individual approach to the pupil while realizing the business idea
- r. connecting secondary vocational school with practical activities
- s. programmes developing affiliated topics – personal and social education, digital technologies, time-management
- t. opportunity of personal or on-line pupil meetings with young people who have launched their start-up or are successful in their field or initiative, meeting young people who have experienced bankruptcy and are relaunching their initiative anew; internships in companies which support such programmes

### **III. Support Measures for Promoting Entrepreneurship Education**

- a. promotion of entrepreneurship education by the school management
- b. educating the school management (principal, vice-principal, economist) in gaining knowledge about the content and benefits of entrepreneurship and the subsequent promotion of entrepreneurship at schools
- c. educating school authorities, local authorities, education department authorities; getting them acquainted with examples of good practice, e.g., by inviting them to round-table discussions, etc.
- d. participation of teachers in lifelong learning with the focus on entrepreneurship development
- e. at a school, a teacher is charged with coordinating entrepreneurship, with clear job objectives of the coordinator and appropriate authority
- f. sharing experience with teaching entrepreneurship in teacher staff rooms
- h. regular financial support of entrepreneurship
- i. cooperation between the school, parents, non-profit organizations, regional companies
- j. creating a physical space for creativity at schools and outside of schools (makerspace)

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k. the tradition of schools is hidden curriculum, based on examples of good practice and principles of carefulness

### **First Area: IDEAS AND OPPORTUNITIES**

AREA DEFINITION: Content area develops seeing and searching for needs, partial problems, opportunities and challenges, it connects them and creates new opportunities for new values. It promotes creativity, visualisation of scenarios evaluating ideas, ethics and sustainability of intentions.

AREA STRUCTURE: Spotting Opportunities, Creativity, Vision, Valuing Ideas, Ethical and Sustainable Thinking

HOW TO DEVELOP: Recommended tool, activities:

- exploration-oriented education
- experts (mentors)
- projects and project days
- shadowing in companies and organizations
- tours
- activity moved from teacher to pupil, e.g., pupil teaches pupils
- competitions
- cooperation with community and local authorities
- cooperation of primary schools and secondary schools
- special and interest groups in cooperation of primary schools and secondary schools
- pupil portfolios, including business ideas
- work on strong and weak suites
- work with ideas (generating, Design Thinking)
- brainwriting, brainstorming – “every idea is appreciated, can be tried out“
- social and environmental projects
- mapping
- three-phase system of learning – know, want to know, learnt
- asking questions that promote thinking and learning
- individual and individualized forms of education

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LEVELS OF PUPIL ABILITY	FOUNDATION	INTERMEDIATE	ADVANCED	EXPERT
A. Based on level of independence	Pupils rely on support of others	Pupils take on independence	Pupils take on responsibility	Pupil implements transformation, innovation and growth
B. Based on the level of thinking and acquired skills	Discover (find, name), explore (distinguish, differentiate).	Experiment, dare, (decide, initiate).	Improve (doubt, move), reinforce, implement.	Develop (maximizing use in specific field, connect more fields), transform (suggest, realize innovation)

	<b>Primary school, year 1-5; practical school <i>Foundation level</i></b>	<b>Primary school, year 6-9; first years of grammar school; category vocational school <i>Intermediate level</i></b>	<b>Later years of grammar school; secondary vocational school; vocational college <i>Advanced level</i></b>	<b>Pupils with personal focus and especially gifted ones <i>Expert level</i></b>
<b>SPOTTING OPPORTUNITIES</b>	Discover opportunities and challenges, how to help, how to cooperate – in class, at school, in the family and surroundings. Show examples of groups that benefit from solving specific problems.	Explain what makes opportunity. Distinguishes opportunities to be solved. Are aware of various needs of various groups. Identify and actively seek their own challenges and opportunities, decide, are brave to take healthy risks, experiment – gain first practical experience with problem solving.	Have experience with analytical approach to situation analysis (on the job market, community, in the family) or doubting standard practice, use opportunities for creating cultural, social, environmental and financial values (hereinafter just value). Seek and find opportunities and challenges – suggest measures, seek their implementation	Use fantasy and ability to spot opportunities for creating cultural, social, environmental and financial values. Quickly analyse the situation inside the family, community, organization. Seek signals for change, forecast future needs – develop challenges, implement measures
<b>CREATIVITY</b>	Curiously view problems which have more solutions. Individually or in a group seek the most suitable solution. Have an idea about suitable conditions for their creativity, how to start-up their creativity, how to channel it and use it effectively. Identify competences needed	Suggest effective methods and their own procedures of solving problems, dare to take healthy risks, experiment. Develop ideas on their own and as a part of a team. Evaluate suggested procedures, whether they are realistic. Evaluate their competence. Use	Are curious, actively seek new innovative solutions to problems which can perfect creation of values in practice. Combine knowledge, ideas, choose better solution across various areas, experiment. Systematically record their ideas, solutions and sources of inspiration for further	Develop several opportunities, ideas, including better solutions for creating values. Spot and develop innovative approaches, experiment with them. Initiate, develop, lead and finish creative projects. Identify talent in others and

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	<p>for realizing a solution. Are aware of individual phases and specific steps of the creative process; suggest a simple plan. Can describe vocally or visually their idea.</p>	<p>advanced procedures and methods for effective use and channelling of their creativity. Set their creativity in a time frame. Present results of creative activity.</p>	<p>use. Can develop creative ideas in a team</p>	<p>can set up and lead a functional team. Inspire others.</p>
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