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## **TEN COMMANDMENTS OF AN ENTREPRENEURIAL PRINCIPAL**

“Entrepreneurship of pupils begins and ends with an entrepreneurial principal“

To the Principal,

Teachers, coordinators trained through KaPoDaV project, are of the persuasion that promoting entrepreneurial education of graduates is not difficult – drawing from their experience at their schools, they suggested ten steps that can make it easier for each school to achieve entrepreneurship:

1. Familiarize yourself with the topic of entrepreneurship – what is meant by it, what happens and why? Who can utilize seminars by Lipka.
2. Authorize at least one of your teachers to become an entrepreneurship coordinator – allow them to undergo E-coordinator training, agree on the job tasks of the E-coordinator, support their position on the teaching staff.
3. Build a team of teachers supporting pupil entrepreneurship - allow the teachers to train in the area and share experience.
4. Along with colleagues and E-coordinator, compose a profile of an entrepreneurial school graduate and think of methods, forms of education, which will systematically lead your pupils towards becoming an entrepreneurial school graduate.
5. Support communication between pupils and teachers – support ideas of entrepreneurial teachers and active pupils, their evaluation, implementation and reflexion.
6. Do not prevent pupil entrepreneurship because they can do in life without it – trust them, let them take on some responsibility for their own education, have them participate in school and community.
7. Motivate teachers and pupils in entrepreneurship by inspirational real-life examples. Utilize what you already do in school and you will learn that you already are entrepreneurial. Do not fear obstacles, small and thought-through steps, strive for your teachers stepping out of their comfort zone.
8. Explain to parents and school authorities that entrepreneurial projects and programmes are as essential for their children as English and Mathematics because they hone skills that are important for family, social and professional life.
9. Entrepreneurial schools are made by entrepreneurial teachers and entrepreneurial principals – develop your own entrepreneurial competences, hire new entrepreneurial teachers, do not forget about abilities, appreciation of pupils and teachers, presentation of your own inspirational examples of good practice in public.
10. Continuously look back at what happened at the school and what you have tried. Evaluate whether you want to continue working, whether you want to improve or whether something did not sit well with you and do not wish to put time and effort into it. This option is very freeing for your colleagues and all the more inspirational to work on something innovative.

**Conditions for realizing and planning entrepreneurship education created by school authorities and leadership**

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1. School management should focus on the following:
  - improving the expertise of E-coordinators, mainly by utilizing pilot training for E-coordinators (20, 60, 80-hour training) and making it possible to participate in further education events focusing on EE
  - awarding and creating motivating work conditions for E-coordinator, including higher financial rewards for E-coordinator training graduates
  - support and facilitation of cooperation between school staff and the E-coordinator in the EE area
  - supporting education of teaching and non-teaching staff in the EE field and its inclusion into further education plans
  - creating conditions for realizing specific activities within running the school and for its cooperation with its surroundings
  - creating conditions for EE
  - implementing results of EE planning into school documentation
  - method support – preference of experience methods, including learning and out-of-school experience in innovative institutions in various companies and organizations (like JIC, Lipka, Impact Hub, etc.); cooperation of pupils and experts or young entrepreneurial examples of good practice; preference of problem-based and project-based learning, which can be very effective and motivating in EE
  - facilitating suitable space, material and time conditions, e.g. special classrooms that are built in accordance with the goals of EE and the needs of the region, school gardens, equipping classrooms with tool necessary for EE, allowing for blocks of lessons, introducing a stand-alone subject to the school plan
  - connecting theory and practical life and Goals of Sustainable Development (SDGs, 2015–2020)

**The following are recommended in order to implement EE:**

- introducing courses, subjects and other comprehensive learning units focused on EE
- external EE courses run by organizations like JIC, JA Czech in Centres of Environmental Education, e.g. environmental or financial simulation games, Inspiration towards business, JA Student company
- multiday stays out of school that are focused on EE, e.g. Your own way, summer entrepreneurial week offered by Centres of Environmental Education, JIC, JA Czech
- company education programmes, civic groups and other institutions
- cooperation with communities, town, parents, local groups and businesspeople, and companies
- integrated topical and project-based education connecting various subjects – projects, project days, discussions with experts, competitions, eg. Financially literate school, create with 3 D printing and lasers; projects with social or environmental outreach participating in the life of the community, e.g. Extra class, School of Sustainable Life; pupil participation in exploration or civic projects at school and its surrounding area focused on solving real-life problems; having pupils participate in decision-making at school, town, community
- introducing a stand-alone subject for promotion of entrepreneurship development, e.g. JA Student Company
- connecting more fields into one subject, better connectedness of subjects and real life

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- □ lessons in multi-hour blocks
- □ practical lesson outdoors, out of school grounds
- □ cooperation with open workshops
- □ interactive on-line applications
- □ having pupils participate in local, nationwide or international programmes and projects (Ecoschool, Globe, Company days in the South-Moravian Region)
- □ methods and forms of education promoting creativity and innovative approach of pupils - implementation of pupil business ideas: pupil companies – school companies, JA Student companies, etc.
- □ partnership and cooperation between education providers, companies, research and innovation institutions, non-profit organizations, cultural subjects etc.
- □ school networking – horizontal and vertical
- □ cooperation of schools with local innovation centres and business hubs
- □ organizing/guaranteeing school events by pupils, charity events
- □ allowing for seeking talented pupils and pupils with interest in entrepreneurship by offering a free-time, interest and extracurricular activities with entrepreneurial content, including volunteering

