



# **WP5:37 Best Practice Material**

## **Embedding a Culture of Enterprise and Creativity in the Curriculum (ECECC)**

502140-LLP-1-2009-1-SE-COMENIUS-CMP

**1: Cremona Pockets: ScienzAzioni**

**2: St George's – Embedding a Culture of Creativity and Enterprise 2010**

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**6: Reflection After a Course for Head-Masters**

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## **Nine Examples of Interesting Practices**

### **Nota Bene**

DETTA SÄNDES MED UPPMANING TILL ALLA DELTAGARE ATT LEVERERA INTRESSANTA EXEMPEL DEN 30 JUNI 2010 (DÅ VI BRÖT SEMESTERNA, PÄR OCH BENGT, FÖR ATT FÅ FART I SAKEN.)

### ***From Natalie in Portsmouth***

St Georges School Newport Isle of Wight

The Dragon Project

An example of embeddedness both in terms of creativity and enterprise across the whole curriculum,

St Marks School

Shirley Southampton

Building Learning Power through creativity

The Learning Tree

### ***From Bibbi, Ingrid, Peter, Pär and Bengt in Söderhamn and Gävle***

#### *One*

The English education at Norrtullskolan performed by pupils aged 14 and 15 years, teaching pupils aged ten to eleven years old. This example is about courageous teachers letting the control go.

#### *Two*

Two university teachers – guess who – had an hypothesis deriving from experience, that we all live in larger boxes than we think and perform in. This led into arranging courses for teachers on innovation, enterprising and creativity,

#### *Three*

A preschool – *The Seagull* – where the kids' ideas and thoughts are steering the school day to great extent.

#### *Four*

The Apple. At Stenbergaskolan in the village of Ljusne, a teacher asked a kid how to cut an apple. The kid answered from the stem to the fly and so the teacher did. The next day the kid had another idea of the cutting...

#### *Five*

At the East school (Öster) Sofie and her pupils began exploring the neighbourhood in a completely new way.

#### *Six*

Small talk among school managers.

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**Nine Examples of Interesting Practices – MORE ELABORATED Exemples**



## **1: Cremona Pockets: ScienzAzioni**

**“ScienzAzioni”** is a project which was born in the “children’s pockets”

and which is destined to kindergartens and primary schools.

It proposes experiences in the scientific sector and children’s activities especially focused on **doing experiences and on the collection of information from the environment to get to know the world**. It is based on a network which, through research and actions, promotes **personalization** of learning, **multi-tasking** and **didactic continuity** between kindergartens and primary schools.

In general it is based on the organization of a **net of public and private schools** where the subjects interact and cooperate for the teachers’ training and the joint organization of school activities . The project considers the **environment as a text** which can provide us with various **keys to analyze** it together with the world. ScienzAzioni is part of a bigger project called **C.R.E.A** in which the Educational Policies Department of Cremona Municipality and the Natural Sciences Museum cooperate.

The project’s goal is educating every child (with the cooperation of parents) to develop scientific knowledge and awareness for a sustainable environmental protection. ScienzAzioni is based on a pedagogic method which mixes day by day exploration and observation of natural, human, social and museum environments of the town which can be points of reference for all the children’s experiences.

### **I can, I do, I innovate**

If we consider the children’s pockets as starting point it means that we respect their needs, interests, curiosities and also their skills. If we take into consideration how children can physically and ideally contribute we can have the opportunity to be close to them in the definition of the project (which at the end must be carried out by adults). Then we must focus on exploration and observation methodologies preparing a “work in progress” project which must take into consideration all the needs of the subjects involved.

The focus on children activities can make them carry out analysis and researches and represent an important base for making skills.

### **SCHOOLS OF THE NET**

Involved schools: n° 9 municipality schools and 3 state schools of first Cremona district and 2 of the fifth Cremona district

Teachers trained: n° 78

Classes involved: n° 39 (900 children)

15 meetings and visits of the museum staff in the schools and

44 visits to the natural sciences museum

### **The project and its reasons**

Every child, especially if s/he very young, naturally has an heuristic approach, s/he wants to know “what?” “how?” “why?” of all the world which surrounds him/her. These are the three basic questions of human knowledge. Also very young children analyze events or situations and process in their minds all the parts of natural and social environment acquiring new skills to “understand” the reality. A lot of activities which are normally carried out by children have important scientific aspects, we only have to



highlight them through the analysis and  
the contribution of the teacher.

I can, I do, I innovate

Does the experimental approach lead children and adults to be protagonists in the knowledge process? Can they both be active in the knowledge process with their different points of view? Being protagonists in doing and creating means also experimenting day by day the curiosity of asking and finding not only answers but also situations which make us think, analyze and discuss.

The progressive development of scientific methods and knowledge facilitates the harmonious and integrated improvement of the children's skills and competences.

It is necessary to underline that in his/her approach with the natural environment every child must develop his/her functions. For this reason the educator must provide opportunities to make the children observe, perceive, generalize and produce.

### **Working method**

We think we must use the **exploration** opportunities that every child can have paying attention to the environment and to the materials, spurring the children to carry out activities and experiences concerning scientific procedures.

**The experiences** and the problems treated are related to the knowledge of the children and can be easily understood.

The project provides children with opportunities to express themselves and be listened to. A fundamental role is played by personalization of the intervention and by the group debate. The debate context created by the teacher reassures children who feel free to express their ideas. The goal of the didactic activity is not the acquisition of abstract knowledge but the start up of behaviors which analyze the direct experiences with the materials which are observed and touched.

I can

The goal of the proposals is not offering to the subjects who are learning a "ready world", but a point of reference to be re-interpreted with personal codes and jointly analyzed through research paths, making questions and promoting an experimental approach to support and develop the entrepreneurial spirit and creativity.

**The debate** represents an important element at methodological level , as it allows to make questions, explain the answers, become more aware of what you think, look for efficient strategies to solve the problems and support the transfer of skills to other situations.

I can, I do, I innovate

The power and entrepreneurial skills are very important for children also in relationship with the peer group and especially for the development of a "knowing-about-knowing" approach. An adult, then, can be a guide and direct the debate without giving answers but proposing hypothesis.



These passages are important because the child **can learn through senses and emotions** establishing contacts with the external world (which is the knowledge's object) in order to analyze what s/he learns according to the structural scheme s/he already knows (words, concepts, abstract links, cause-effect, before-after...).

Activities organized during the path:

- teachers' training and project's monitoring
- Activities with the classes carried out by teachers with small groups, workshops, visits to the natural sciences museum, trips on the territory
- animation and dissemination activities in the town.

### **Materials and resources**

We decided to **observe the materials which characterize the territory** and which facilitate the curiosity and motivation of every child. We wanted to observe out of the school the elements studied in the classroom.

The same observed, touched, analyzed materials are used to make the children understand that they are part of the urban reality. For example, in the river environment and in our houses you can find clay, sand and gravel; trees and small animals live in the wood but also in the school garden. If children recognize their environment they **can be rooted in the territory defining their identity and sense of belonging.**

The entrepreneurial capacity can be supported also allowing the children to experiment their level of autonomy, testing, for example, the capacity of finding links and moving in the territory (classroom, garden, territory).

During the activities, the spaces and the tools available in the museum facilitate the observation, analysis, synthesis and hypothesis production. Every school prepares a permanent "scientific corner" where are stored the materials that the children can use.

The project of the Kindergarten "Martiri della Libertà"

School years 2007/08, 2008/09, 2009/20010

Teachers: Luisa B., Isabella B.

Project: the chestnuts

When Spring arrives and the temperature rises, the playground of our school fills up with children and the teachers monitor them while they are freely playing. Some of the children climb, some gets on and off the slides, some go on the swings or play in the small houses but, if we pay more attention, somebody is out-the-way and s/he is doing something else. Among the voices of the children who are playing in the school's garden, some children are playing with the earth and the soil, others are picking up flowers, leaves, stones or grass threads; they look and gaze what they have collected. The sand-areas are full of children with bare foot who transplant plants, makes holes, riddle the sand, fill and empty shapes and buckets. They are so concentrated on their games that they do not even hear the teachers who are calling them to go back in the school because the lunch is on the



table. It is evident that the structured games catch their attention only at the beginning because, immediately after, they are attracted by the environment and its objects or by some natural phenomena which can catalyze their natural attention for all the time they spend in the playground. This "attentive" time, moreover, can be repeated every time, as probably the child feels the necessity to make the same experience but in different ways. Then, when you go back in the class, the pockets of the children are full of things jealously collected and it's wonderful to look at these objects and understand the way these children analyze the world.

Entrepreneurial spirit and doing

The "pocket" can represent a metaphor of children's learning as it makes evident their entrepreneurial spirit. This skill, in particular, can be developed if the children can take to school what they discover during their autonomous observation and exploration paths.

"Enterprise": adventure and discovery dimension.

In the "Guide for childhood educators", by Rosa Agazzi, there is one interesting chapter which is dedicated to the "pockets of the children which sometimes were full of things which were ugly, dirty or dangerous... the pockets of my thirty children were full of nails, chestnuts, small stones, nutshell ... I understood that if I wanted to be trusted by my children I had to spur them to show me their objects, exactly as if I were a classmate. I would have admired when admiration could not be a lie; I would have made suggestions, I would have kept and stored some of these things and give the children back their objects at the end of the day. And I did it! The number of the things started to increase more and more".

This incredible Cremona teacher, with her interesting analysis, suggests to us that our world is the complex "text" made up of various chapters which leads us to discover all its contents. With its biodiversity, the environment, can represent for us the "con-text" in which real objects represent the plot.

The experience of the class

The experience of our class started with the discovery of the garden of the kindergarten Martiri della Libertà at the end of September, when suddenly the school playground gets full of strange brown pointed husks. The children realized that there is something new and start to look at them, to collect them and to ask questions. Some children ask "What are these?", "why are they on the ground?" or "why do they fall down?".

I dare

Is there a link between the capacity of asking questions and wondering and the knowledge process?

This is the right moment to share knowledge and experiences through conversations with the children who make hypothesis and tell stories. We, as teachers, started to wonder how we



could help the children to discover the environment and its elements.

How could we spur children to make things? While planning the didactic activity we thought about two things: what to do and what not to do.

What to do

Take into consideration the knowledge of the children and their previous experiences and use them as the base to organize our activities, bearing in mind that every child interacts in a special way with the acquisition of new information.

Enterprise

Is enterprise also related to the special capacity that every child has to participate to different activities and to express various kind of intelligence?

Create contexts which can facilitate the debate so that the children can feel free to express their ideas and mix them with what they learn individually and together with the others. Remember that learning new concepts can represent a possibility to increase what children already know or can represent something completely different from the past. Some of the new concepts can also be applied to other subjects.

What not to do

Do not convey abstract ideas but be mediators of the learning process which must always start from experiences deriving from the children's life and environment, from experiences which are important for them.

Do not provide abstract explanations but spur the children to discover the environment, fostering them to touch the materials and to ask more questions.

Do not propose activities which are completely different from the interests and the children's knowledge.

Do not oblige the children to follow the processes of phenomena they are not interested in, even if we think they are important for the development of scientific skills.

The learning motivation can also spur entrepreneurial skills but adults must prepare situations and occasions to reinforce it.

Our kindergartens are similar to "construction sites" where take place various group-activities. The space is "prepared and equipped" every time and the children consider it as the place where they can make things, try, discover and be protagonist. The workshop area contains only the materials necessary for that specific activity, there aren't pieces of furniture and the children can focus their attention on the objects. The area is equipped for that specific activity and in this way the experience is spontaneous and suitable for the creative behavior of every child.

"Enterprise"

An organized space must offer precise incentives but it must also leave possibilities to explore: can "entrepreneurial



spirit" be supported and nourished by a favorable environment? The good designing of the environment improves knowledge as it offers, without imposing it, the possibility to test yourself in an original and personal way.

The tools used are adequate for the children's age. At the end of every experience the tools and the objects are classified and placed in the "scientific corner".

What we did

When we planned the scientific activities we decided to leave the children free to focus their attention on environments and materials in a structured and not structured way. We worked as facilitators and answered the children's questions.

During the activities we analyzed the spontaneous relationships of the children with the environmental context: this interaction produced occasions to organize activities based on observation, classification on logic basis, search for links, differences and similarities, transformations. During these three years of experimentation we understood that the first experiences are related with water, soil, plants, animals, schools' or houses' garden. Usually the grass of the school's garden and the objects collected during the holidays fill the classes and these objects must be analyzed and properly placed in the classroom. We must decide where to put them and how to store them. This activity fosters spontaneous classification of shapes, colors, dimensions, smells...but not only: with this activity you can discover the living world.

How can we store this object? Do we have all the necessary tools to observe its transformations? For all these reasons it's fundamental to find shared criteria and think about what can spur the children to focus on logical operations like classifications, making groups, naming the materials ecc....

In this way the children can spontaneously understand that it's necessary to create a specific space for the objects and can find new original criteria to store and classify them.

The children start to feel to necessity to tidy up the class and, when everything is cleaned up, it is even easier for them to understand. For this reason it was born in every school a "scientific corner", a space to store and observe things but also an area full of personal and school memories.

Final remarks

At the beginning it was not easy: the experience's idea was only embryonic, the method was unknown, the contents new. We were afraid that we could not answer the children in the right way from the scientific point of view. However, thanks to the children's enthusiasm, our first uncertainties disappeared. The previous experiences of the children were linked with the new ones and these created interesting debates in which everyone contributed to transform questions in a chain of answers and vice versa.



Our scientific adventure starts with the games in the school playground: the children use spontaneously the natural elements of the soil, they collect them and ask questions..."what are these? "... why are they on the ground ?"... why do they fall down?"... there are lots of them"...(ex: the husks). In this way it is possible to foster children's curiosity for the elements they search or find. Then, day by day, they collected in every environment they went with their families (mountains, seaside, countryside...) every kind of elements.

The cooperation of some families which spurred the interests of their children contributed to this "project" creating a favorable context.

The idea of creating a "project" about the chestnuts derived from the children's interest for the chestnuts of the school's horse chestnut and from the comparison with the edible ones collected by a child in the mountains during his holidays with the family. The cooperation of Ms. Cinzia Galli (natural sciences expert) was fundamental to define the evolution of the didactic path.

I, the teacher, was more a mediator not only a knowledge conveyer, and in this way I could water down my anxiety.

The project went on respecting the children's interests and it was sometimes stopped when the children were not interested anymore.

I adapt

When teachers respect the children's needs they offer to the children the possibility to experiment what it is means "to adapt".

I tried to respect their needs and in this way the children could perceive these activities in a natural way and with personal motivations: they spontaneously went close to the scientific corner to observe the classified objects.

It was exciting participating and observing the wonder of a lot of eyes eager to see, understand, perceive sensations and get knowledge, make comparisons, compare elements, touch them, smell them, notice the differences and ask "why". The wonder and satisfaction of the children when they noticed new elements gave me the opportunity to understand that the scientific method can be used not only by scientists but also by all those people who have to study new topics.

## **2 Embedding a Culture of Creativity and Enterprise 2010**

**Contact name: RACHEL WELDON**

**Position of contact: DEPUTY HEADTEACHER**

**School: ST GEORGE'S**

**Location:**

ISLE OF WIGHT. Population = 150,000. High unemployment; below average annual salaries – 25% lower.

**Total Pupil numbers: 160**



### **Age range and Year Group involved in the**

**project:** 11 – 19. All students involved in project.

#### **Outline of project:**

Please see powerpoint presentation

#### **What did you do?**

As above

#### **Why did you do it?**

The school recognised the benefits for our young people of using creativity as a vehicle through which to teach and them to learn. With relation to the Dragon project we wanted to use and sustain what had been created through partnership working. The business idea came from Nigel George, co partner of public artists, Eccleston George, who had become very attached to the school and wanted to continue to work alongside us in developing opportunities for our students.

#### **Who was involved?**

The whole school was involved in creating the resources that are now part of Dragon but Dragon itself involves:

All staff and students - using the resources as part of own curriculum

People involved in setting up the project:

Headteacher

Deputy Head – RW

Eccleston George

Two teachers

Two support staff

Creative Partnership Agent – Ian Whitmore

People involved in running the project and on the committee:

Six students

Three support staff

Two teachers

Deputy Head

Three members of Eccleston George

Ian Whitmore

#### **What has been the impact?**

Please see slideshow for direct impact of Dragon

#### **How/ has it changed beliefs, attitudes and behaviours?**

As a result of running the primary workshops and showing visitors around our students have had the opportunity to demonstrate their skills and abilities. This has helped tremendously to break down barriers and remove preconceived ideas about SEN students amongst the community. It gives our students an immense feeling of self worth and pride.

#### **How has it benefitted:**

##### **Your pupils?**

See above and slide show

##### **Your teachers?**

See slide show

##### **The School as a whole?**

In a nutshell, it has put us on the map!

##### **The Local Community?**

As above but also given the community an additional teaching resource that can be accessed at very reasonable costs.

##### **Parental involvement?**

A number of our parents support fundraising for Dragon. One parent donated two sculptures that are displayed in the woodland area.

This is an area that we would like to develop further.



## **What resources did you need? Did you need**

**a**

### **source of funding?**

Money!

Funding has come from the following:

- Creative Partnerships initially to create our first four learning zones (Boat, Dino dig, willow dome and sensory dome)
- AONB - £10,000. Used to develop the woodland area
- National Lottery Awards for All - £10,000. Used to create the Mediterranean garden areas
- Many donations from local businesses and charities including money, time and resources

### **What has been the outcome?**

The 'snowball' effect of Dragon is the most exciting thing. Being recognised by this European working party as having excellent creativity in the school is the 'icing on the cake for us'.

### **How does this fit with the Curriculum and in what ways have you redeveloped, redesigned the curriculum?**

Currently classes use Dragon on an individual bases both for learning opportunities, where it fits into the curriculum (e.g. one class is studying dinosaurs this term and so is making use of the dino dig) but also in helping to maintain the resources.

As far as creativity in general is concerned, all staff demonstrate how they use it in their medium term planning. There is an expectation that staff do teach as creatively as they can as the whole school recognises the significant impact it can have on students' ability to learn.

**3: St Marks – Journey Through Time /bilagd fil/**

**4: St Marks – Faraway Tree Project /bilagd fil/**

**5: St Marks – Sensory Class Plan /bilagd fil/**



## **6: Reflection After a Course for Head-Masters**

### **Några ord efter ett kurstillfälle**

Vi har morgonsamling och Bengt läser för oss ur Kerstin Ekmans "Händelser vid vatten". Det är en episod långt in i boken där läraren plötsligt får kontakt med barnen på ett sätt som blir speciellt. Polisen har med sin berättelse om tjuvjakt väckt barnens intresse och arbetet i skolan får liv. Barnen är inte längre, som läraren tidigare tyckt, tröga och grå utan fulla av arbetsiver.

Berättelsen ger grund för vår fråga: "Vad är det som händer när det tändar?"

Vad är det som gör skillnad när vardagslunken plötsligt får liv. Vi har alla upplevt tillfällena när allt bara går av sig självt. Det bara händer. Våra växellådsdrev bara klickar in i varandra, ekrarna sjunger i hjulen, båten dansar över vågtopparna. Hur blir det så där? Mellan lärare och barn, mellan barn och barn, mellan lärare och ledning, i arbetslagen. Vad är det som händer?

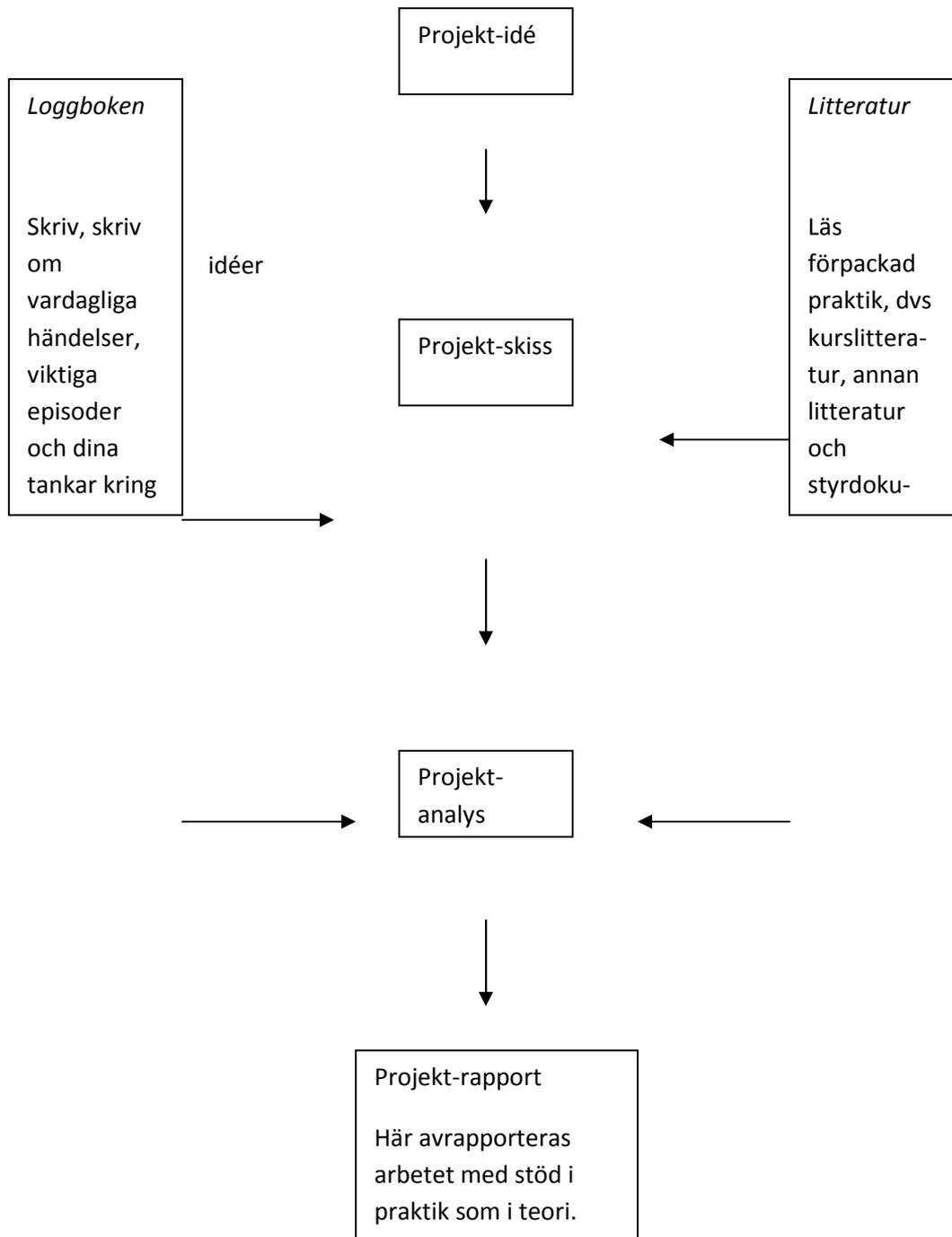
Det är det vi tycker att vi ska kika på. Plocka fram episoder och granska från sidan. Ta hjälp av varandra, beprövad praktik, systematiserad praktik (teori), analysera, tolka och reflektera. Hur lär vi oss att se, känna och förstå när det tändar och hur ska vi kunna vara både nära och på avstånd samtidigt, för att inleda en systematisering av erfarenheter av den tändande sorten? Och om det är ogörligt, få fatt på exemplet, dokumentera det så noga som det bara går för att undvika slutsatser ur anekdoter? Hur träna analogiseende?

Vi tror att det är hög tid att skolpersonalen mycket mera ägnar sig åt att beforska sin vardag. Av flera skäl; vi har varit dåliga på att för omvärlden tydliggöra hur enormt viktigt och komplicerat vårt arbete är (jämför läkare och arkitekter som är framträdande på sådant). Yrkets status har därmed successivt urholkats. I och med detta har också lärarnas självförtroende sjunkit (tycker vi oss våga påstå). Genom att lyfta och fokusera blicken på den egna vardagen och skärskåda de elektrifierade ögonblick då arbetsvardagen tändar får lärarna kontakt med sin (ofta förträngda) begåvning. Lärare ser sin kompetens tydligare och utvecklar sin förmåga att artikulera den för omvärlden. Vi vänder uppåt!

Begreppet entreprenörskap är förstås centralt i kursen. Men det begreppet har många, och ofta mycket skilda, tolkningar. En vetenskaplig artikel i entreprenörskap kan handla om kvantitativ analys av företagsstarter. Den kan också handla om den starke mannen och hans erövringar av marknadsandelar. Men entreprenörskap kan också handla om villkoren för kreativ handling, kollektivt samspel och så vidare. Vi skickar med en PDF-bok "Arenor för entreprenörskap" som utvecklar ett brett perspektiv på entreprenörskap. Boken kan ses som en fortsättning på Landströms "Entreprenörskapets rötter" om man så vill. Läs till och med kapitel tre. Vi brukar ibland säga att entreprenörskap i skolan – det är att göra verkstad av läroplanen. Hur tänker du?



En struktur för arbetet i kursen kan se ut som följer:





Man kan kanske säga att loggboksskrivandet och litteraturstudierna har två syften. Det första och kanske främsta är att vi i arbetet med att skriva och läsa (och samtala med varandra) får nya idéer. Vi upptäcker nya saker och förstår saker på nya och annorlunda sätt. Det kan vara mycket inspirerande. Det andra syftet är att loggboken och teorin ger underlag till en rapport. Tack vare loggboken kommer du/ni att ha många konkreta, praktiskt förankrade situationer att berätta om i rapporten. Därigenom blir den levande. Trovärdigheten ökar av att ni stöder era erfarenheter med teori. Att kunna koppla sina tankar till såväl en konkret praktik som andras redan tidigare gjorda erfarenheter (teori), gör rapporten extra trovärdig och läsvärd.

Nedan följer några lösryckta fraser från vårt avslutande samtal:

- vad händer i korsningen mellan direktiv och delaktighet, vilka "anfall" kan vi identifiera i korsningen?
- Hur balanserar vi känsla mot förnuft, varför är det viktigt att det är roligt i förskolan?
- Lärare är dåligt utbildade och saknar modeller för att beskriva praktiken
- Myter och föreställningar om arbetslaget
- :
- En perfekt sjuksköterska där (success) – är en hängbjörk här (brottningsmatch)
- Självförtroende – ingen plats
- Vad är det som sker?
- :
- Vad är det som händer?
- Vart, när, hur? Ibland händer det inte fast... och ibland ändå...? (jfr Ekman)
- Dokumentera detaljer!
- :
- Vad händer med de goda exemplen i Drivkraft?
- Vad är framgångsfaktorer? Fråga de involverade individerna.
- Kollektiv handledning – besöka arbetslag hos varandra
- Föräldragrupp?

## **7: ECECC-examples of activities to promote entrepreneurial learning in school – a course aiming at teachers**

In the autumn of 2009 the National Agency for Education in Sweden sent out a query to all Swedish Universities. The Agency wanted to know how the various institutions were involved in entrepreneurial learning, entrepreneurship in school. We at the University of Gävle told them what we had done and are doing. Our teacher training courses in Söderhamn is an important part of our activities (please see Magasinet, where some of the results are collected:

[http://cfl.se/download/18.b121ab912725ad650580003414/Magasin\\_Drivkraft\\_Eng.pdf](http://cfl.se/download/18.b121ab912725ad650580003414/Magasin_Drivkraft_Eng.pdf) ).

In spring 2010 we, Bengt, Pär and a colleague Kerstin, from the University of Gävle and five other universities were called to the National Agency for Education in Sweden. The Agency wanted us to develop a course in entrepreneurial learning directed at teachers in Swedish schools for children and adolescents.

The participants from the universities met three times during the spring (13 april, 7, 17 may). The course was developed and we delivered a complete syllabus before the



summer vacations. The Agency advertised the course and during the autumn 2010 the courses was implemented. All participants that were going to give the course had a meeting 13 of September to discuss the content in detail. In Gävle, we started on 28 September to give our course for 20 teachers. It was offered 13 courses all around Sweden to approximately 600 teachers.

Below is the curriculum that guided the work we did:

### **Syllabus and reading list for the course Entrepreneurial learning.**

The course consists of four joint training days and literature studies and independent studies representing a total of seven working days.

#### *Objectives*

The goal of this course are that participants should develop an understanding of what entrepreneurial learning means in School and assimilate basic attitudes and skills to be an entrepreneur in his own life.

#### *Course Content*

The course consists of two parts:

##### 1) entrepreneurship and entrepreneurial learning

The course deals with social forces, school policy decisions and policy documents, which form the basis for entrepreneurship in schools. Entrepreneurial learning is analyzed and problematised in relation to the preschool and school knowledge and task of character formation. The area of knowledge is also related to social development. The course deals with literature and issues of relevance to a broad understanding of entrepreneurship in the school context.

##### 2) entrepreneurial approach to school

The starting point is the students' professional knowledge and their practice with a view to further develop professional skills, specifically the ability to cope with learning situations through an entrepreneurial approach. This is accomplished by a communicative context and reflection on their own and others' knowledge and experience. The torque is also included for participants to carry out development works in which the course content is applied in its own operations, which was then discussed and analyzed. Issues such as student influence, teaching methods, assessment and interaction with society are analyzed in relation to the entrepreneurial approach.

#### *Learning outcomes*

After completing the course the participants should be able to

- Describe and discuss the content of entrepreneurship in schools from a broad perspective
- Analyze the policy documents in relation to entrepreneurial learning
- Reflect on how an entrepreneurial approach affects working and communicating with students, colleagues and the surrounding communities
- Present action strategies to how an entrepreneurial approach can help developing their own practice



## Education

## Course

structure involves a combination of both common events including lectures, seminars and process-oriented training, and distance learning in which an interactive web-based exchange is practiced. The course includes four joint training days. The course also includes studies of literature and implementation of a development project to enhance entrepreneurial learning in their own practice. The course is characterized by continuous reflected the interaction between the theoretical and practical parts of the course participants are active in.

### *This course is for:*

All groups of teachers in all types of schools, recreation, guidance counselors and the equivalent, from preschool to adult education. Priority makes requests from two or more candidates from the same school.

### *Number of participants*

20-30

### *Start and end dates*

2010 09 - 2010 12

### *Literature (in Scandinavian language)*

Berglund, Karin & Holmgren, Carina (2007) Entrepreneurship & school: What teachers said that they "do" when they do entrepreneurship in schools? Örebro: Forum on Small Business Research. Available as pdf:  
[http://www.fsf.se/publikation/lista/2007\\_17.htm](http://www.fsf.se/publikation/lista/2007_17.htm) (70's)

Berglund, Karin & Johansson, Anders, W. (2008) (Eds.), Arenas of entrepreneurship. Örebro: Forum småföretagarforskning. (Obtained at the start of the course, selected parts, 40's)

Skogen, Kjell & Sjøvoll, Jarle (2009) (Eds.). Teaching Entrepreneurship. Innovation og creativity in schools in the North.). Trondheim: Tapir academic publishers. (Selected parts, 30's)

National Agency for Education (2010) Creating and dare: If entrepreneurship in schools. Research for school. Stockholm: National Agency. (Obtained at the start, 100's)

Government Offices (2009) Strategy for entrepreneurship in education. Stockholm: Ministry of Industry and Ministry of Education. Available as pdf:  
<http://www.sweden.gov.se/sb/d/11359/a/126909>

Curriculum and syllabi for each type of school.

Audiobook: Who is an entrepreneur? <http://www.ltu.se/projekt/ljudbok>  
Additions make their own election literature

## **Experiences from a course in entrepreneurial learning (enterprise..) in Gävle during the autumn of 2010**

Perhaps it would be of interest to follow the course and reflect upon it?

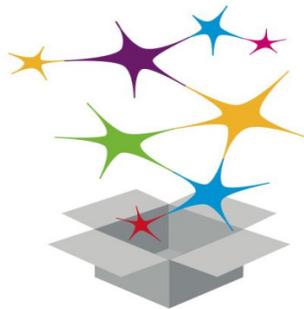


## **8: Söderhamn**

” Best practises” from Söderhamn, Sweden

examples for *development of education material* in project:

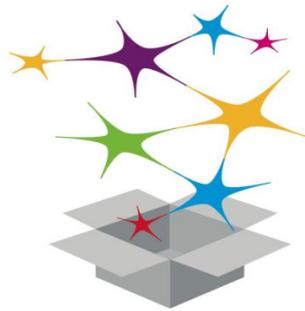
### **Embedding a Culture of Enterprise and Creativity in the Curriculum**



Söderhamn, Sweden 101212  
Bibbi Lodmark  
teacher/ project manager Drivkraft Söderhamn

#### **Content:**

1. *Söderhamns municipality Vision 2012*  
Embedding a culture of enterprise and creativity in the municipality of Söderhamn
2. *Project Drivkraft Söderhamn 2006-2012*  
Embedding a culture of enterprise and creativity in the schools
3. *Process for entrepreneurial approach and enterprising learning*  
*target group: principals and teachers*
4. *Process for entrepreneurial approach and entrepreneurial learning*  
*target group: children and students*
5. *Examples from different parts in the entrepreneurial learning process:*  
*movies and magazine*
6. *The core in the entrepreneurial learning process –*  
*“dare to think and DO outside the box”*



## 1. **Embedding a culture of enterprise and creativity in the municipality of Söderhamn, Sweden.**

The municipality of Söderhamn, through the work of Vision 2012, takes a holistic approach in the process of entrepreneurship and learning in several sectors. The municipality has a comprehensive strategy based on entrepreneurial development. Innovation and entrepreneurial thinking will permeate all levels, both in school and in different administrations. Entrepreneurial individuals are a necessity for a society to survive in a changing world. Enterprising people need, therefore, exist in all sectors - whether they are new or existing businesses, public sector or voluntary - for society to evolve and grow!

The leaders in the municipality decided that the project Drivkraft Söderhamn would embed a culture of enterprise and creativity and lead to an actual change by creating a new attitude in the municipality of Söderhamn. The future – that is Söderhamns children – is in the schools. The Drivkraft initiative gives schools opportunities to progress and lead development by training children and young people, giving them the skills to handle our new society.

<b>I/we do</b>	<b>– to act</b>
<b>I/we dare</b>	<b>– risk-taking</b>
<b>I/we can</b>	<b>- self belief</b>
<b>I/we adapt</b>	<b>- to be flexible</b>
<b>I/we innovate</b>	<b>– open-mindedness</b>

They must feel a sense of belief in the future and be well prepared for the demands and challenges they face once their school years are behind them. In schools, you have to train students and develop their talents for personal leadership, self-knowledge, learning and change (idea development) in addition to knowledge.

The winners of the future will be children, young people and adults who can accept major personal responsibility for their own futures and who have the drive to overcome the obstacles they face in life.

## 2.



## Drivkraft Söderhamn – the start of a new future!

### Embedding a culture of enterprise and creativity in the school system



The connecting thought in Söderhamn, Sweden  
from preprimary school to higher education:

*Learning environments in the school system that encourages the development of enterprising individuals, in that the activities are distinguished by an enterprising attitude.*

Entrepreneurship in school is not just to educate future entrepreneurs, nor is it a matter of giving the future citizens a greater chance of creating a good working life. Children are training during school time to build internal entrepreneurship to make external entrepreneurship. Entrepreneurship in school is as much about changing the practice of schools, and not least in view of what knowledge is and how learning is practiced. The mission is to be allowed an innovative and creative development in schools. Children and young people who feel that they are involved and can influence a better self-esteem and greater confidence in the future. The children and young people of Söderhamn must:

- ❖ be allowed to cultivate initiative and ideas, dreams and imaginations
- ❖ consciously make their own choices and take responsibility for those choices
- ❖ extend their participation and influence ever further
- ❖ be given time to reflect
- ❖ become leaders of their own lives

Our approach is fully in line with the opportunities that are described in the Swedish National curriculum. Teachers and students can jointly decide on learning contents, learning methods and work/project presentations. A Finnish researcher Bettina Backström – Widjeskog has revealed the entrepreneurship in education systems in the following three divisions:

1. Immanent  
is an educational approach in the classroom. It is about maintaining and developing children and young innate curiosity, initiative and self-reliance, to educate so that they can create and courage in every aspect of life!



2. Technical are  
learning concepts such as Young Enterprise and Summer Camps Contractors. Overall objective is then to develop the skills to become self-employed.

3. Cooperatives  
is collusion school - work / community where the aim is to develop work skills / vocational knowledge

Drivkraft is working with developing in all three sectors, but as a best practice example, the writer will focus on the immanent development in the school system due to the entrepreneurial approach is the basis for development in entrepreneurial learning as well as in technical and cooperatives areas. Schools often focus on gaps and weaknesses in training and control (external motivation). This project is highlighting focus on interests, ideas and forces through liberation (internal motivation) The project aim is to get a better balance of those two approaches to learning.

The goal of the project process involves changes in teaching assignments and teachers and students learning process. The entrepreneurial attitude and entrepreneurial learning teachers role focus less on teaching and more on “seize the knowledge of learning” and coaching student in learning process. Competence will not be gained simply by experiencing; you have to work with your experience as well.

A professional student:

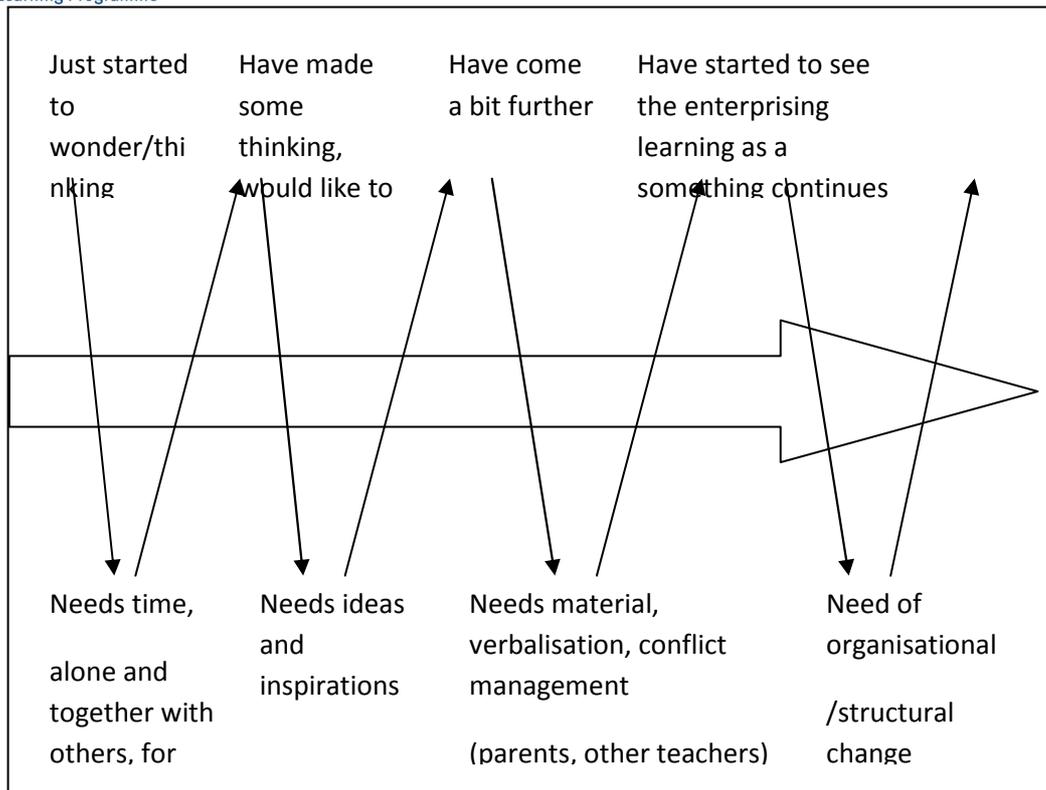
- ❖ knows all about learning processes in general and about their own learning processes
- ❖ knows where to find sources and how to use them
- ❖ knows how to learn together with others
- ❖ is able to control their own working time and effort
- ❖ knows about the targets for their learning and the criteria for their results
- ❖ has the ability to relate what they know to reality
- ❖ knows how to produce and describe the results of their learning work
- ❖ is motivated to work and has the determination to do that work
- ❖ has self-confidence and a sense of personal security so that they can take responsibility for their own learning
- ❖ has the ability to use their own creativity

*Aha! Entrepreneurial learning  
by Johannison, Madsén and Wallentin*

Drivkraft started with the initiation process in 2006 for principals and teachers to understand *why, what and how* about the project goal and had a dialogue how we can support the learning process for principals and teachers.

Drivkraft had a lot of activities like kick-off party, inspiration, information, environment reconnaissance, lectures, training and arenas in order to highlight good examples.

Drivkraft interactive research in 2007 shows that the initiation of the entrepreneurial approach and entrepreneurial learning was on many different levels.



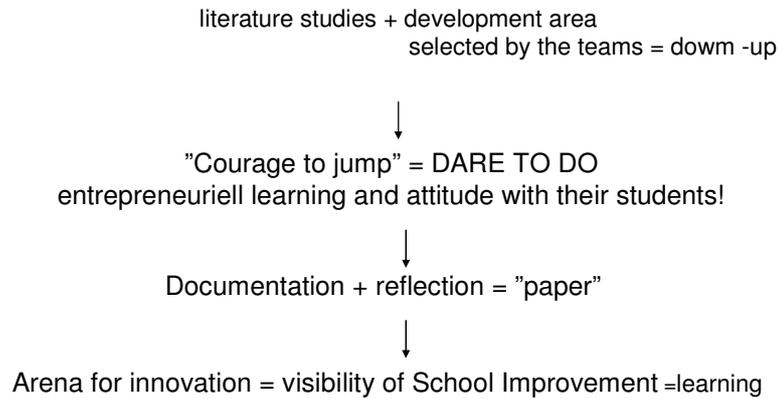
In the implementation phase Drivkraft started many training courses for teachers at all school levels. Common to all courses is that the school's operation and school's development must go hand in hand and it is important that the teachers have influence in which areas they wish to develop in entrepreneurial attitude and learning.

The learning concept builds on the belief that entrepreneurship is something we need to train constantly and therefore should be part of lifelong learning. Teachers, children and students work differently and are actively improving these skills during their own lifelong learning while working with the national curriculum. It is about changing the schools practice - what knowledge is and how the process of learning is practiced.



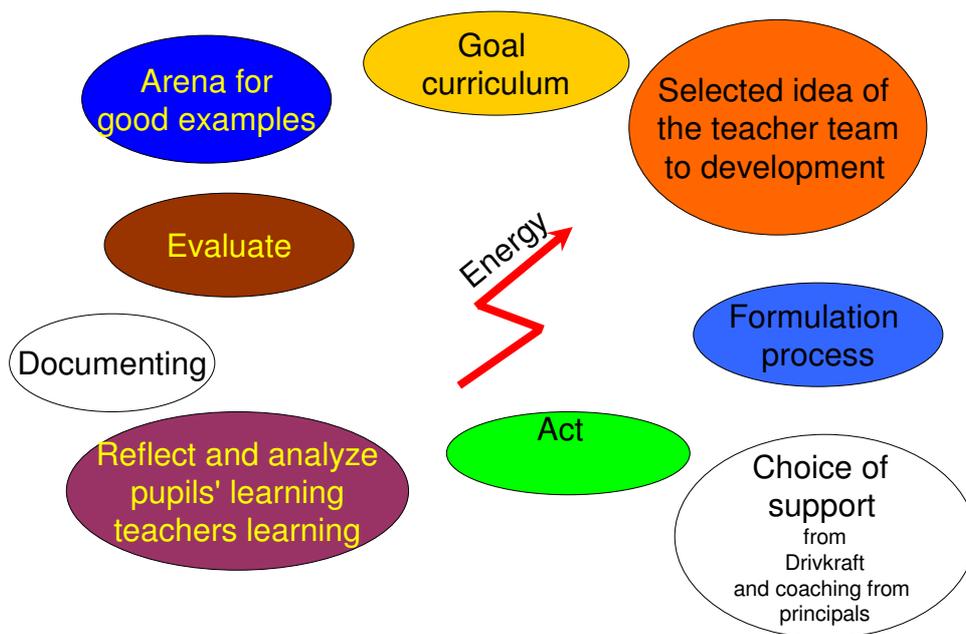
## **Process for entrepreneurial approach and enterprising learning** **target group: principals and teachers**

### Process in different Drivkraft educations 2006-2010



Continuous development in schools demands a continuous process for entrepreneurial approach and enterprising learning and idea development that is, a learning organization for principals as well as teachers.

Entrepreneurial learning process for principals and teachers -  
Learning to learn and have power over their own learning.



Through reflection old patterns of thought can be broken and new solutions and points of view can develop. The teacher role is more reflective and is working to develop students to become professional in their own learning in the direction of lifelong learning:

“The Drivkraft project and entrepreneurial learning have given us a completely different approach. Of course, this goes for the children too; everything is based on the children and their interests. Moreover, all of



us working here have taken on board a more structured approach to our professional skills,”

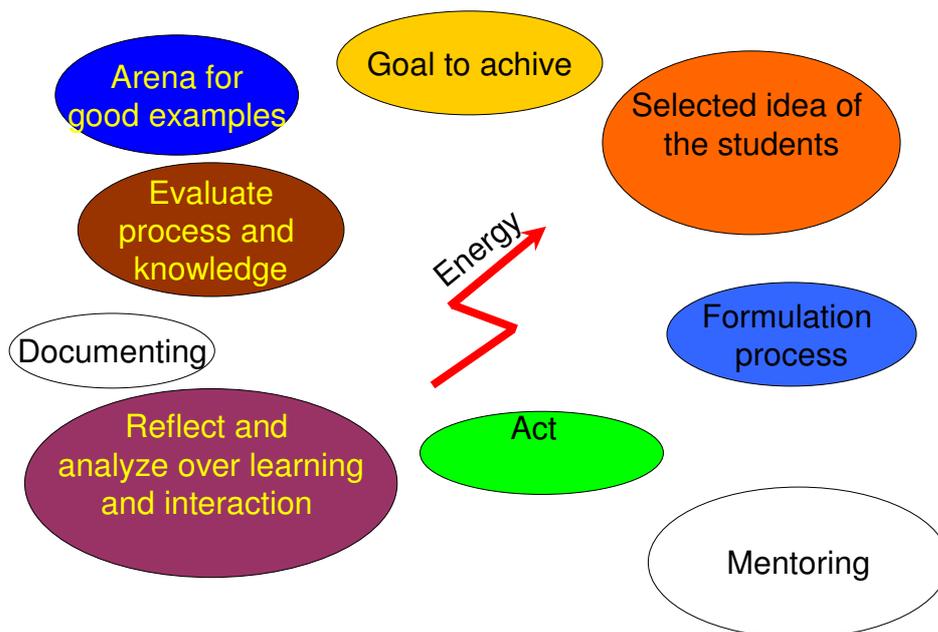
Teacher Kristina Svensson  
 Drivkraft Magasine page 7

#### 4.

### Process for entrepreneurial approach and entrepreneurial learning target group: children and students

Entrepreneurial learning is to stimulate students' basic motivation and increase the degree of personal leadership that is knowledge of oneself. Students encouraged to take responsibility to reflect, develop ideas and drive. This is made possible by the teacher / team approach, the student / team approach and by the content of learning and way of working process. Learning process based on the student / group's strengths, characteristics, interests and ideas.

Entrepreneurial learning process for children and students:  
 Learning to learn and have power over their own learning.



Through reflection old patterns of thought can be broken and new solutions and points of view can develop. The teacher role is more reflective and is working to develop students to become professional in their own learning in the direction of lifelong learning.

Teacher's role is:

- Encourage suggestions, ideas and own INITIATIVE = supporting pupils to make choices and take responsibility for their learning (affect one's future)
  - Extend / provide knowledge
  - Mentor / coach
- Get the student to function socially (= personal development individually and in



groups)

Provide ongoing encouragement and constructive criticism (analysis and evaluation)

There are no failures - just learning!

**An educational turning point**

“When children feel they can influence things, they show more of an interest and absorb all the things that are happening around them. But agreeing to everything is simply not possible. The job of the educationalist involves finding that fine line between authoritarian concerns and complete freedom.”

Maud Nordström  
Magazine Page 6



## 5. Examples from different parts in the entrepreneurial learning process

The magazine and the films give concrete examples.

### A. Drivkraft magazine

<http://www.soderhamn.se/utbildningskolabarn/entreprenorielltlarande/rapporteranalyser.4.920835812941ee6e8a800013262.html>

### B. Movies

The first film F- year 2 shows one why to start a theme based on curriculum learning objectives. The teacher let the children's initiative, ideas and knowledge create motivation to learn. The film clearly shows how learning depends on the interaction between people, environment and situation.

>>>> **FILM länk som översätts f.n Den ska in här.**

The second film year 6 is about two girls who chose to improve themselves in a common interest - dance. The film shows the girls' presentation and subsequent evaluation.

>>> **FILM länk som översätts f.n Den ska in här.**

The third film year 9 is one of the student results in an environmental theme. The student film gives rise to many topics to discuss and learn more about.

>>> **FILM länk som översätts f.n Den ska in här.**

The above example shows what Drivkraft Söderhamn mean by that:

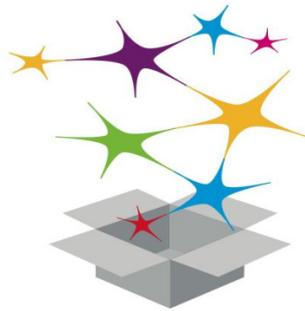
*The children and young people of Söderhamn must:*

- ❖ *be allowed to cultivate initiative and ideas, dreams and imaginations*
- ❖ *consciously make their own choices and take responsibility for those choices*
- ❖ *extend their participation and influence ever further*
- ❖ *be given time to reflect*
- ❖ *become leaders of their own lives*

## 6. The core in the entrepreneurial learning process

“dare to think and DO outside the box”

is an educational approach and environment in  
the learning situation



It is about maintaining and developing children and young innate curiosity, initiative and self-reliance, to educate so that they can create and courage in every aspect of life!

**I/we do – to act**  
**I/we dare – risk-taking**  
**I/we can – self belief**  
**I/we adapt – to be flexible**  
**I/we innovate – open-mindedness**

Creativity many different forms of expression increase the brain's plasticity and increase the ability to solve problems. Creativity involves a large degree of risk. To be creative you need to be prepared to be wrong or make mistakes. A modern and successful school needs an educational and social environment conducive to creative learning. This means the activation of each student so that all developed and no one is afraid to attend or speak that she or he can not keep up.

“Dare to think and do outside the box “depends on the interaction between people, environment and situation.

Embedding a Culture of Enterprise and Creativity in the Curriculum

// .. It will hopefully lead to a more narrow topic orientation changed to a wider holistic approach, where reproduction and results been replaced by innovative and processes. If you see an educational entrepreneurship in that way, so it harmonizes well with the school in general and with the idea of lifelong learning - it fits quite easily into the existing valuation basis .. //

PH. Dr. Bettina Backström – Widjeskog



## **9: Entrepreneurial Education Visavi**

### **Teachers and Principals**

We will tell a story about how, why and with what we have been working together during the last seven years. We are Pär Vilhelmson and Bengt Söderhäll teachers at the University of Gävle, Pär in Business Administration and Bengt in Educational Sciences. We both have backgrounds as teachers in compulsory schools.

The history goes: One day Pär is approaching Bengt, saying: - Can I please profit on you? We did not know each other at this moment, but Pär knew that Bengt was enrolled in the teaching of teacher students and had been given a task to give put together a course for teacher students in Business Administration. As Pär thought he did not have enough knowledge about the actual school development and the steering of the school and coming from a group of researchers in entrepreneurship, he enjoyed this challenge.

The result of this first meeting, became the starting point of a range of activities. First, the course for the student teachers was development. Secondly, Pär and Bengt wrote a paper about the thoughts of a principle at an independent school, presented at the RENT XVIII Conference in Copenhagen in November 2004 with focus on “Managing Complexity and Change in Small and Medium Enterprises”: *The Independent School of Sventon: A Part of the Public Sphere Rethought and Remade by Entrepreneurs. A New Framework for the Organization and Operation of Schools and a Strategic Use of School Actants and Professional Knowledge.* Thirdly, we arranged days of inspiration with lectures and hands on, under the title “How to make a workshop of the curriculum?” This was at the University of Gävle and we had 200 participants. During a break, one of the participants, Bibbi Lodmark from Söderhamn, asked us if the University could help the municipality of Söderhamn to develop school activities on an entrepreneurial line. This she motivated by expressing the change and complexity when Söderhamn is moving from an industrial town into something else.

After this we developed two academic courses in Entrepreneurial Learning (7,5+7,5 ECTS) and in 2006 we began working with these courses in Söderhamn. Over the years, we have been giving this course for around five hundred teachers in Söderhamn – from pre-school teachers to upper secondary school teachers and also headmasters.

What we could not see when all this started, was that we had something in our hands that could generate a new perspective, at least for us, on the activities in schools.

And now we are here, in this ECECC project, coordinated from Söderhamn, together with participants from England, Italy and Czech Republic. As this project grew, a need for complementary competence arrived and we asked Kerstin Bragby at the University of Gävle, working with drama, leadership and regional development and also a Ph D student in this field, to join the project.

### *The Courses In Retrospect*

The form was set: 5-7 half days in Söderhamn, 80 kilometres north of our work place; a course of 7,5 ECTS is usually operated over a period of five weeks, but here we decided together with the other participants to work with the course from half to a whole school year, depending on the local situation.

Before we had our first seminar of the first course, we had collected some quotes from fiction literature, film and music that were in some way pointing in a direction



sympathetic to what we thought we were going to do together with the other participants, the teachers of Söderhamn. The way we had planned this first seminar, can be described like this: *we did not want to know what to say, but we need to know what to talk about*. What we were going to talk about and to work with, was this “entrepreneurial teaching-learning”.

- We had a vague idea about what this could mean and we used a text from the Swedish Agency for Economic and Regional Growth (Tillväxtverket) mentioned before to elaborate upon this concept of *entrepreneurial*:  
Entrepreneurship is a dynamic and social process in which individuals, alone or in partnership, identify opportunities and make something with them to transform ideas into practical and targeted activities in the social, cultural or economic context.

But how to create opportunities for a dynamic and social process to occur, in which we all, including ourselves could discover what it meant to be entrepreneurial in our professional roles, what it meant to transform the ideas of being creative innovators of a new school culture to a practical activity and reality?

We had the idea to take out the course, to *plot* the course, together with the other participants to create a didactic room where we all are learners and teachers. We also had the assumption that the teachers that were taking the course, had a lot of knowledge and skills that were not explicit and that during this course, part of these skills and knowledge could be articulated and communicated. Probably we also intuitively knew that we had put our selves at some kind of risk, to unsecure the situation in an inspiring way, if we were not to fall into the traps of the autopilots in our selves and the participants.

For the first seminar, and we had decided not to be lecturing, we had discussed how to open the scene. After some time, Pär came up with the idea that we should sing a song as a starter and not rehearse it too well. So, Pär brought his accordion, which he claims he cannot play, and Bengt his ukulele and we sang the song of Freuline Saga. The text is about a vision of a society in which the human relation is celebrated and dared in the face of war, and socially alienating conventions. The song was personal to us, and talked to our hearts about trusting something deeper, and how empty and painful it is to live in a culture or situation that have no room for what truly makes us meaningful for each other. In retrospect we can see that to allow this personal engagement to flower in us as adult, has been a key opener and theme in different texts and poems that we have used to catalyse the process together. To become touched as grown ups helps us becoming alert to what makes us creative and available for each other and the children in a new way within our professional roles. And we have come to understand that this is un underestimated and vital component in the task to experiment with how to create a new school culture, based on inner motivation, deeper context and meaningfulness. We have to do ourselves what we want to teach.

In October this year, we had a project meeting in Söderhamn and one afternoon we visited Skärså, on the Baltic. A man was repairing a house and when we passed him, he waved, shouted at us, put down his electric drill and walked over the ditch to us. It was Nils-Olov, one of the teachers that had been in the first of the courses and immediately he began to talk about our not so well repeated performance of “Fräulein Saga”:

- That was what made us go on. We had a feeling that this was for real. We copied the idea and started our project with a song!



In retrospect we may suggest that the song had a dimension of authenticity and vulnerability and this led to open the minds of skillful professionals and confirmed our hypothesis that we all are more skillful and capable than we show in our every day work, but also that we need to break the routine performance, to allow more of our creatively performed understanding to come alive.

We also have heard from other participants, that they were frustrated from this our opening of the course and from the fact that we continued to work without using too much frontal education. These frustrated participants also said that they were not familiar with a course where they themselves should be so active. Later, though, this grew into becoming a part of what they experienced as a benefit of the course; not taking the quick fix through the already known grounds, but to dare the chaos, and to wait for a new direction in how to coordinate it and let new ways of acting to emerge.

A third voice...

Having worked together with Pär and Bengt for the last two years and interviewing them as well as continue to develop the courses together with them I would describe it like this. We are all challenged to trust and develop a deeper ability to use the unknown to make our intentions come alive in the now. And we in our leadership role of the course also learned to build learning journey's together with the participants, with an interactive and more balanced dynamic between spontaneity and structure.

Today, many courses later we have developed this into our own culture of "thick preparation", which consist of a "heating up of the focus and subject" through our own conversation about the small and big things going on for ourselves in relation to what we are going to teach. And sometimes we talk about what is in our hearts without knowing how we will use it, but we trust that it makes us "present", or create a charge in us that makes us ready to ignite the theme and connection to the group. This means we are prepared with aliveness in connection to a lot of different aspects and perspectives of our theme. The actual planning of the course, becomes very easy and often consists of coordination all ready existing elements, creating a structure through which a mutual and adventures dialogue and conversation of discovery can take place together with the group. We still often find a story, a poem or a song that helps as hit the cord in the room, or use improvisational opportunities with group that we can act upon. And as Pär so elegantly suddenly said in one seminar to the group; "plan A is that you all take over the course, and our planning is a plan B".

We had from the start, suggested that groups of teachers, competent teams, should attend the course. Between our seminars these teams worked with projects at their schools, projects they had chosen together with their pupils. Because of this, that the unique situation of the different schools and teams were focused, the need for activity from every participant was crucial. Most time at the seminars were used for the groups to form, talk about and later evaluate their projects. Pär and Bengt were more of critical friends and go-between the groups than lecturing academics. We also had a role of moderators, or "co-writers of the course" and this we can describe by quoting Tomas Tranströmer, Nobel Laureate of Literature 2011:

But the writer is halfway into his image, there  
he travels, at the same time eagle and mole.

Men skrivaren är halvvägs i sin bild



och färdas där på en gång mullvad och örn.<sup>1</sup>

In the forming of the projects, we have steered with a question; in English something like What's happening when it says Wow? When we continued to talk about this question, we wondered what made the difference, the positive difference and we were, without really having known it, looking for turning points. Turning points in a creational story of an entrepreneurial educational event, maybe without the storyteller even knowing that it could be defined as such.

#### Kerstin's third voice

When we talk more about the uses of stories being such big forum in our seminars, stories in literature and from the participants and our own real and professional life, we realize that we are organising this "storytelling room" as a resource for learning. The "how" is the central aspect, and the general didactic focus is more like a radiating fond. We are unlocking "packages of knowledge" hidden in each persons experience, as well as in written stories. The problem, the turning points, and the different situated solutions function as our "live textbook" in our search and active participation in understanding and recreating, "reconfiguring out" our new ways of teaching and learning in entrepreneurial and creative ways. That is why creating a safe room to express and listen in a deep space of respect and attention to the words and meaning, is so effective. We have kept on realizing the importance of including sharing's from our own uncertainty, which is not the same as being victims of our own insecurity. It is more a way to embody in us, "a safe vulnerability", which creates a social acceptance of being able to start where you are, and be valuable from your own starting points. That is to trust what you have in your hands to be the material you are creating with and not aiming at a ready made result. Even mistakes, unclear thinking, critical perspectives and worries become a resource for learning. We also learned to trust the silence, to allow an empty space to be there, to wait for an invitation before we put our own view out. And when the experiences shared are not yet conscious knowledge, we learned to mirror in a supportive way that starts to transform them into living insights.

So this is how we are catalyzing a culture of sharing and creating knowledge. We hit the cord through our own open search and sharing, and through that we also activate in real interaction the unarticulated knowledge and experience in everyone else. This generates our common body of knowledge, which makes us resourceful for each other in creating our professional practices. Besides being the mole together with everyone else, our role also consists of shifting into the eagle perspective, and to assemble and summon up the perspectives and aspects of what we are experiencing, experimenting with in practice and telling each other. When appropriate we connect theories, concepts and general understanding out of the "paper text books" to the "live text book" hovering in the room. That gives an expanded dimension to what has been emerging between us. And for the teachers, the space for reflection and dialogue in collaboration with one and another has become an important part of an important competence in the new roles as teachers.

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<sup>1</sup> Tomas Tranströmer (2001) *Samlade dikter 1954-1996*, Stockholm: Albert Bonniers Förlag, s 62.



### *The Green Peugeot 307*

The influence of a green Peugeot 307 is of great significance for the development of the courses. Above we mentioned that the distance between Gävle and Söderhamn is 80 kilometers, and we have had courses also farther away. Between thumb and index finger, we have been going in the green Peugeot 307 almost 10 000 kilometers and the topic of the talk in our rolling mini seminar, has been these courses, from details of the schedule over steering documents, course literature, films, poetry, music and to different mindscapes. We want to end our story with some quotes that have been generative for us, that are helping us to think, hopefully in more creative and innovative ways.

#### No Way Back

Two participants of the courses had a project where pupils of fourteen years taught pupils of eleven years. When they reported their project, they said that they now have “the control” elsewhere and that there is *no way back* to the more formal way of teaching they had used earlier, as they experienced that the pupils learned more and in a more creative way aligned with the curriculum and at the same time developed their own professional skills.

We also have experienced this and a result of our work with and in the courses, has changed our ways of teaching. We guess we have come to grips with a broader teaching repertoire.

#### The Crack

From the start we used a quote from Leonard Cohen. The idea was that this should open for change in the professional behavior and also suggest that the paradigm we are in could be questioned.

There is a crack in everything  
That's how the light gets in.<sup>2</sup>

To us, this quote has works as a check point. We have actively looked for cracks in our own work as well as in the different definitions and aspects of entrepreneurial learning.

#### Two Truths

When we started the courses, we wanted to have working teams or at least more than one participant from each school. Our poetic and today also confirmed understanding of why that is crucial is illustrated with another Tranströmer poem:

Two truths draw nearer each other. One comes from, inside, one comes  
from outside  
and where they meet we have a chance to see ourselves.

Två sanningar närmar sig varann. En kommer inifrån,  
en kommer utifrån  
och där de möts har man chans att få se sig själv.<sup>3</sup>

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<sup>2</sup> From the song *Anthem* on the album *The Future*, 1992, Columbia

<sup>3</sup> Tomas Tranströmer (2001) *Samlade dikter 1954-1996*, Stockholm: Albert Bonniers Förlag, s 147



### Join The Good In Me

This quote we never used in the courses, but it says something about what we have experienced have happened in the courses. Film actress Lena Nyman was asked what her opinion about director Vilgot Sjöman is. She answered: - I like Vilgot a lot. He is joining the good in me.

We have seen this happen, that teachers earlier worked in parallel and separated ways, now work together and learn from each other, they have joined the good in each other and this also goes for us.