



WP5:38 Analysis – Educational Text

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

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In March of 2011 we analyzed the project *Embedding a Culture of Enterprise and Creativity in the Curriculum* that far. The text from that moment, is pasted below today's text of the 3d of April 2012

We are now very close to the end of this our project. We will number some reflections of the work.

One

When thinking back, we really are sorry that the Estonian partner is not with us. We had such good And inspiring talks in Rakvere and our reflection on why the Estonian partner left the project is.

Maybe the word 'best' is what became the trouble, as the historical background defining this 'best practice' became a burden instead of inspiration. We also from the beginning problematized this and suggested the word 'interesting practice' instead. This, we hope, we will to come back to as we experience that the conditions for the participants are quite different from each other.

Two

Micro – meso – mikro

When looking through the examples presented, we conclude that these examples are from separate levels of the educational system. For the future, it would be, we think, very generative to examine and analyze how these examples correspond with each other.

Söderhamn: the municipality level – macro

Portsmouth/South of England: managerial level - meso

Cremona: hands on in classes – the most decentralized level – micro

Three

We suggest from our experience that entrepreneurial learning requires that all levels are active. We can see that the middle level has been the weakest partner in some Swedish environments. We sense that this is not the situation in England. Very preliminary, se see that the head masters there are the strongest fighters for entrepreneurial approaches.

This, we see, is a very important thing to examine further, if we want to embed culture of enterprise and creativity in the curriculum, i e in every day work at school.

Four

When working in this project, we have worked out some words with which we try to come to grips with all this. We will just present this row of words without comments and hope that bit is obvious what direction this is pointing at:

- the capable teacher – the capable pupil – in every person there are capacities hampered by 'something'
- reciprocity - cooperation
- symmetric relations

Five

Team work

We have since 2007 worked with teachers and head masters in courses on entrepreneurial learning, and one thing that is really a central factor for success is



that teachers cooperate in teams. When we started the courses, one criteria was that there should be teams coming to the courses. Sometimes this was impossible for practical reasons and we saw that these pilots for the sake, quite quickly ended up in the traditional way of working again.

Six

Entrepreneurship is a much broader concept than we understood when we started. Entrepreneurship has for most citizen nothing to do with education. Most people think it is something for the business arena. This has mainly been good, as we have been forced to elaborate on the concept of the entrepreneurial. At the moment, we are looking for other words for the school activities we label entrepreneurial. Words we try to use in this are:

Innovative, street smart, synergetic, ingenious, full of ideas, artful, serendepic – and this as a capacity within and between individuals.

Seven

In this we see there is a process, a long process of change and we hope for the better. Writing 'better' we mean more efficient and generative educational habitats for us all. We see this as a continuation of the Enlightenment and that a small European project like ours can contribute to the implementation of the above described and thus in a critical constructive meaning building a bridge between all human expressions and here liberal education, we believe, is necessary.

Progress Report March 2011

Analysis of the project *Embedding a Culture of Enterprise and Creativity in the Curriculum* so far:

The project is aiming at promoting innovative, creative, entrepreneurial and enterprising spirit within the school curriculum in Europe. By showing examples of interesting practice in a safe environment, teachers will have an opportunity to elaborate upon their teaching skills and didactic qualities. The primary target group is teachers in school education, The secondary target group is school managers at the same level.

This far we have experienced some hesitation as to what the project is about, i e the start has been somewhat delayed due to changes among employed in the project. At the start, we assumed that we would experience different connotations and/or definitions of the key concepts entrepreneurship in school and entrepreneurial learning. This assumption we anchored in this model we sometimes use to analyze the unique contents in didactic situations – and saying unique we also assume that this uniqueness can shed light in other situations:

We argue /.../ that there is a need for qualitative intensive studies within the complex didactic domain of research, where it constantly is shown impossible or problematic to make generalizing conclusions.



Didactic approaches to problems concerning teaching –
learning are always *complex, contextually bound* and furthermore *historically formed*,
which make intensive studies necessary.¹

First we met in Söderhamn in January 2010 and we stipulated a preliminary definition of ‘enterprising’ as based on a number of statements. These statements are:

I do
I can
I dare
I adapt
I innovate

In the search for interesting practices we are supposed to look for examples of one or more of these statements in the activities we choose to observe.

Each participant has since been looking for interesting practices in the different contexts we represent. This was strongly emphasized at the Sharing of Knowledge II in České Budějovice, Czech Republic (20th of January – 21st of January, 2011).

After collecting these interesting practices we will analyze, reflect upon and test at an event in Milano (June 2011) and the final event in Söderhamn (April 2012) present a handbook for the dissemination of the result of the project.

What we have seen this far is that enterprising spirit and activities occur on different levels.

One is the micro level in classrooms. The Italian examples show this.

Also, the macro level is represented, as we can see in Söderhamn where the political steering is outspoken in a direction of more enterprising work in the municipality and thus, also in the school (Drivkraft).

On a meso level we experience examples that show enterprising development among headmasters, explicitly by the telling of the English participants.

We have also observed differences in the school contexts. Drawing upon the model that “didactic approaches to problems concerning teaching – learning are always *complex, contextually bound*” and furthermore *historically formed* we experience that traditional education is working in some places (Estonia). In others (England and Sweden), entrepreneurial and enterprising teaching/learning methods are more necessary. We can sense that we in the project have examples that are carried by methods as well as by ideas.

We also will develop thoughts on concepts of knowledge and competence to examine readiness for the uniqueness and unpredictability of the complexity in school practices.

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¹ Gerhard Arfwedson (ed) (2002) *Mellan praktik och teori*, s 7, Stockholm

