



ENTRE**COMP**EDU

**The Educators' Professional Competence
Framework for Entrepreneurial Learning**

Supporting teachers and trainers to deliver entrepreneurial competences
through their teaching

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Introduction

What makes entrepreneurial education distinctive is its focus on generating ideas, products and services that have value for others. While this might suggest a narrow economic or commercial purpose, this value also takes cultural and social forms.

The potential of entrepreneurial education goes far beyond training for students in tertiary colleges on how to start up a business. Educators recognise that fostering an **entrepreneurial mindset** is not only a question of preparing students for the future within the complex economic environment. It is also a means of fostering personal and social development so that students:

- gain skills in getting on with others
- express their creativity in suggesting solutions to problems
- learn to reflect on their own particular strengths, interests and aspirations
- adopt a can-do attitude and drive to turn ideas into action
- show resilience in handling setbacks
- apply their financial literacy and numeracy skills in real-world contexts
- communicate their ideas to a wide range of audience
- contribute to the community as active, responsible citizens.

Entrepreneurial education contributes to a more relevant curriculum, improved student motivation and opportunities to engage with the community. For these gains to be realized, however, an effective programme of professional development is needed to increase staff awareness of what entrepreneurial education has to offer.



Background

Over recent years, the importance of entrepreneurial education has attracted considerable attention among the world's policy-makers. The European Commission, views entrepreneurial activity as relevant to all levels of education, from nursery schools to universities and calls upon member states to ensure that 'All young people should benefit from at least one practical entrepreneurial experience before leaving compulsory education.'

It is worth noting that Entrepreneurial education has several characteristics, which many teachers may already be using but have not recognized these as being associated with Entrepreneurial education. These characteristics include:

- Experiential – learning through first-hand experience
- Value creating - creating something or service of value to others in real-life contexts.
- Collaborative - sharing and developing ideas with others to achieve a common goal
- Multidisciplinary - drawing on the knowledge and skills of those who work in different disciplines

This presupposes that educators have the necessary competences themselves to promote and foster students' entrepreneurial learning. Hence one of the prominent themes in the background literature is the need for teachers to benefit from continuing professional learning and development in entrepreneurial education.

Against this policy background, **EntreCompEdu** has been devised as a framework which describes the development of competences educators need to demonstrate in entrepreneurial education. It aligns closely to **EntreComp**, introduced in 2016 to build entrepreneurial capacity among European citizens (See Appendix 1). However, EntreCompEdu has an exclusive focus on supporting



educators and, along with the accompanying **professional learning and development** materials, offers guidance on entrepreneurial teaching, learning and assessment.



The structure of EntreCompEdu

EntreCompEdu comprises six inter-related elements, with **Entrepreneurial education competences**, which describe what educators should know, understand and do to promote and foster effective entrepreneurial education. These are accompanied by **Big questions**, framing educators' learning around key questions. The framework also recognizes that educators are likely to be at different stages along the entrepreneurial journey and so there are also **Stages of development**.

These stages of development indicate three broad stages in educators' professional learning and development. These levels are engaging, deepening and expansive, as the educators' knowledge and understanding of Entrepreneurial education grows. The framework also refers to **Proficiency levels**, (which describe progression at the end of the stages in the development of entrepreneurial education competences); **Applications**, (providing examples of how educators can demonstrate their entrepreneurial education competences) and **Orientations** (which, prompt educators to reflect upon the attitudes, beliefs and values which underpin their pedagogy and practice supporting entrepreneurial education.)



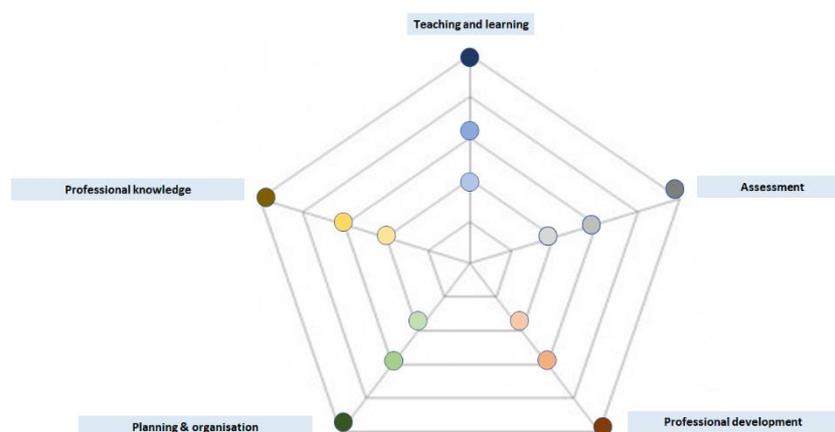
Introducing the EntreCompEdu teacher competences

The concept of **competence** describes the application of knowledge, skills, attitudes and values to meet complex demands. Competence-based approaches to professional learning revolve around individuals demonstrating evidence for what they know, understand and can do. EntreCompEdu comprises five areas of competence, based on a literature review of entrepreneurial education and aligning more or less to the broad competences common to teacher education programmes throughout Europe:

1. **Entrepreneurial knowledge and understanding** - This competence describes what educators need to know about: entrepreneurial education, how they can demonstrate that they value its importance; and the relevant theories that underpin how students develop entrepreneurial competences
2. **Planning and organization** - This second area of competence describes how educators plan and organize the environment for effective entrepreneurial learning to occur. The skillful educator ensures that planning provides sufficient purpose and direction but without hindering students' creativity through over-prescription.
3. **Teaching and training** - In education, teaching is the single most important factor in improving students' learning. Mastering basic instructional skills is essential in developing competences in a stimulating and engaging way. However, EntreCompEdu encourages educators to move towards a more expansive view of pedagogy. The term 'expansive' conveys the idea of expanding both the repertoire of teaching strategies and the opportunities afforded to students to learn in various contexts in and beyond education.



4. **Assessment** - This area of competence describes the kind of assessment practices that educators use to help students move forward in their entrepreneurial learning. In EntreCompEdu, the most expansive practices view assessment as a learning process where educators encourage students to set their own goals, self-monitor their progress towards achieving these and actively seek out feedback from different audiences. Educators also create space for unintended learning outcomes by providing open-ended tasks and are not tied to assessing students against predefined criteria. Such a view of student-led assessment goes beyond traditional practices where educators test students' knowledge (assessment *of* learning) and provide feedback to help them move forward (assessment *for* learning). Assessment of, for and as learning have a key role in entrepreneurial education.
5. **Professional Learning and Development** - Professional learning is defined as 'an active process of systematic inquiry into the effectiveness of practice for student engagement, learning and wellbeing'. This involves teachers actively setting their own goals, creating partnerships with expertise to ensure that their learning is focused on achieving those goals, reflecting on their progress and evaluating the impact on their classroom practices. Professional learning then puts teachers at the centre of reflective inquiry and collaboration.



Within these five competence areas and seventeen underlying competencies. These can be found in Appendix 2.



Appendix 1 EntreCompEdu Framework

<p><i>5 Competence areas and 17 competences</i></p>	<p><i>What this means for my professional learning and development</i></p>
<p>1. Entrepreneurial knowledge and understanding</p>	
<p>1.1 Knowing entrepreneurial education</p>	<p>Knowing what entrepreneurial education involves, to inform my practice.</p>
<p>1.2 Valuing entrepreneurial education for all</p>	<p>Understanding the relevance of entrepreneurial education for all students and demonstrating support for this in my practice.</p>
<p>1.3 Understanding how students develop entrepreneurial competences</p>	<p>Identifying my students' needs, interests and starting-points and using this knowledge to inform how I approach entrepreneurial education.</p>
<p>2. Planning and organizing creative learning environments</p>	
<p>2.1 Setting entrepreneurial learning objectives that are ethical and sustainable</p>	<p>Ensuring that planning has a strong social and moral purpose in seeking to add value to students' lives and the environment.</p>
<p>2.2 Making connections</p>	<p>Exploring appropriate connections within and beyond my subject so that entrepreneurial learning is fully integrated in my planning.</p>



2.3 Creating an empowering entrepreneurial learning environment	Planning and monitoring the use of space, time, classroom layout and resources (including technologies), to encourage, support and sustain entrepreneurial learning opportunities.
3. Teaching and training	
3.1 Teaching to inspire and engage students	Interacting with students through entrepreneurial teaching strategies so that they are motivated to learn and sustain their efforts.
3.2 Creating value for others	Empowering students to regularly ask questions, consider alternative solutions, follow their own enquiries and create value for others through their learning.
3.3 Teaching through real-world contexts	Ensuring that my teaching of entrepreneurial competences occurs in relevant, challenging and engaging contexts.
3.4 Encouraging self-awareness and self-confidence to support learning	Building students' self-awareness and self-confidence so that they become self-disciplined, handle setbacks and resolve difficulties in mature ways, to achieve valuable outcomes.
3.5 Promoting productive working with others	Arranging regular opportunities for students to work with others, within and beyond the school or college, in productive ways.
4. Assessment	
4.1 Checking and reporting on students' progress in entrepreneurial learning	Monitoring and reporting on what students know, understand and can do in their entrepreneurial learning.



4.2 Sharing feedback on entrepreneurial learning	Ensuring that students know what and how they need to improve in their entrepreneurial learning and are becoming regularly involved in assessing their own progress.
4.3 Celebrating progress and achievement	Providing regular opportunities for students to share and recognise their entrepreneurial learning with a range of audiences in and beyond the school or college.
5. Professional Learning and Development	
5.1 Evaluating impact	Reflecting critically on my practice and other factors that influence students' entrepreneurial learning.
5.2 Research-informed and evidence-based practice	Exploring what works well and why in entrepreneurial education, drawing on research and other evidence to inform my practice.
5.3 Building and sustaining entrepreneurial networks	Working with other educators and external stakeholders to sharpen my practice and enrich students' entrepreneurial learning experiences.



Appendix 2 Competencies and what this means for teaching practice

1. Entrepreneurial knowledge and understanding			
Questions	Stages of development		
	Engaging	Deepening	Expansive
What is the big question I need to reflect upon?	What do I need to know about entrepreneurial learning, how this relates to my teaching and subject area, and what it means for students?		
How well am I doing? (Proficiency levels)	I have a basic knowledge of entrepreneurial learning and recognise its potential in my subject and value to students	I am developing a broader knowledge of entrepreneurial learning and its potential <i>across</i> and beyond the curriculum	I now have extensive, in-depth knowledge of how students develop entrepreneurial competences in a wide range of contexts in everyday life.
What does this mean in practice? (Applications)	- Shares knowledge through traditional teacher-led approaches e.g. by telling a story of a famous invention or inventor	- Plans opportunities for students to raise questions and actively make sense of entrepreneurial concepts e.g. students use the Internet to research independently the market for a particular product or service	- Facilitates learning by ensuring that students engage and lead in value-creating projects e.g. they act as hired school management consultants, working with a range of people, to suggest three changes that they



			would recommend achieving a cleaner school environment
	- Students listen carefully to teacher instructions and guidance	- Students are active in processing knowledge for themselves, making individual meaning of the world around them	- Students often work with others to acquire, evaluate and create their own knowledge and solutions to problems
How do I see entrepreneurial knowledge & understanding? (Orientations)	- As confined to business subjects and contexts and something 'out there' to be learned. My role is to transfer knowledge to students.	- As integrated across subjects and acquired by individual students. My role is to encourage students to make connections and learn ways of knowing e.g. research.	- As open to interpretation and created through collaborative inquiry. My role is to facilitate students in creating their own ideas, working with others.
2. Planning & Organising Creative Learning Environments			
Questions	Stages of development		
	Engaging	Deepening	Expansive



<p>What is the big question I need to reflect upon?</p>	<p>How can I create a stimulating and purposeful entrepreneurial learning environment?</p>		
<p>How well am I doing? (Proficiency levels)</p>	<p>I plan appropriate entrepreneurial learning objectives and organise the basic use of resources to support entrepreneurial learning within my subject.</p>	<p>I fully integrate entrepreneurial competences in my planning, making connections across and beyond the curriculum where appropriate.</p>	<p>My planning has a transformative purpose so that students fully engage with and lead value-creating projects, using resources in an ethical and sustainable way.</p>
<p>What does this mean in practice? (Applications)</p>	<ul style="list-style-type: none"> - Manages classroom routines which enable students to use resources in a structured manner to support their entrepreneurial learning e.g. the teacher decides upon and provides set resources for students to use. - Students work through predesigned classroom tasks to develop entrepreneurial 	<ul style="list-style-type: none"> - Designs more adventurous learning spaces within the school that support the deeper exploration of entrepreneurial concepts and resources, e.g. the formation of a virtual business within the school. - Students regularly explore entrepreneurial concepts and develop skills, mostly in school-wide contexts. 	<ul style="list-style-type: none"> - Empowers students to take ownership of their learning environments so that they collaborate with others in and beyond the school, e.g. peers from other classes, parents and community figures, to produce an exhibition showcasing the school's achievements. - Students have regular opportunities to collect and manage resources themselves. They develop entrepreneurial skills in a



	knowledge, skills and attitudes.		range of contexts through and beyond the school.
How do I view planning & organising creative learning environments? (Orientations)	- Planning amounts to prescribed lesson plans and units setting out learning objectives and content, to be delivered through formal, teacher-led and classroom-based environments.	- Planning is a more flexible process, and takes into account learning occurring through a range of contexts	- Students are involved in planning their entrepreneurial learning which goes beyond the school, happening anywhere and everywhere.
3. Teaching and training			
Questions	Stages of development		
	Engaging	Deepening	Expansive
What is the big question I need to reflect upon?	How can I motivate and inspire students through entrepreneurial learning?		
How well am I doing? (Proficiency levels)	I mainly use traditional teaching strategies (e.g. textbook exercises or telling students what to do), that transmit subject knowledge and focus on basic skills	I am developing and trialing more flexible and creative teaching strategies (e.g. peer-to-peer teaching) so that students are beginning to debate issues and ask and follow their own enquiries.	I use a rich range of teaching and learning methods, chosen to fit the context and ensure that students have autonomy to apply their learning to the real-world (e.g. problem-solving challenges, place-



			based learning, extended projects, community events, virtual studios).
<p>What does this mean in practice? (Applications)</p>	<p>- Transmits subject knowledge and skills students need to understand the subject e.g. highlights the value of responsible risk-taking in Science, tell stories of persistence as inventors overcame setbacks in the past and highlight the value of combining different materials in Art lessons.</p>	<p>- Plans opportunities for students to engage actively with structured problem- solving strategies and discussions in the learning environment. E.g. in Mathematics, students develop financial literacy skills by planning a school visit to a special event; in the Humanities, students research the feasibility of a restoration project in the community, in foreign languages, students collaborate in groups to develop cultural and language understanding by researching and developing ideas on town-twinning activities for young people;</p>	<p>- Facilitates learning by focusing on developing an Entrepreneurial Mindset across subjects and contexts. This means building students' self-awareness and self-confidence, so that they take the lead in developing flexible thinking habits such as spotting opportunities and self-reliance e.g. students work with others in projects to problem solve, model and improve systems / products, adding value in the process.</p>



	- Students explore knowledge in ways which are usually directed by the teacher	- Students have regular opportunities to engage with real-world problems and explore solutions independently	- Students often initiate the learning process and develop competences which will support them to become independent, productive citizens
How do I view teaching & training? (Orientations)	- Teaching is a process of instruction where teachers impart knowledge which students absorb and apply	- Teaching is concerned with developing opportunities for students to make sense of their world.	- Teaching is about facilitating learning through a range of approaches which include an emphasis on fostering entrepreneurial thinking and behaviours.
4. Assessment			
Questions	Stages of development		
	Engaging	Deepening	Expansive
What is the big question I need to reflect upon?	How can I support and challenge students, so they make good progress in their entrepreneurial learning?		
How well am I doing? (Proficiency levels)	I monitor and report on student progress, mainly through tests designed to check what they are learning.	I use a range of strategies to support assessment for entrepreneurial learning and I align	My assessment practices empower students to monitor and critically reflect on their



	I mark students' work, but usually my feedback is often not specific to entrepreneurial competences.	assessment to the learning objectives and content.	own progress, achievements and next steps.
What does this mean in practice? (Applications)	<ul style="list-style-type: none"> - Uses assessment methods and tools to check what students know and the extent to which they can apply their entrepreneurial learning - Focuses mainly on assessing students' propositional knowledge e.g. facts about the environment, what the law says about opening hours, health and safety regulations 	<ul style="list-style-type: none"> - Develops opportunities for students to become involved in their own assessment, using assessment FOR learning tools e.g. students take part in self and peer assessment activities. - Focuses increasingly on assessing procedural knowledge i.e. 'how to' do things in the real-world - Uses assessment methods and tools that are forward looking and provide opportunities for students to improve on their work. 	<ul style="list-style-type: none"> - Designs lessons in which assessment opportunities are integrated throughout e.g. students recap on prior learning (individually and collectively), pose questions or problems to investigate <i>during</i> the lesson, exchange and respond to feedback, and reflect on next steps for learning - Students routinely set their own entrepreneurial goals, and accurately monitor their progress to achieving these.
How do I view assessing entrepreneurial	- As a means of assessing what students know and	- As a means of enabling students to know what they have achieved, what they are ready to achieve and how to go about this	- As a means of supporting students to take responsibility for setting their own goals, determining risk, reflecting on



learning? (Orientations)	have achieved (Assessment OF entrepreneurial learning).	(Assessment FOR entrepreneurial learning.)	their progress and making necessary adjustments (Assessment AS or through entrepreneurial learning).
5. Professional Learning and Development			
Questions	Stages of development		
	Engaging	Deepening	Expansive
What is the big question I need to reflect upon?	How can I improve my practice in entrepreneurial education?		
How well am I doing? (Proficiency levels)	I know which areas of entrepreneurial competence I need to develop and am willing to engage in professional learning opportunities that arise. However, I rarely talk about research or evidence in entrepreneurial education. While I describe my professional learning to	I consistently reflect on and evaluate my practice and can explain how it is informed by a range of evidence. I am open to considering entrepreneurial ideas and strategies. I actively seek out professional learning and development opportunities in entrepreneurial education. Research sometimes features in my conversations.	I actively seek out what works well in entrepreneurial education and engage critically with the findings. While keeping an open mind, I am confident and capable of challenging what people say about entrepreneurial education. My practice is research-informed and evidence-based. I am proactive



	others, I do not evaluate its impact or follow-up ideas.		in reaching out to others within the entrepreneurial education field e.g. using social media and other channels.
What does this mean in practice? (Applications)	<ul style="list-style-type: none"> - Participates in organised forms of professional learning, responding positively to invitations e.g. attendance at conferences. - Carries out set tasks diligently e.g. noting opportunities in the curriculum to introduce entrepreneurial skills and attitudes - Practice tends to be based on previous experience or suggestions from colleagues, rather than broader evidence such as findings from European Commission projects. 	<ul style="list-style-type: none"> - Routinely evaluates (rather than simply describes) what went well in lessons and what needs to improve - Discusses openly new entrepreneurial initiatives with colleagues. - Willing to try new techniques and teaching strategies, sometimes based on evidence from research - Gaining confidence in critiquing entrepreneurial ideas or resources. 	<ul style="list-style-type: none"> - Actively seeks opportunities to extend entrepreneurial competences, both individually and for others - Engages in critical thinking and close to practice enquiry using action research methods - In conversations and documentation, refers to trusted evidence and research e.g. European Commission publications, peer-reviewed articles - However, always reads sources with a critical eye and awareness of context - Students' experience innovative and creative



			learning experiences on a regular basis
How do I view Professional Learning and Development? (Orientations)	- As desirable to update my skills and share ideas about entrepreneurial education. I usually respond positively when the opportunity for professional learning arises.	- As important to ensure my practice is evidence-based and evaluated. I usually seek out opportunities for professional learning and development.	- As empowering, a way of developing professionally through collaboration, my own research and sharing practices I am motivated and excited about.