



Enterprise at Work

EPW215122

Course Implementation Guide

-  Work-based Learning
-  MIXED FIELD



independent
schools
tasmania

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Course Implementation Guide

Enterprise at Work (EPW215112)

About this document

This course implementation guide supports the [course document](#)¹. It supports teachers to create active and engaging learning experiences.

The course document on the Office of Tasmanian Assessment, Standards and Certification's website must be used when planning, delivering and assessing this course.

The Department for Education, Children and Young People's [A Pedagogical Framework](#)² has informed this resource.

Focus area support

This is a work-based learning course.

The course provides a context for developing enterprise skills and projects. Learners apply self-management and collaborative skills through enterprise activities that are supported by digital technologies. They work with others to build capacity to work in, for and with entrepreneurial ventures.

These transferrable skills are predictors of long-term job success.

Localisation and customisation

Localisation:

For providers with low numbers:

- Buddy up:
 - » Providers with low numbers could team up with another provider (such as another school) with low numbers to act as buddy classes to each other. This could be used for teacher-to-teacher support and collaboration, co-teaching, and/or peer sharing and feedback. The classes could periodically hold a virtual meeting for any or all of the following:
 - peer sharing and feedback of work
 - sharing lessons
 - share virtual guest speakers.
 - » Teachers could make use of the dedicated *Enterprise at Work* Level 2 channel in the Mixed Field Community of Practice to reach out to others wishing to connect in this way.

For providers in isolated areas:

- Virtual meetings/guest speakers:
 - » One of the challenges for providers in isolated areas is access to a range of local businesses for incursions, excursions, guest speakers and mentoring. Technology provides the mechanism to tap into a broader range of businesses through virtual meetings.

¹ A 'course document' refers to accredited course information on the [TASC website](#).

² https://documentcentre.education.tas.gov.au/_layouts/15/DocIdRedir.aspx?ID=TA SED-1629159896-383

- » Real-time sessions allow for learners to interact and ask questions. With appropriate permissions, the sessions could be recorded for revisiting, to cater for absent learners and to create an archive of resources to use for future delivery of the course.
- » Pre-recorded sessions with an opportunity for questions to be answered via email support situations where a suitable time or a reliable internet connect is not available.
- Challenge to opportunity:
 - » There are many ways to turn this challenge into additional learning opportunities by involving learners in the planning and delivery of the sessions. This may involve learners in some or all of the following:
 - writing to potential guests inviting them to attend
 - acting as hosts to facilitate all or part of the session
 - planning and delivering the acknowledgement of country, customised for the occasion
 - developing a running sheet and checklist to ensure smooth running of the session
 - developing protocols for learner expectations during the session to ensure respectful attention for example active listening evident by body language and facial expression, agree use of chat (or not)
 - taking on specific roles during the session (technical trouble shooter, facilitating the chat).

Virtual sessions may also be appropriate for providers that are not isolated.

For providers delivering content remotely:

- Providers may benefit from the examples provided for those with low numbers and for those in isolated areas. In addition, wherever possible, it is advisable to arrange an onsite workshop at least once per term. This is common practice in distance education around Australia.
- Blended delivery/flipped learning:
 - » Remote delivery can be synchronous, asynchronous or a blend of both. The blended option is recommended wherever possible. This can be achieved by having a flipped classroom approach in which content and learning activities are provided asynchronously in a learning management system (LMS), with regular online lessons using an online meeting. The real time session can be used in a variety of ways including but not limited to:
 - introducing new material
 - guided discussion of concepts introduced in the online material
 - questions and answers to clarify learning materials and assessment tasks in the LMS
 - developing a sense of trust among learners so that they can more effectively collaborate as learners, provide peer feedback and participate in online discussions.

Customisation:

Opportunities exist to customise learning and content throughout the course. For example:

- Providers working with learners who identify as Australian First Nations.
 - » In Module 1, case studies and work exposure opportunities may put additional emphasis on Australian First Nations enterprises and entrepreneurs. The following websites are rich in resources to support this:
 - [Blackspace Creative Arts and Cultural hub Pty Ltd](#) (Tasmanian)

“Blackspace Creative Arts and Cultural Hub Pty Ltd is a growing collective of Aboriginal and Torres Strait Islander creatives sharing and showcasing their connections to culture, country and community. In addition to this, we are also an avenue for the broader community to engage in and learn about these connections in a safe and respectful environment.

Our business model reflects our commitment to building the capacity and visibility of Aboriginal artist and their cultural practices, stories and history within the sector more broadly. We are

Tasmania's only Aboriginal owned and operated Art Center. We are reclaiming our practices, our art and our culture.”

– [Creative Spirits](#)

This website has lots of information about Aboriginal businesses and the benefits they provide to their owners and communities, as well as stories about individual enterprises. Aboriginal businesses can register under a specific Australian Bureau of Statistics definition.

– [Supply Nation](#)

“Supply Nation provides Australia’s leading database of verified Indigenous businesses.” On this site you can filter your search by business name, product, service, area, or category.

– [Indigenous Regional Networks](#) showcases success stories from Indigenous businesses (browse or search the stories section).

– [Indigenous Business Australia](#) – this website has a section on starting or growing a business.

– Two articles listing lots of Aboriginal-owned brands

– [Blak-Owned Brands To Buy From During NAIDOC Week and Always](#)

– [19 Aboriginal and Torres Strait Islander Owned Businesses To Support This Invasion Day](#)

- Providers working within a particular context relevant to their local community.

Module 2 in particular lends itself to customisation at the local community level, according to available resources. Providers can determine the scope of potential projects by setting parameters related to their capacity to support projects.

Course delivery advice

Module	Indicative Times
Module 1: The enterprising person	50 hours
Module 2: The enterprising experience - guided team project	50 hours
Module 3: Collaborative or individual enterprise project	50 hours

Whilst knowledge and skills will often be learnt concurrently it is expected that both skills and knowledge will be explicitly taught.

Each dot-point under knowledge and skills is intended to be of approximately equal importance but the time allocation to each will be dependent on learner needs – as a group and individually.

Enterprise at Work Level 2 has three discrete modules. However, learners will benefit from starting to think about their future projects as they undertake Module 1. They may record ideas in a learning journal, which will inevitably evolve and change over time.

Teaching and learning

The development of *Enterprise at Work* Level 2 was informed by the South Australian subject Business Innovations Stage 1 (Department of Education South Australia, 2018) and Ontario’s Years 11/12 Business Studies Entrepreneurship courses (Ministry of Education Ontario, 2006).

Module I: The enterprising person

The following learning outcomes are a focus of this module:

1. communicate knowledge and information about enterprise skills
2. use digital ways of working when planning and undertaking enterprise projects
3. identify and solve issues relating to enterprise projects
4. apply self-management skills when undertaking enterprise activities
5. work in a team to undertake an enterprise project

This module is about immersing learners in a rich variety of real-world examples of enterprising people, through work exposure opportunities and personal research. The big idea is that entrepreneurial thinking is important for establishing and developing new enterprises, and is a valued set of skills and capabilities for people working in any role, and for managing the challenges and opportunities in life.

Module I develops the concepts of entrepreneurial thinking, enterprise, entrepreneurs, enterprise skills. This goes beyond definitions and needs a much more nuanced understanding. For example, there are large and small enterprises, different types of enterprises, entrepreneurs come in all shapes and sizes, how entrepreneurial thinking serves people well in other aspects of their lives.

This is an applied learning course so where possible, learners should be actively involved. Learners will come to the course from a variety of prior exposure to some of the concepts. Some may have studied Work Studies in Years 9, 10 or both. Others will have little background.

Module I: Teaching strategies

- Support learners to understand the intention, goals and indicators of learning (for the whole course, module, individual lessons).
- Intentionally develop metacognition by explicitly teaching reflective practices through use of a learning journal, and teaching learners metacognitive strategies aimed at addressing the question “how can I learn this best?”. For example, 7 questions to help learners plan more effectively, understand their strengths and weaknesses, and reflect on and improve their learning are (Edutopia, 2018):
 - » What should I do first?
 - » Is anything confusing me?
 - » Can I explain what I’ve learned?
 - » Should I ask for extra help?
 - » Why did I get this answer wrong?
 - » Can I apply this in different contexts?
 - » How can I do better next time?
- Enable learners to create and challenge meaning through questioning.

Module I: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections.

- Conduct an activity to find out why learners have chosen this course, what they hope to get out of it and what they are wondering. For example, learners could be paired randomly to interview each other about

these three question and report back by re-telling their partner's story. The activity is introduced with coaching about active listening, no interruptions, and a strict time limit on each interview.

- » Additional opportunity – as well as gaining a class-wide overview about the three questions, this activity can also be used to reflect on specific enterprise skills that might have been utilised what they found easy, challenging, how they would feel next time.
- Use a rich variety of stimulus material such as enterprise or entrepreneurship stories that can be told, listened to, viewed or sought from learners to provide a range of examples to engage learners, reveal prior knowledge, and build on concepts.
- Use sets of laminated cards with the enterprise skills (from Appendix 2) on one side and their definition on the back, as an easy way to get learners to identify the skills they noticed in a story or guest speaker. Use the [Think, Pair, Share](#) strategy to feed back to the group, or a gallery walk around the wall or tables, or on an online tool if the lesson is online.

The what and the how for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information. They also describe how to support learners to create, transfer and deepen knowledge and understanding.

- Learners can undertake the Entrepreneurship activity on the ([myfuture website](#) - login required), to find out about their current entrepreneurial behaviours. Depending on the learner's results, they will be directed to follow up activities. They could re-do the activity at the end of Module 1 as an indication of their progress in developing their entrepreneurial behaviours. Sample responses from the survey include:
 - » Your results show that you have natural entrepreneurial traits. You may decide to focus on developing these in practice and consider learning more about becoming an entrepreneur. Look for opportunities to engage with business people through work and networking.
 - » Your results show that you don't currently have full [confidence](#) in your ability to succeed as an entrepreneur. Entrepreneurs have many traits that make them successful in entrepreneurial activities. You should consider learning more about [entrepreneurship](#). This will help you to reflect on whether it could form part of your career.
- Learners may be guided to explore key Government business websites with the goal of gaining an overview of the range of authoritative information and associated support available to them should they wish to start an enterprise in their adult life. Key concepts framing their exploration include:
 - » business owners need to be aware of legal requirements associated with selected business structures
 - » there is a large amount of support available through key government websites at Federal and State levels, including helpful templates
 - » local government regulations may also apply to aspects of some enterprises
 - » there are some standard practices associated with the administration of businesses regardless of size including business plan and profit/loss statement.

Module 1: Focus area guidance

Prepare for workplace learning

- All of Module 1 is about preparation for undertaking workplace learning in the form of enterprise projects undertaken in Modules 2 and 3.

- Within Module 1, learners need to be introduced to the idea of entrepreneurship, the set of enterprise skills used by the course and how these relate to employability skills. Appendix 2 of the course document provides reference information about this.
- Learners should be supported to develop the literacy specific to the course, for example, using strategies such as word walls, phrases and quotes as posters, card games.

Undertake workplace learning

In Module 1, work exposure is the equivalent of undertaking workplace learning.

- Depending on the available resources of the provider and the business and community partnerships available, a mix of incursions, excursions, in-person or virtual guest speakers, learner research online, current news stories and learners' own lived experience can be used for learners to develop depth and breadth of understanding about the range of contexts in which entrepreneurial behaviours occur.
- Each work exposure event is an opportunity to reinforce and develop enterprise skills. For example, each work exposure event could be considered to have some of the features of an enterprise, albeit at a very small scale. The provider might organise the first one, and then unpack what was involved in the organisation, with the learners. Learners might then be challenged to take on certain aspects of the next event (contacting a guest, greeting them and introducing them to the class, acting as the facilitator for the event etc).

Reflect and exhibit/present

- The reflection feature of Work-based Learning occurs in at least two ways in Module 1:
 - » After work exposure events, for example, using guiding questions to elicit how the concepts of enterprise, entrepreneurs, enterprise skills and entrepreneurial thinking have been further developed, what new career possibilities may have opened up for learners.
 - » After any enterprise activities used to explicitly teach about enterprise skills and strategies for improvement, learners might reflect and make notes in their journals. Teachers may provide guiding questions depending on the context.
- The Industry Case Study (work requirement) requires learners to present their findings to a known audience, in a multimodal format of choice utilising digital and other technologies.

Module 1: Recommended resources

- Communities of Practice may provide additional resources.
- [A Growth Mindset Intervention: Enhancing Students' Entrepreneurial Self-Efficacy and Career Development](#) (Burnette, Pollack and Forsyth, 2019) – key take aways:
 - » growth mindsets of entrepreneurship are malleable
 - » encouraging growth-oriented mindset facilitates learners' entrepreneurial self-efficacy and persistence on classroom tasks when challenges arise.
- [Australian Government Business website](#) — includes templates for a lean business plan and a profit and loss statement, which may assist learners in developing their project proposals and implementing their plans. There are benefits in using real-world business tools and the templates can be adapted to suit the learners' purpose:
 - » [develop your business plan](#)
 - lean business plan template
 - [how to set up a profit and loss statement](#)

- [profit and loss statement template \(MS Excel\)](#).
- [Australian Taxation Department Education Zone](#)
- [Brand Tasmania website](#) - rich examples of Tasmanian enterprises and importantly, the Tasmanians behind them, for use as case studies. The theme is “the quiet pursuit of the extraordinary”. Resources include pages that could be used as posters, podcasts. The Tasmanian Projects page unpacks the projects with short paragraphs that could be used as stimulus for discussion, for unpacking and reflection.
- [Business Tasmania – Starting a business](#) - includes a collection of information and tools, some of which link through to the Australian Government Business site.
- [Five Ways to Get the Most out of Student Portfolios](#) (Spencer, 2020)
- Foundation for Young Australians (FYA) [The New Work Order Series](#) - 7 reports since 2015 that analysed how disruption to the world of work has significant implications for young Australians:
 - » [The New Work Standard, July 2020](#) – “in a post-COVID world, we need a new standard of thinking about good work” FYA’s seventh and last report in the New Work Order series, The New Work Standard, investigates what part-time, casual, self-employed and gig work – or flexible work – means for young people and their career trajectories.
 - » [The New Work Mindset, November 2016](#) – the fourth report in the series analysed 2.7 million job advertisements to reveal 7 clusters of work. Page 19 has a table matching the enterprise skills most relevant to each cluster.
 - » Infographics from reports such as [World Economic Forum Future of Jobs 2020](#) report or the [Australian Government Job Outlook](#), can be used as comparison to check the currency of the original research.
- Guest speakers – for example Brand Tasmania, local businesses.
- [Infographics](#) (Ritchhart, 2020) – a collection of downloadable PDF files that support the establishment of a culture of thinking in classrooms.
- [myfuture entrepreneurship resources](#)
- [myfuture The Future of Work resources](#)
- [Small Business Secrets](#) – an SBS series in which host Ricardo Goncalves shines a light on the small business owners and innovators playing a vital role in Australia’s economic growth. This site contains a wealth of contemporary stories that will interest learners. What enterprise skills are evident in each story?

Module 2: The enterprising experience - guided team project

The following learning outcomes are a focus of this module:

2. use digital ways of working when planning and undertaking enterprise projects
3. identify and solve issues relating to enterprise projects
4. apply self-management skills when undertaking enterprise activities
5. work in a team to undertake an enterprise project.

Some options for delivering this module include:

- a whole class collaborative project driven and modelled by the teacher with learners undertaking delegated roles
- closely coached small group collaborative projects

- individual or small group projects that become extended to Module 3 (note Appendix 6 - requirements for suitable projects).

Whatever approach is taken, the work in Module 2 applies learning from Module 1 and serves as a practice run for Module 3.

Many successful contemporary small start-up enterprises typically use design thinking and processes to define problems and come up with solutions by iteratively testing proposed solutions. This authentic approach is to be encouraged and coupled with basic business function understandings as listed in the content to ensure effective implementation of the enterprise.

Module 2: Teaching strategies

This module requires explicit teaching, ongoing actionable feedback and opportunities to practise skills. Strategies include:

- fostering learners' agency and collaboration with peers, teachers and the community
- explicitly teaching approaches for effective collaboration
- supporting learners to create and challenge meaning through questioning.

Learners should undertake specific roles and responsibilities with mechanisms to ensure accountability to their team. Roles and responsibilities may relate to:

- functions within the project, for example finances, marketing, operations
- collaborative work in groups, for example timekeeper, keeping everyone on track, positive reinforcer.

A coaching approach is appropriate to support learner review, reflection and teamwork.

The nature of the project(s) undertaken will influence the supplementary work exposure opportunities provided. For example, a whole class social enterprise could include:

- excursions
- incursions
- guest speakers (in person or online) from local social enterprises.

Module 2: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections.

- Engage learners in the design process. For example, by implementing the two-session workshop from the Stanford University d. school (see Resources below). This free resource acts as both professional development and learner-ready materials to use either face-to-face or online. You may prefer to adapt the materials or use them as-is. They encourage teachers to take the role of lead learner to model the idea that part of entrepreneurial thinking is to always be open to learning new things.

The what and how for learners

Learners are constantly alternating between acquiring new knowledge and skills and applying them. Their interests and curiosity prompt deep exploration along the way.

- Conduct a [Project Kickoff](#) to bring teams together at the start of the project and agree what success looks like.

- Teach learners to use the [5 Whys technique](#) to clearly define the problem they are trying to solve in their proposed enterprise, or to analyse a problem that occurs during the project.
- Encourage teams to use a [pre-mortem](#) to think about what could happen in their project – good or bad – and make a plan before it starts.
- Model an example of determining the break-even point for a simple hypothetical project. Check whether learners already know this from their maths classes and make use of the expertise in the room. You could use a video demonstration such as [Break even analysis from The Finance Storyteller](#) on YouTube and follow up with an MS Excel spreadsheet template.

Module 2: Focus area guidance

Prepare for workplace learning

The main focus of this module is undertaking workplace learning in the form of a collaborative enterprise project and Module 1 serves as the preparation for this.

Undertake workplace learning

The teacher-guided collaborative project is the main focus of Module 2 and is the workplace learning component. Ideally industry mentor(s) will also be involved and any opportunity to connect with relevant workplaces or industries will benefit learners.

Reflect and exhibit/present

Learners are required to reflect to prepare the Enterprise Experience Folio.

Module 2: Recommended resources

- Communities of Practice may provide additional resources.
- [Atlassian Team Playbook](#) - in Module 2, learners are focussing on collaboration and working in teams as they are guided through their enterprise project. This set of “plays” includes a team health monitor and many others that may suit different aspects of project teamwork. When introducing this set of tools, there is also the opportunity to talk about the entrepreneurs who started Atlassian –Scott Farquhar and Mike Cannon-Brookes who in 2015 became Australia's first tech startup billionaires.
- [d.school Starter Kit \(Stanford University\)](#) - an introduction to design for teachers who want to introduce design to learners in their classes. In this online introduction to design learners will be exposed to a medley of design abilities, methods, and mindsets. They will watch videos and learn what design looks like in the real world, as well as discover ‘what design is’ by doing partner activities and discussions. In three hours they will learn over 20 concepts and tools that will help them apply human-centered design to their own work.
- Young Change Agents website <https://youngchangeagents.com/> - some of the programs on this site might be suitable as a project focus. Learners may also benefit from browsing the galleries of projects from past programs. The well-known \$20 Boss program, formerly administered by the Foundation for Young Australians, is now administered by Young Change Agents.

Module 3: Collaborative or individual enterprise project

The following learning outcomes are a focus of this module:

2. use digital ways of working when planning and undertaking enterprise projects

3. identify and solve issues relating to enterprise projects
4. apply self-management skills when undertaking enterprise activities
6. apply skills and knowledge to plan an enterprise project
7. apply skills and knowledge to undertake an enterprise project
8. present information on an enterprise project supported by digital technologies.

Module 3: Teaching strategies

In Module 3, the most important teaching strategy will be provision of ongoing actionable feedback to guide learners. At times, explicit teaching will be required for individuals, groups or the whole class.

Module 3: Examples of learning activities

The why for learners

These activities describe how to help learners set goals and make connections.

- Facilitate learners to reflect on their learnings from Module 2, for example using a thinking routine such as [I Used to think...Now I think](#), introducing it by reminding them that in Module 2 they learned about the process of planning and implementing an enterprise project.
- Learners revisit their ideas from module 1 about:
 - » enterprise skills
 - » entrepreneurship
 - » enterprise
 - » entrepreneurs.

If they have a concept map or a shared class snapshot from a start of year activity, revisit it and guide learners to update it with what they know now. This could be an individual or whole class activity. Each learner should gain visible evidence of:

- » how far they have come
- » how much more vocabulary they have developed to be able to articulate ideas and understandings.

The what and the how for learners

These activities describe how to help learners to grasp big ideas and key understandings, make links to prior learning and organise new information. They also describe how to support learners to create, transfer and deepen knowledge and understanding.

- Guide learners to use formal strategies to analyse problems, for example, the [5 Whys strategy](#) for analysing the root cause of a problem, or [fishbone diagrams](#) to analyse the contributing causes of a problem.
- Halfway during the module, have learners undertake a collaborative reflection process as follows:
 - » Learners share an update on their project progress using a simple structure, for example, a set of guiding questions from which learners select 3
 - What's working well?
 - What challenges have emerged and how have they been dealt with?
 - What has been surprising?
 - What help do I need?

- » Learners record a reflection incorporating what they can take away from two others to inform their own work.
- Guide learners to prepare for their final presentation using explicit strategies such as:
 - » Negotiating the format of the final presentations with the class, for example, a class-based exhibition, a mini expo, a series of presentations to which a small audience will be invited (this negotiation might be undertaken quite early in the module or even at the start of the course, to allow sufficient time to organise).
 - » Inviting a specialist (colleague teacher, industry practitioner, fellow learner) to advise about the visual aspects of slide preparation, poster preparation and other visual formats to effectively communicate to an audience.
 - » Involving a specialist (colleague teacher, industry practitioner, fellow learner) to provide tips and hints about presentation skills including aspects such as eye contact, voice projection, pace and delivery, importance of content and presentation style to give impact to a presentation.
 - » Providing timelines for sharing of first draft, for peer and teacher feedback and ideally a second draft, before the final presentation.

Module 3: Focus area guidance

Prepare for workplace learning

- Modules 1 and 2 form the basis of preparing for the workplace learning that is the focus of Module 3 in individual or collaborative projects.

Undertake workplace learning

- Work-based learning is occurring by learners participating in authentic work activities and interactions as they plan and implement their enterprise projects.
- Submitting a Project Proposal and Project Management Plan for approval immerses learners in an authentic workplace learning activity of designing a plan to satisfy particular criteria.

Reflect and exhibit/present

- Learners are required to reflect on their learning and update their Enterprise Skills Profile.
- Learners are required to report on their Enterprise Project, describing it, its successes and challenges and what they learned in the process.

Module 3: Recommended resources

In addition to resources listed in modules 1 and 2, the following resources are recommended:

- Communities of Practice may provide additional resources.
- [Business Tasmania – Starting a business](#) - includes a collection of information and tools, some of which link through to the Australian Government Business site.
- [Five Ways to Get the Most out of Student Portfolios](#) (Spencer, 2020).

Supporting learner responses

The work requirements outlined in the course document describe the fundamental assessment evidence. Inclusion of other tasks may support and enhance learning. Learning activities aim to support and enrich

understanding and achievement of the learning outcomes. Possible strategies to support learner responses to work requirements are provided.

Module 1: The enterprising person

Work requirement 2 of 2

Title of work requirement: Industry case study

Context

Learners are required to present their finding as specified in the work requirement.

The findings will be presented, to a known audience, in a multimodal format of choice utilising digital and other technologies.

In Module 3, learners are also required to prepare and deliver a presentation so this is also an opportunity for formative assessment, and to build confidence in learners. Presentation skills are important for future career planning whether in the context of job interviews, product pitches, funding pitches or applications, seeking partners in a venture.

Relevant learning outcomes

2. use digital ways of working when planning and undertaking enterprise projects
3. identify and solve issues relating to enterprise projects
4. apply self-management skills when undertaking enterprise activities
8. present information on an enterprise project supported by digital technologies

Scaffolding

- Share with learners a range of options for modes of presentation, for example, talking to a slide deck, preparing a poster that they will talk about, pre-recording a video presentation and taking questions from the audience. Invite other suggestions.
- Ask learners to reflect on the range of options and assess their suitability using a thinking tool such as PMI, and guiding questions such as:
 - » What skills do I already have that support this option?
 - » What new skills might I need to learn?
 - » What is interesting/appealing about this option?
 - » What is daunting about this option?

Module 2: The enterprising experience - guided team project

Work requirement 1 of 1

Title: Enterprise experience folio

Context

The Enterprise Experience Folio work requirement for Module 2 includes a learning journal. This presents an opportunity for learner agency in choice of mode for the learning journal. The learning journal could be

created in an exercise book, a loose-leaf folder, or an online platform such as MS OneNote. An electronic record makes it easier to record, organise and access ongoing work as well as facilitating self, peer and teacher reflection. If a non-digital mode is chosen, learners will need to digitise it for submission.

Relevant learning outcomes

2. use digital ways of working when planning and undertaking enterprise projects
3. identify and solve issues relating to enterprise projects
4. apply self-management skills when undertaking enterprise activities
5. work in a team to undertake an enterprise project

Scaffolding

- The learning journal should be introduced in the context of the overall folio and its other compulsory components.
- Learners should be encouraged to consider whether to structure their learning journal chronologically, topic-based or a combination of both.
- Learners should be explicitly taught to annotate their journals by reviewing previous entries and updating them based on new insights and experiences (without losing the original entry).
- Regular opportunities for learners to reorganise their work should be provided.
- Regular self, peer and teacher review should be scheduled to ensure learners are progressing well.
- “Exit-card” strategies could be used to prompt end-of-session review and reflection, using relevant guiding questions or sentence stems such as:
 - » Something interesting I learned was...
 - » I was surprised by...
 - » It wasn't a good idea to...
 - » I am getting better at ...
 - » What should we have spent more time on?
 - » What do we need to find out more about?
 - » We should have got help with...

Module 3: Collaborative or individual enterprise project

Work requirement 1 of 1

Title: Enterprise project folio

Context

Learners are required to have their project approved. The work requirement for Module 3 (Enterprise Project Folio) includes draft Project Proposal and Project Management Plan, and approved versions of both.

Relevant learning outcomes

2. use digital ways of working when planning and undertaking enterprise projects
3. identify and solve issues relating to enterprise projects

4. apply self-management skills when undertaking enterprise activities
6. apply skills and knowledge to plan an enterprise project
7. apply skills and knowledge to undertake an enterprise project
8. present information on an enterprise project supported by digital technologies.

Scaffolding

- Whatever processes were explicitly taught, modelled and applied in Module 2 for defining a problem and planning a solution, are reviewed at the start of Module 3.
- Teachers may share their local Enterprise Project Approval Procedure and workshop the criteria for suitable projects (Appendix 6) from the course document.
- Activate peer feedback by using Dylan Wiliam's 'double deadline' technique (Wiliam, 2015):
 - » the teacher sets two dates for submitting their draft Project Proposal and Project Management Plan
 - » on the first date, learners submit their draft documents colour coded with red to indicated they are struggling, yellow to indicate they have done the work but are not confident, and green to indicate they are confident with that part of the work
 - » the teacher then uses those categorisations to pair the learners up. Strugglers are paired with confident learners, and the not confident learners work together
 - » the learners review the submissions in pairs and evaluate against the set of 13 criteria (or a suitable subset determined by the teacher)
 - » after the discussion the learners take their work away and refine it before submitting it in the next lesson (this is still the draft).
- The teacher gives specific feedback on the draft and coaches the learner to make adjustments to ensure the criteria are met.
- The learner submits their revised Project Proposal and Project Management Plan by the second due date.

Additional support resourcesⁱ

- [Course Document](#).
- Sample Scope and Sequence.
- Community of Practice Information – The Mixed Field Community of Practice (MS Teams site) has a dedicated channel for *Enterprise at Work* Level 2. Visit the [Years 11 and 12 website](#) for information on how to join.

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ⁱ All resources cited were accessed and checked for accuracy and appropriateness of content on 26 October 2022. Teachers should check the suitability of all recommended resources for their specific group.

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