



Enterprise at Work 2

Course Implementation Guide

-  Work-based Learning
-  MIXED FIELD



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Course Implementation Guide

Enterprise at Work (EPW215112)

About this document

This course implementation guide supports the course document¹. It supports teachers to create active and engaging learning experiences.

The Department of Education's [A Pedagogical Framework](#) has informed this resource.

Focus area support

This is a Work-based Learning course.

This provides a context for exploring ways that entrepreneurial thinking benefits all jobs. Transferrable characteristics, such as an enterprising mindset and entrepreneurial behaviours, are powerful predictors of long-term job success.

Enterprise at Work (EPW215122) allows learners to design and implement enterprise projects as examples of a type of work. These workplace learning experiences provide the opportunities to develop entrepreneurial skills of:

- creativity
- problem-solving
- collaboration.

This will serve learners well regardless of their future work aspirations. To paraphrase from [South Australia's Entrepreneurial Learning strategy](#), these skills are critical not only to the founding and future of new businesses in our state, but also the capacity of the future workforce to work in, work for and work with these entrepreneurial ventures.

Localisation and customisation

Enterprise at Work (EPW215122) enables teacher and learner agency through customisation, localisation and personalisation.

Localisation

For providers with low numbers:

- Team up with another provider (ie another school) to act as buddy classes to each other. This could provide opportunities for:
 - teacher-to-teacher support and collaboration
 - co-teaching
 - peer sharing and feedback.

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

The classes could hold a virtual meeting for:

- peer sharing and feedback on work
- sharing lesson delivery
- sharing virtual guest speakers.

Teachers could make use of the dedicated Enterprise at Work Level 2 channel in the Mixed Field Community of Practice to connect.

For providers in isolated areas:

- Virtual meetings/ guest speakers

One of the challenges is access to a range of local businesses for incursions, excursions, guest speakers and mentoring. Technology provides a mechanism to access non-local businesses through virtual meetings.

- real-time sessions – interactive and learners can ask questions. With appropriate permissions, recorded sessions could create opportunities for:
 - » revision
 - » absent learners
 - » an archive of resources to use for future delivery.
- pre-recorded - learners could craft questions for speakers in advance. This is not dependent on alignment of schedules and a reliable internet connection

Challenge to opportunity

Enhance learning through involvement of learners in the planning and delivery of the sessions. Learners could:

- write to potential guests inviting them to attend
- act as hosts to facilitate all or part of the session
- plan and deliver the acknowledgement of country, customised for the occasion
- develop a running sheet and checklist to ensure smooth running of the session
- develop protocols for expectations during the session to ensure respectful attention. For example, active listening evident by body language and facial expression, agreed use of chat.
- take on specific roles during the session. This could include technical trouble shooter or facilitating the chat.

For providers delivering the course remotely:

In addition to the suggestions above, arrange an onsite workshop at least once per term.

- Blended delivery/ flipped learning

Remote delivery can be synchronous, asynchronous or a combination. A flipped classroom approach allows for delivery of content and learning activities asynchronously. Regular synchronous online lessons could focus on:

- introducing new material
 - » guided discussion of concepts introduced in the asynchronous material
 - » Q and A to clarify learning materials and assessment tasks

- » developing a sense of trust among learners. This may enhance collaboration, provision of peer feedback and participation in discussions.

Customisation

Opportunities exist to customise learning and content throughout the course.

For providers working with learners who identify as Australian First Nations:

- In module 1, case studies and work exposure opportunities may put added 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 artists 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](#) highlights 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](#)

For providers working within a particular context relevant to their local community:

- Module 2 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

Enterprise at Work Level 2 has three discrete modules. Learners may benefit from thinking about their module 2 and module 3 projects as they undertake module 1. They may record ideas in a learning journal. This time may help to incubate ideas, which evolve and change over time.

Module	Indicative Times
Module 1 – The enterprising person Knowledge and skills should be explicitly taught. Each key knowledge and skill is of equal importance.	50 hours
Module 2 – The enterprise experience Knowledge and skills should be explicitly taught. Each key knowledge and skill is of equal importance.	50 hours
Module 3 – Collaborative or individual enterprise projects Knowledge and skills should be explicitly taught. Each key knowledge and skill is of equal importance.	50 hours

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 1: The enterprising person

This module immerses learners in a variety of real-world examples of enterprising people. This may be done through work exposure opportunities and personal research. The big idea is that entrepreneurial thinking is important. It establishes and develops new enterprises and is a valued set of skills and capabilities. Entrepreneurial thinking is for people working in any role, and for managing the challenges and opportunities in life.

Module 1 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 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.

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. present information on an enterprise project supported by digital technologies.

Module I: Teaching strategies

- support learners to understand the intention, goals and indicators of learning. This could be done for the whole course, module and individual lessons.
- intentionally develop metacognition by:
 - explicitly teaching reflective practices through use of a learning journal
 - teaching learners metacognitive strategies aimed at addressing the question “how can I learn this best?”. For example 7 questions to help learners plan, understand their strengths and weaknesses, and reflect on and improve their learning (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 ways to engage and support learners to set meaningful goals and make connections.

- Conduct an activity to find out why learners have chosen this course. Also explore what they hope to get out of it and what they are wondering. For example, in pairs, learners interview each other about these three questions, and then re-tell their partner’s story. Support this activity with coaching about active listening, no interruptions, and a strict time limit on each interview.

As well as gaining a class-wide overview, this activity could be used to reflect on specific enterprise skills. It could also identify what they found easy, challenging, how they would feel next time.

- Use a variety of stimulus material, such as enterprise or entrepreneurship stories that can be told, listened to, viewed or sought from learners, 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. This may support learners to identify the skills they noticed in a story or guest speaker. Use the [Think, Pair, Share](#) strategy to report 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 learning activities describe how to help learners grasp big ideas and key understandings and organise new information. They also describe opportunities to create, transfer and deepen knowledge and understanding.

The nature of applied learning means that the “what” and the “how” for learners is usually intertwined and not always in the same way. Learners are alternating between acquiring new knowledge and skills and

applying them. Their interests and curiosity prompt deep exploration along the way. Sometimes this is planned but it can also be circumstantial and somewhat unpredictable.

- Learners could undertake the Entrepreneurship activity on the ([myfuture website](#) - login required), to find out about their current entrepreneurial behaviours. Depending on their results, they then complete the follow up activities. Re-doing the activity at the end of module 1 could provide an indication of progress in developing 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.

Note the links to further reading.

- Guide learners to explore key Government business websites. The goal is to gain an overview of the authoritative information and support available to start an enterprise. Key concepts framing their exploration include:
 - the legal requirements associated with selected business structures
 - the 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
 - standard practices associated with the administration of businesses such as a 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 the 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.

- Develop understanding about a range of contexts in which entrepreneurial behaviours occur through:
 - incursions
 - excursions
 - guest speakers
 - online research by learners

- current news stories
- learners' experience.
- Each work exposure event is an opportunity to reinforce and develop enterprise skills. For example, consider the enterprise features of each work exposure event. The provider might initially organise an event then unpack what was involved with learners. Learners then take on aspects of the next event. This could include contacting a guest, greeting them and introducing them to the class or acting as the facilitator for the event.

Reflect and exhibit/present

- The reflection feature of Work-based Learning occurs in at least two ways in module 1.
 - After work exposure event. Use guiding questions to elicit:
 - » how the concepts of enterprise, entrepreneurs, enterprise skills and entrepreneurial thinking have been further developed
 - » the new career possibilities may have opened for learners.
 - After enterprise activities used to teach enterprise skills and strategies. Learners could 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 utilising digital and other technologies.

Module 1: Recommended resources

- Additional resources can be found and will be built on in the Communities of Practice
- [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 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 help 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](#) - examples of Tasmanian enterprises and 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 has a wealth of contemporary stories that will interest learners. What enterprise skills are evident in each story?
- [What’s Metacognition-and Why Does it Matter?](#)

Module 2: The enterprising experience

Options for delivering this module include but are not limited to:

- 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)

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 use design thinking and processes to define problems. They come up with solutions by iteratively testing proposed solutions. This approach coupled with basic business function understandings ensures effective implementation of the enterprise.

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.

Module 2: Teaching strategies

This module requires explicit teaching alongside opportunities for learners to practise skills and receive feedback for improvement. Strategies include:

- fostering learners' agency and collaboration with peers, teachers and the community. Explicitly teach and articulate strategies for effective collaboration. For example, role taking, listening to and respecting others' points of view, appreciating different contributions and playing your part.
- supporting learners to create and challenge meaning through questioning.

Learners could undertake specific roles and responsibilities with mechanisms in place to ensure accountability to their team. Roles and responsibilities could include:

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

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

The project(s) undertaken will influence the supplementary work exposure opportunities provided. For example, social enterprise is a focus, excursions, incursions or guest speakers (in person or online) from local social enterprises would be relevant.

Module 2: Examples of learning activities

The why for learners

These activities describe ways to engage and support learners to set meaningful 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 resource provides 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 that part of entrepreneurial thinking is to be open to learning new things.

The what and how for learners

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

- 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 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 such as one of those available from [Business in a box](#) (email registration required).

Module 2: Focus area guidance

Prepare for workplace learning

The focus of module 2 is undertaking workplace learning through a collaborative enterprise project and module 1 serves as the preparation for this.

Undertake workplace learning

The teacher-guided collaborative project and the workplace learning component are main focuses of module 2. Ideally industry mentor(s) will also be involved and opportunities to connect with relevant workplaces or industries will benefit learners.

Reflect and exhibit/present

Learners must reflect to prepare the work requirement for module 2, Enterprise Experience Folio.

Module 2: Recommended resources

- Additional resources can be found and will be built on in the Community of Practice
- [Atlassian Team Playbook](#) - in module 2, learners are focusing 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 various 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 start-up billionaires.
- [d.school Starter Kit \(Stanford University\)](#) – a virtual interactive workshop for teachers who want to introduce design to their classes. In this online intro to design you'll get exposed to a medley of design abilities, methods, and mindsets. You'll 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 you'll learn over 20 concepts and tools that will help you apply human-centered design to your 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: Individual or collaborative enterprise project

Module 3: Teaching strategies

In module 3, the teacher is in the role of guide on the side. While there will be times when explicit teaching is required, the most important teaching strategy will be ongoing actionable feedback.

Module 3: Examples of learning activities

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 implement an enterprise project
8. present information on an enterprise project, supported by digital technologies.

The why for learners

These activities describe ways to engage and support learners to set meaningful 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](#). Introduce it by reminding them that in module 2 they learned about the process of planning and implementing an enterprise project.
- To celebrate progress and focus on developing entrepreneurial skills, have learners revisit their initial ideas about enterprise skills, entrepreneurship, enterprise and entrepreneurs. Learners revisit their concept maps or shared class snapshot and update it with what they know now. This could be an individual or whole class activity. Each learner should see evidence of how far they have come and the vocabulary they have developed to articulate ideas and understandings.

The what and the how for learners

These learning activities describe how to help learners grasp big ideas and key understandings and organise new information. They also describe opportunities 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 strategies such as:
 - negotiate the format of the final presentations with the class. This could include a class-based exhibition, a mini expo, a series of presentations to an invited small audience. This negotiation might be undertaken early in the module or at the start of the course, to allow time to organise.
 - invite a specialist to provide advice about how to use visual aspects to enhance communication in a presentation. This could be a colleague teacher, industry practitioner or peer.
 - involve a specialist to provide tips and hints about presentation skills. This could be a colleague teacher, industry practitioner or peer. Advice could cover eye contact, voice projection, pace and delivery, importance of content and presentation style to give impact to a presentation.
 - provide timelines for sharing of drafts, for peer and teacher feedback, 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

- In module 3, Work-based learning occurs by learners taking part in authentic work activities and interactions as they plan and implement their enterprise projects.
- The requirement to submit a Project Proposal and Project Management Plan for approval immerses learners in an authentic workplace learning activity of designing a plan to satisfy criteria.

Reflect and exhibit/present

- In module 3, learners must reflect on learning and update their Enterprise Skills Profile
- Learners must report on their Enterprise Project, describing it, its successes and challenges and what they learned in the process.

Module 3: Recommended resources

- Additional resources can be found and will be built on in the Communities of Practice
- [Australian Government Business website](#) – includes templates for a lean business plan and a profit and loss statement, which may help 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. Resources include:
 - [develop your business plan](#)
 - [lean business plan template](#)
 - [how to set up a profit and loss statement](#)
 - [profit and loss statement template \(MS Excel\)](#).
- [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: Presentation of industry case study

Context

One of the work requirements for module 1 is an industry case study. Learners must 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 must prepare and deliver a presentation. This is 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: Learning journal (component of folio)

Context

The Enterprise Experience Folio work requirement for module 2 includes a learning journal. This is an opportunity for learner agency in choice of mode for the learning journal. The learning journal could be 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 and facilitates self, peer and teacher reflection. If using a non-digital mode, 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 earlier 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 a 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: Project proposal and project management plan

Context

Learners must 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
6. apply skills and knowledge to plan 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 indicate 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 learners. Strugglers are paired with confident peers, and the not confident learners work together
 - 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 learners refine their work 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 resources²

- Link to [Course Document](#)
- Link to [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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CONTACT	years9-12learning@education.tas.gov.au
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