

Sustainable Entrepreneurship and Approaches to Learning across the Continuum-Role of School Education

Dr Jyotsna Sharma

Principal, Education, Shambhu Dayal Global School

Abstract

Entrepreneurship is about embracing challenges. This is one of the essential abilities people need to succeed in an ever changing and increasingly competitive global society. Entrepreneurship is also emerging as a promising new engine for community growth. It enriches and revitalises such positive forces as prosperity, economic growth, productivity, job shaping and business diversity

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However, how are they developed in schools across the continuum, allowing opportunities for students to apply them in and outside their learning community?

IMPLEMENTATION STRATEGIES :

Firstly check how impactful our action is there? Secondly what can be the possible reasons that why teachers and students are not able to take stand, for this lots of internal research and reflection practices are required.

- Students had creative and innovative ideas but are not aware how to go with skill application.
- A focus on entrepreneurship to make a profit is missing.
- They underestimate their inborn talents and skills

The first connection we need to make is how the IB ATLs are connected to sustainable entrepreneurship – not any type of entrepreneurship, but sustainable:

1. it transcends green business and making a profit.
2. It involves beyond-the-box solutions for economic, social, and environmental development.
3. It does not only involve the realization that innovating and creating something for the community should go beyond the self;

it also requires (i) effective communication (ii) critical and creative thinking (iii) collaboration (iv) principled research (v) well-developed self-management skills.



Next Leadership steps

- we should empower teachers to explicitly teach the ATL skills, so map them out across the continuum.
 - By doing so, teachers will know exactly what skills are being targeted at each grade level,
- This will bring changes in teaching and learning as well as in student confidence to act. Simultaneously, our mindset will begin to shift towards sustainability as we have already included the sustainable development goals (SDGs) in our curriculum.

INQUIRIES FOR SUSTAINABLE ATL LEARNING

What are the specific indicators that students are developing their communication, thinking, research, social, and self-management skills in each grade level?

- How do we ensure that the ATL skills and subskills are being taught according to their developmental stage?
- How do we ensure both students and the community understand what each ATL skill and subskill is all about?

What we learnt (after adopting above mentioned criteria

‘I can’ statements to teach ATL skills and subskills have proved to be more meaningful and understandable for our learners.

In addition, they work as specific indicators based on child developmental stages and are shared with and understood by the whole community, as in the example mentioned below.

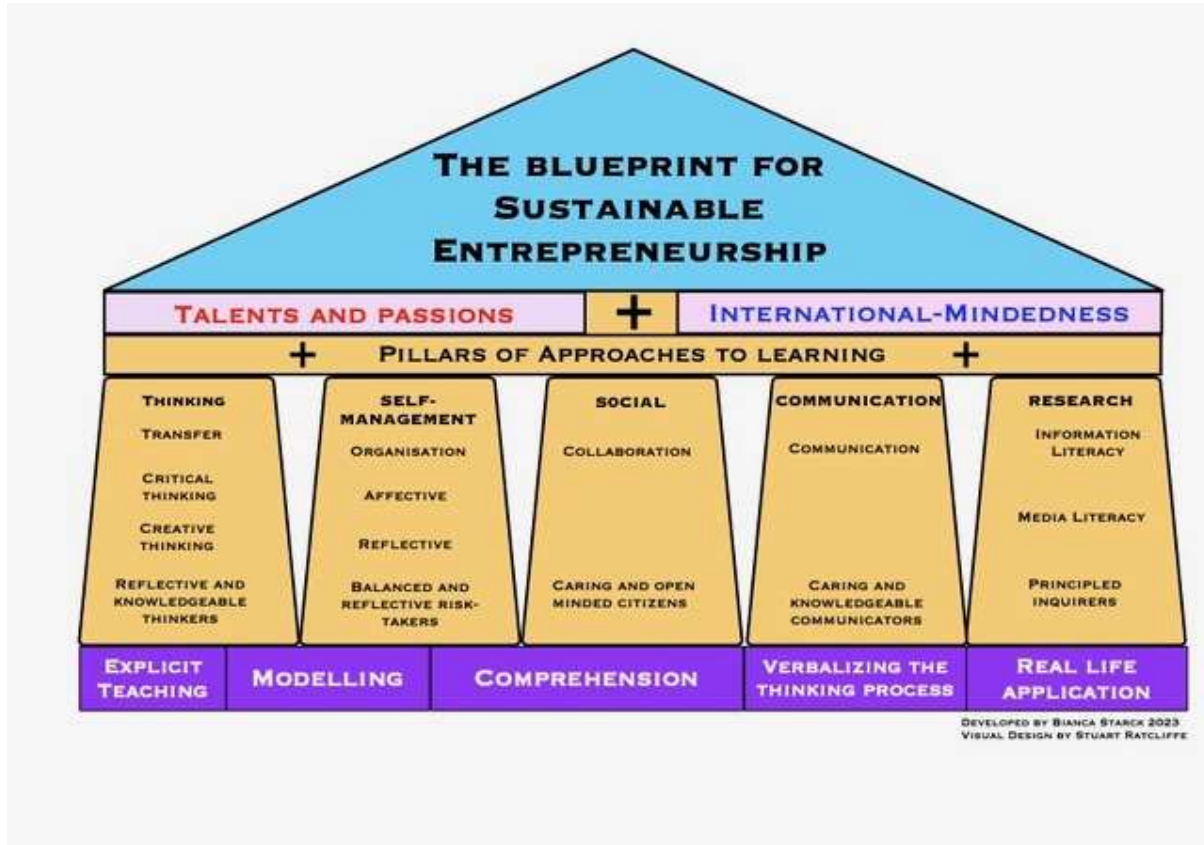
The extra benefit is that they work together with the attributes of the learner profile we strive to develop.

Social skills - I am caring and open-minded.	PG	PYPA
Collaboration Skills What are the indicators that students are developing interpersonal relationships?	I can engage in play. (parallel) I can use polite words (eg: please and thank you). I can take turns to speak and play.	I can engage in play. (associate) I can use polite words. (eg: please, thank you, excuse me, and you are welcome, and sorry when encouraged). I can look at the person who is speaking. I can take turns to speak and play. I can work in teams. (eg: together on a project).
PYPB	PYP1	PYP2
I can work collaboratively in teams. (eg: in pairs and small groups after it has been modelled). I can make and keep new friends. I can show patience while I wait for my turn. I can realise when I have upset someone and say sorry.	I can listen respectfully. I can help my friends to succeed. (with modelling) I can accept democratic decisions. I can act on and give feedback. (eg: by using two stars and a wish, with guidance and modelling).	I can interact respectfully. I can help my friends to succeed. I can act on and give feedback by using two stars and a wish.

- Previous
- Next

Investing in the explicit teaching of ATL skills by modeling, supporting students' comprehension and their thinking process, and providing opportunities for real-life application across the continuum is beginning to pay off.

We have observed more specific, sustainable entrepreneurship around our community, which is the reason for great pride and more food for thought, which resulted in the creation of the following blueprint:



Finally, there was a strong commitment to promote and encourage the abilities and interests of our students, which was revealed through their actions.



**Final thoughts**

Expecting students to act without empowering them with a sustainable entrepreneurial mindset and skillset while solely highlighting performance does not make the world a better place.

Valuing efforts and highlighting strengths, explicitly teaching, and modeling the IB ATL skills clearly for all to understand and providing application opportunities where students can make a difference has strengthened our community and made our bit of the world a more sustainable place.

This journey has been a whole-school effort inspirING us to keep learning, unlearning, and growing.