



Teacher and Staff Professional Development Training Session on Building Entrepreneurial Mindsets

Preparation

Before beginning professional development sessions all teachers and staff participating in the training should complete CE International's micro-course on [Building Entrepreneurial Mindsets: Young Children as Creators and Problem Solvers](#).

Brief Course Review

In the micro-course participants learned about the importance of building entrepreneurial mindsets in children. Preparing them with the skills of entrepreneurship will help them to become valuable employees, innovative leaders and social changemakers.

The course highlighted:

- The importance of entrepreneurship, an entrepreneurial mindset, and the skills that are part of an entrepreneurial mindset.
- The process for building entrepreneurial skills in children and examples on how to apply the concept of education for entrepreneurial mindsets in your own education space.
- Reflection questions to help you think through your understanding of entrepreneurship and develop ideas on how to encourage education for entrepreneurial mindsets in your own context.

Children are natural entrepreneurs, using curiosity and creativity to explore the world around them. Providing opportunities to grow and develop their skills and entrepreneurial mindset in school develops the foundations for child success today and in the future.

Guide to **Teacher and Staff** **Professional Development Training Session** **on Building Entrepreneurial Mindsets**

Participation

This guide is designed to support the training of your entire teaching staff or smaller groups of at least four teachers. It is important to provide plenty of time and physical space to allow teachers to work together and discuss their ideas. Creating a supportive environment will help facilitate buy-in from your teaching staff, generate fresh ideas and support for each other during their own professional growth journey.

Using this guide

Each section below includes a few options for different activities related to the micro-course. Professional development groups can use all activities or just one in each section. These activities are designed to help you build a common vision of education for entrepreneurial mindsets, examine how this currently looks in your education space, analyze what you need to move forward, and commit to taking action to implement these changes.

Glossary of Key Terms

Entrepreneur – a person who identifies and acts on the need to create something new.

Entrepreneurial Mindsets – a way of thinking that allows an individual to take a creative and problem-solving approach to issues in the world around them.

Social Entrepreneurship – finding solutions to key social and economic issues by identifying the needs of the community and innovating to reach positive change.

Innovation – new connections, ideas, and ways of thinking and doing.

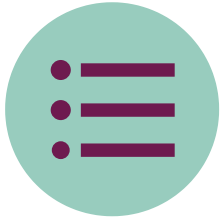
Iteration – small change to an innovation to make it more effective.

Section One Imagine

How should education for entrepreneurial mindsets look?

Pick one, two, or three activities

Skills Share



Have each person consider and then write down what they view as the three most important skills of entrepreneurial mindsets. Each person should pair with a partner to discuss their selected skills and then participate in a group discussion to share opinions. Remember: There is no right or wrong, selecting different skills just indicates different perspectives.

Facilitator Note: Pull out the common themes people are sharing. If there are certain skills that many people are identifying, this may be a good place to build consensus and begin finding ways to build these skills into the curriculum.

Entrepreneurial Environment



Have participants think of several words or phrases that might describe an education environment that encourages entrepreneurial mindsets. This activity can be done individually or in groups, depending on the number of participants. After brainstorming, each individual or group should list one important word or phrase on a large sheet of paper on the wall. When this is completed, all participants should walk around the room reading and writing comments on the ideas represented by the words or phrases.

Scenario Scenes



Break into groups and give each group a scenario to act out. Some sample scenarios are listed on the next page or education leaders are encouraged to think of scenarios relevant for your context.

How should education for entrepreneurial mindsets look?

Scenario Scenes (continued)

Scenario 1: As a teacher you have noticed a lot of dust and sand drifting from the outdoors into the classroom. Act out a scene in which you encourage children to identify the problem, understand it, and come up with an innovative solution.

Scenario 2: A group of teachers is arguing that there is not enough time to allow children to use creativity to problem solve. Have different members of the group make arguments for and against having more time for children to focus on creative problem solving.

Scenario 3: At a school event for parents, explain why and how you are educating for entrepreneurial mindsets. Include information about how parents can help to support children as they develop entrepreneurial mindsets. Group members can play the role of parents and ask questions/make comments.

Scenario 4: Have group pretend to be students that have been asked to think about solving problems in their community. One group member can play the role of the teacher. The teacher's role is not to give answers or solutions but encourage the "children" to think deeply and creatively.

At the conclusion of the "Imagining" session your teaching staff should have an understanding of what an entrepreneurial mindset means, why it is important in your school, and why your school is interested in building these skills in children. These activities will help your staff develop shared language and ideas to discuss entrepreneurial mindsets within others in your school and with parents and families.

How do you currently teach the skills of entrepreneurial mindsets in your space?

Pick one, two, or three activities

Curriculum Crawl



Have participants bring a recent lesson plan and give them a copy of the 12 Skills for Entrepreneurial Mindsets (you can download this from Lesson 3: Skills for an entrepreneurial mindset). Have participants analyze their lesson plan to see which entrepreneurial skills it encourages. Share with a partner.

Facilitator Note: If time allows have teachers brainstorm how they can design or enhance their lessons to encourage more student-led activities in that particular lesson.

Beyond the Classroom



In small groups list school events and activities (school gardens, sports days, award ceremonies, special events, etc.). Star the ones that encourage an entrepreneurial mindset in children. Share with other groups to see if everyone agrees.

Facilitator Note: What are additional activities that you can include in your school or program to encourage an entrepreneurial mindset in children? What are you currently doing that you can expand on? Have participants make a note of these ideas to share later in the training.

New Norms

Part 1: Rules and Norms



As a group, brainstorm classroom or school rules or norms. Include not only rules for classroom management, but also rules for other areas of the school (such as hallways, lunchrooms, outdoor areas, etc.).

How do you currently teach the skills of entrepreneurial mindsets in your space?

New Norms (continued)



After a brainstormed list is created, call out each rule and have educators raise their hands if the rule encourages children's ideas, voices, creativity, initiatives, and problem-solving skills. Star the rules that do.

Part 2: New Norms

Return to the rules that do NOT encourage children's entrepreneurial mindsets. Assign the rules not starred (i.e. rules that do NOT encourage entrepreneurial mindsets) to small groups to discuss. Are there ways to make changes that will not negatively impact the school (for example, does not compromise security), but will give children more opportunities to express themselves and their ideas and develop their entrepreneurial mindsets? Have each small group present suggestions to the whole group.

Facilitator Note: All schools must have some rules that cannot be changed around issues such as safety and security, for example. However, sometimes rules designed to create order end up stifling creativity and student input. Since many rules exist to solve problems, when possible, allow children to participate in problem solving and creating rules. Of course, some necessary rules do not actively encourage children to participate and problem solve with entrepreneurial mindsets. That is fine, the purpose of this activity is to determine which rules can change to provide an environment with more opportunities for creativity and problem solving.

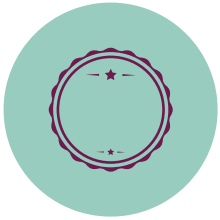
At the conclusion of the “examining” section, teachers and staff should understand how entrepreneurial mindsets are currently encouraged in your education space. Teachers will have a clear understanding of the types of activities and learning they should create in their classrooms and other places to encourage children to build an entrepreneurial mindset.

Section Three Act

What needs to happen to make education for entrepreneurial mindsets a reality in your space?

Pick one, two, or three activities

Commitment



In small groups, come up with a phrase or picture to remind you of your commitment to education for entrepreneurial mindsets. Share these visual reminders or phrases with the rest of the large group.

Educator Action Plan

Part 1: Goals and Resources

As individuals ask teachers to think back to the reflection question at the end of Lesson 9 (What can you do to encourage entrepreneurial mindsets in your education space?) and list out three actions they can take now. For each goal have them list resources or outside support they may need to accomplish the goal. Create a group list of resources and supports needed.



Part 2: Action Steps

Teachers should consider the three goals they identified. For each goal, teachers should list the action steps needed to take to accomplish the goal. Teachers should break into small groups and discuss their goals and action steps.

Facilitator Note: If possible, teachers should create a timeline for each goal and share with their supervisor.

What needs to happen to make education for entrepreneurial mindsets a reality in our space?

Priorities

Part 1: Creativity Circle

Have each participant write one idea for a new classroom activity or schoolwide event that would help encourage entrepreneurial mindsets. Sit in a circle and pass the papers around. As you receive each paper, write a note, additional idea, or a question under the idea. At the end of the activity, ask for feedback on the most exciting new options.



Part 2: Pitching Priorities

In small groups (or as individuals depending on the number of participants) decide on the most promising idea from the Creativity Circle activity you would like your leadership to support. A school leader and one or two others (preferably with a decision-making role) should act as the panel. Each individual or group will come up an “pitch” for the idea – this means explaining the idea, convincing the panel it is important, and indicating what needs to happen to make the idea a reality. Panel members can ask questions to get further information. After the pitches, the panel will decide which ideas will be the top priorities to support going forward for the rest of the year.

At the conclusion of the “acting” section, participants should have a clear idea what to do next to move towards educating for entrepreneurial mindsets. Education leaders participating in the session should have formed priorities and a sense of the resources needed to accomplish their goals.



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Providing opportunities for children to become creators and problem solvers is a schoolwide endeavor. This guide was designed to help your school take steps to understand how to implement education for entrepreneurial mindsets within your own education space and context.

In Review

Participants should now understand the importance of entrepreneurial mindsets, how education experiences can encourage these mindsets, how your specific education space develops entrepreneurial mindsets, and how to take action to improve.

We hope this guide helps you develop a plan to implement some of the ideas presented in CE International's micro-course on Building Entrepreneurial Mindsets: Young Children as Creators and Problem Solvers.



**Please contact us at
headquarters@ceinternational1892.org if
you have any further questions about
entrepreneurial mindsets or ways we can
support your school's professional
development opportunities.**

