

Temaana Sanderson-Bromley



- The youngest person to ever win the Don Dunstan Foundation OUR MOB Emerging Artist Prize.
- Exhibiting Artist at 2023 Illuminate Festival in SA
- Founder of Mardlaapa Designs
- Graduate of Seaton High School
- Currently Studying Marine and Wildlife Conservation at Adelaide University





A Tale of Two Elephants



The First Elephant

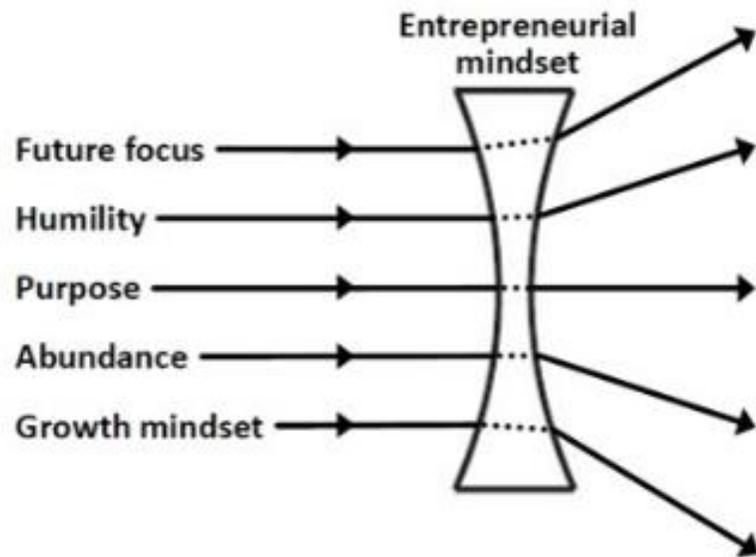
Funding



The First Elephant

- Clarity of Purpose
- Shift in Mindset





1. Adapted from EntreComp, the European Commission's Entrepreneurship Competence Framework, 2016.
2. Derived from the vision statements and strategy deliberations of the SA specialist entrepreneurship schools.



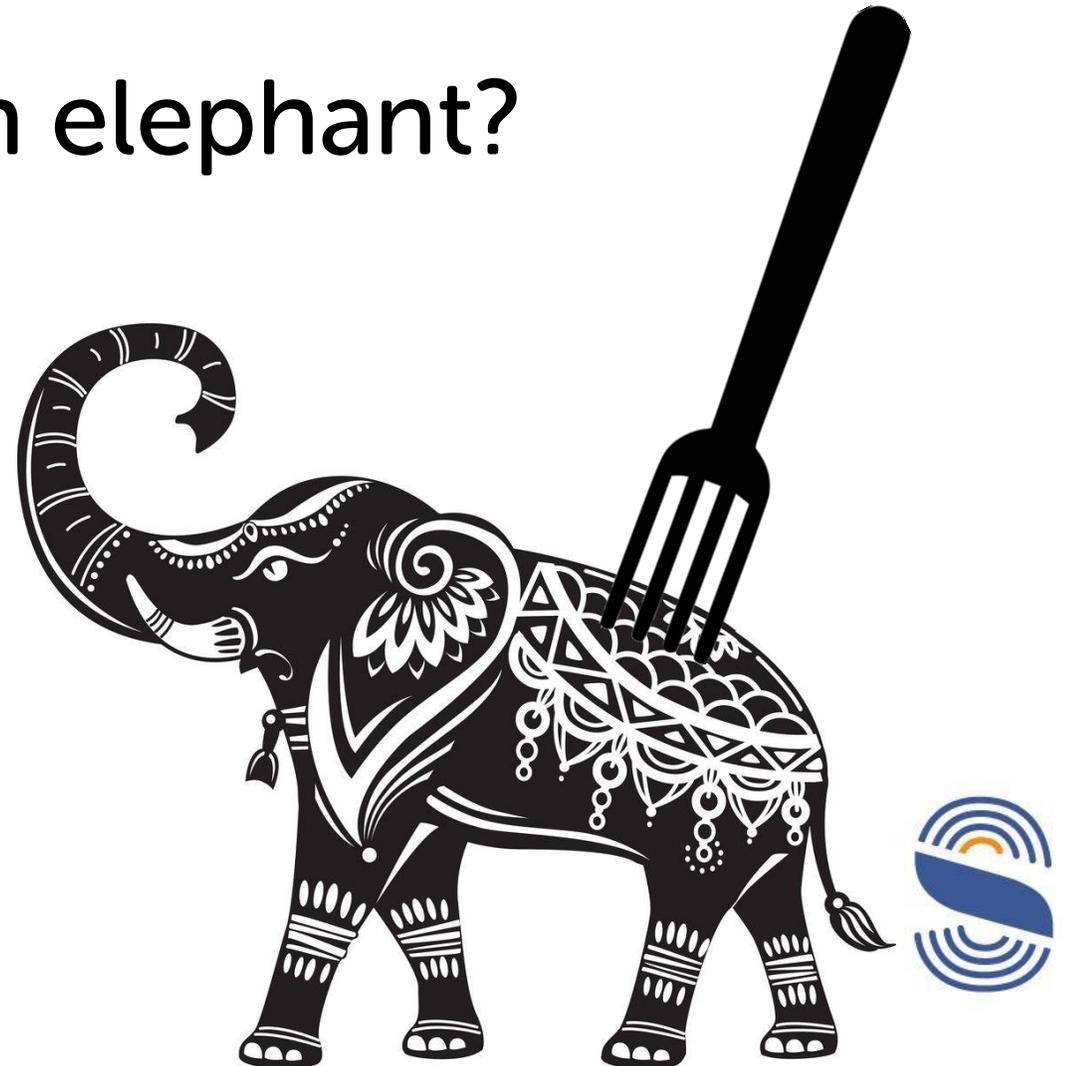
The Second Elephant



How do you eat an elephant?



How do you eat an elephant?





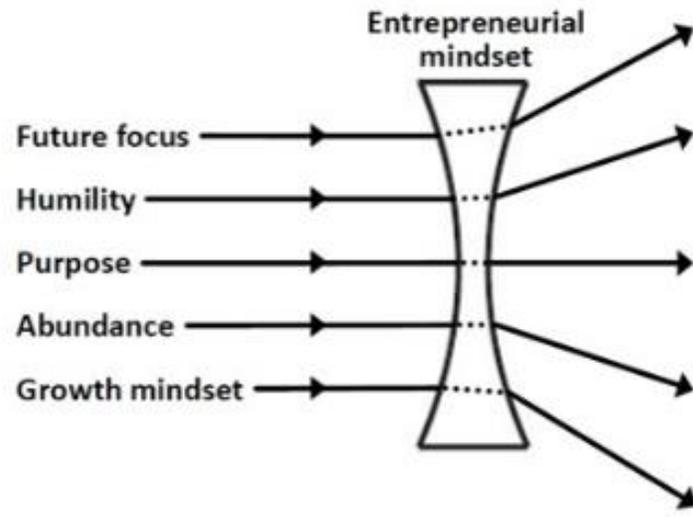
Entrepreneurial Education

Entrepreneurial Specialist School



**Government
of South Australia**

Department for Education



1. Adapted from EntreComp, the European Commission's Entrepreneurship Competence Framework, 2016.
2. Derived from the vision statements and strategy deliberations of the SA specialist entrepreneurship schools.





SEATON

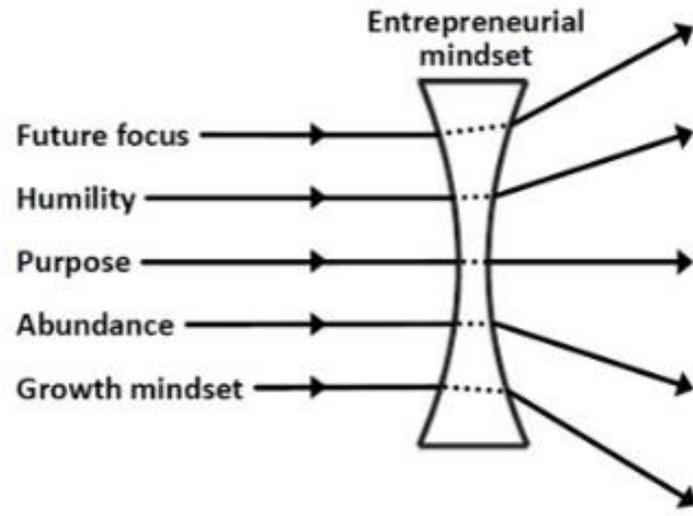
HIGH
SCHOOL

GATE 4



Student Impact





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2. Derived from the vision statements and strategy deliberations of the SA specialist entrepreneurship schools.

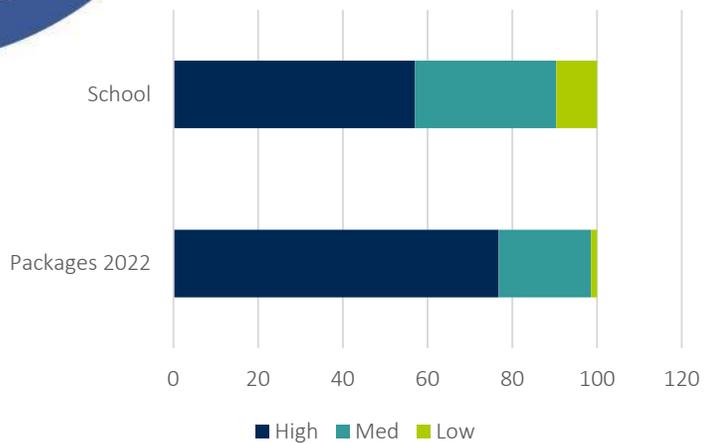




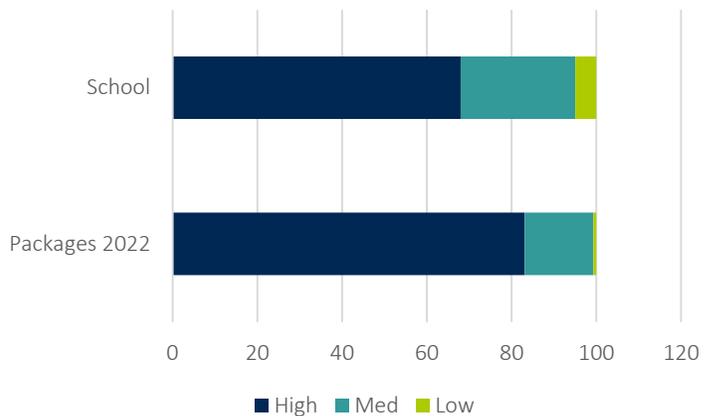
Wellbeing and Engagement



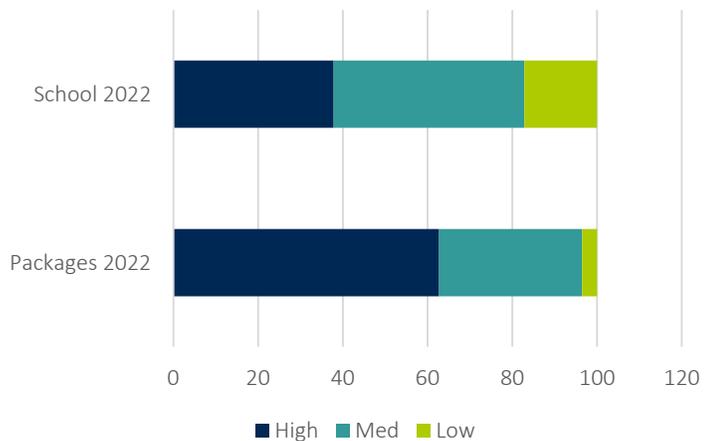
Important Adult



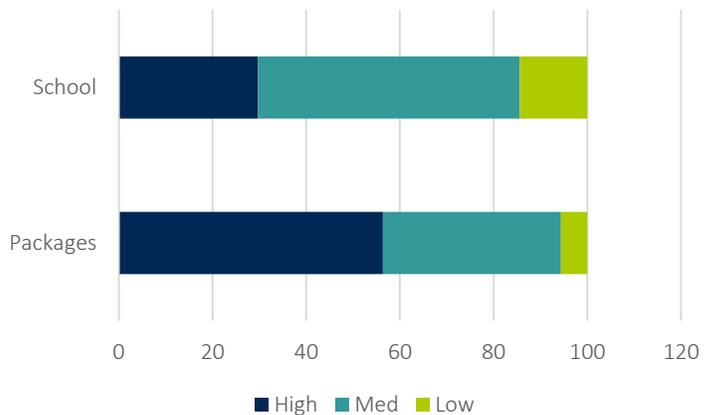
Supportive Adult



Happiness, Cheer and Contentment



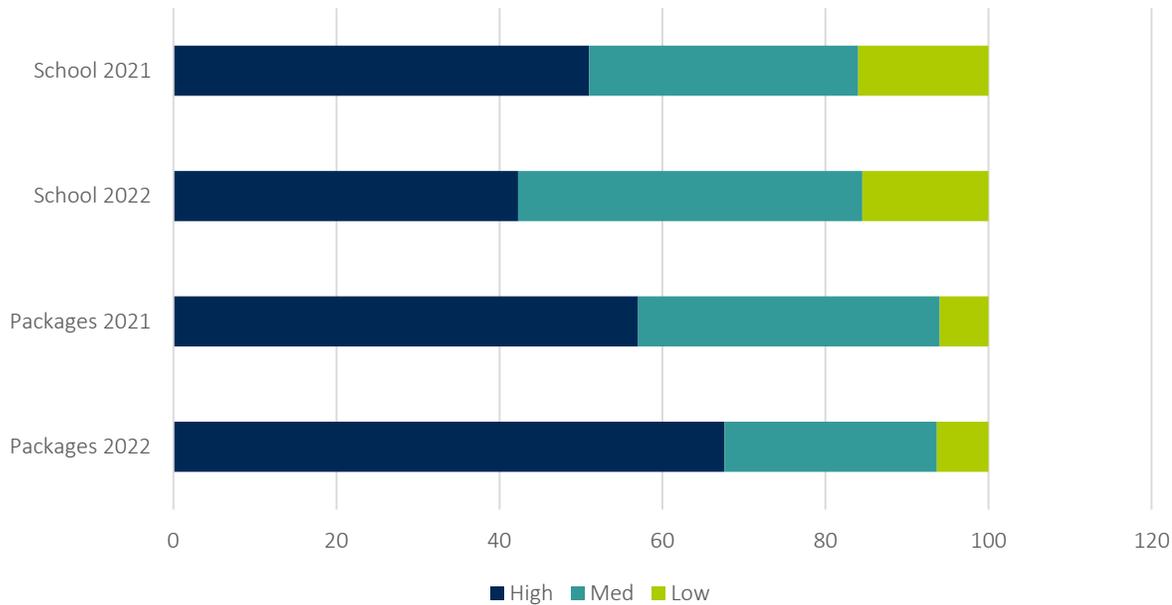
Positive Expectations



“
The ability to be free in my thinking and have more control over my learning
 ”



Peer Belonging



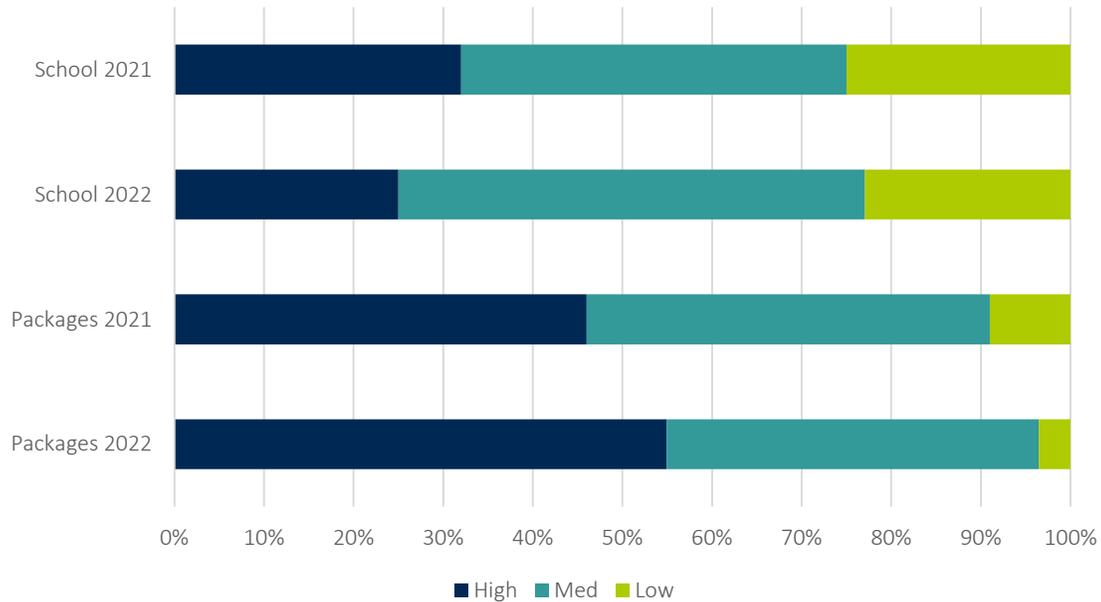
“

I enjoy learning with other people and hearing their ideas. I also enjoy helping the community out and learning

”



School Belonging



“

I enjoy entrepreneurial learning because I feel it guides me to have a better understanding of how to express myself and also give back to people who are in need of help.

”



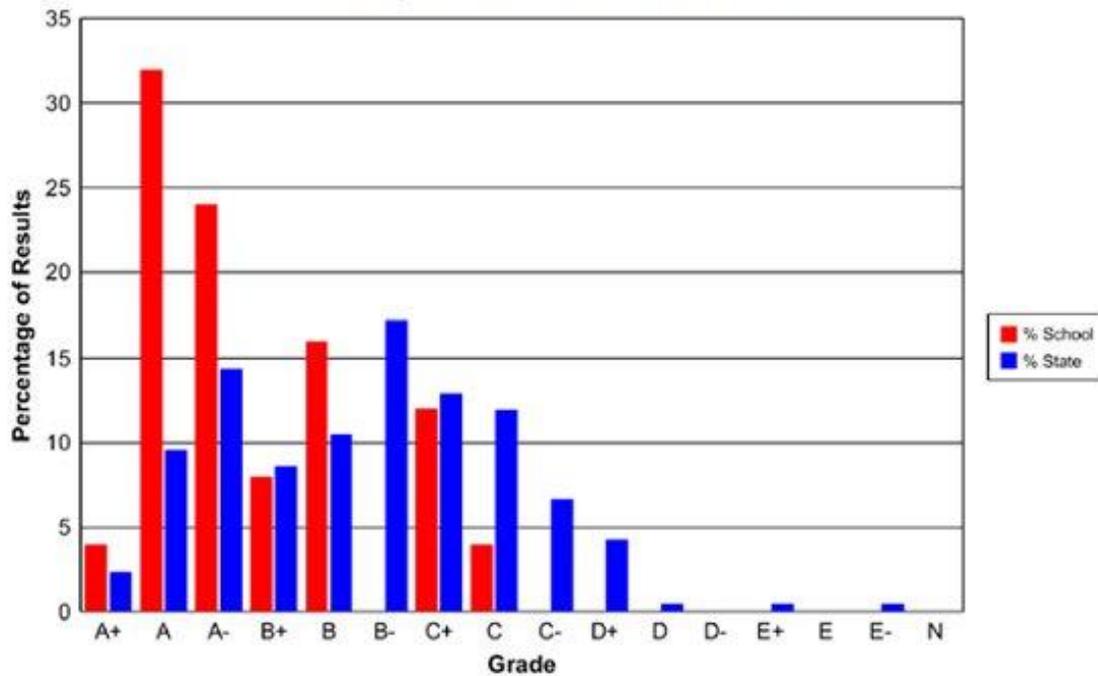


SACE Data



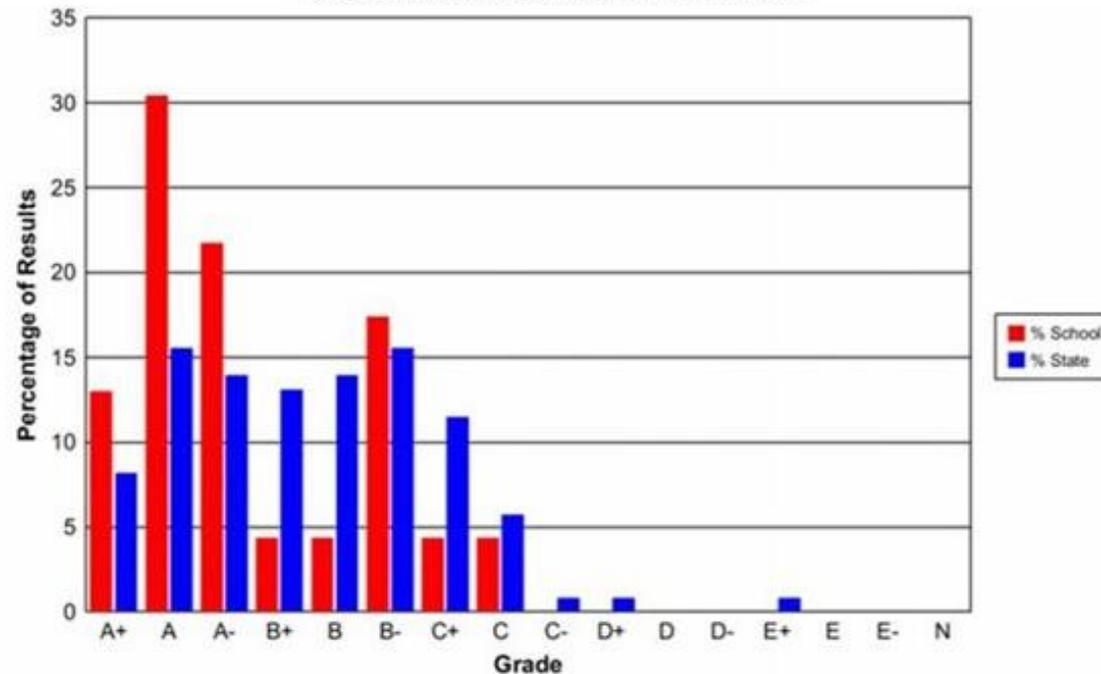
UAV 2018

Stage 2 Grade Distribution by Subject
2SSA20 Systems and Control Products I, S2, 2018

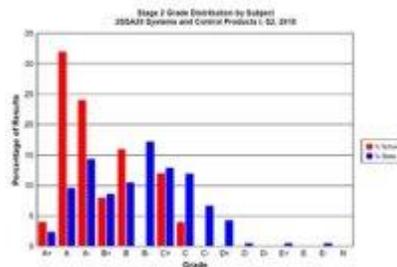


UAV 2019

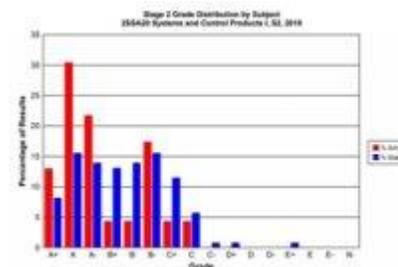
Stage 2 Grade Distribution by Subject
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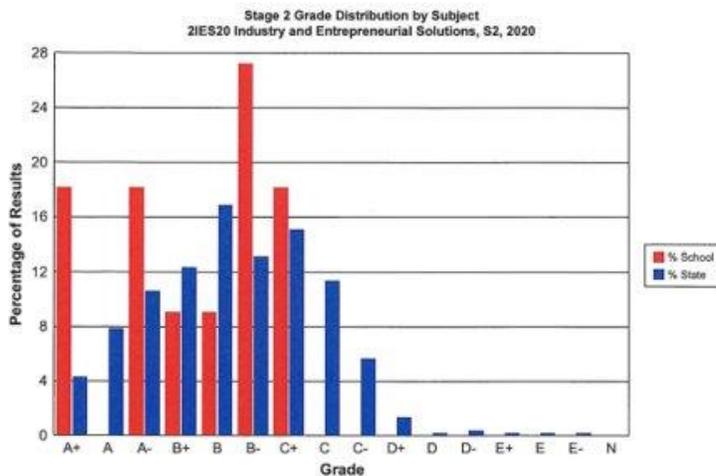
UAV 2018



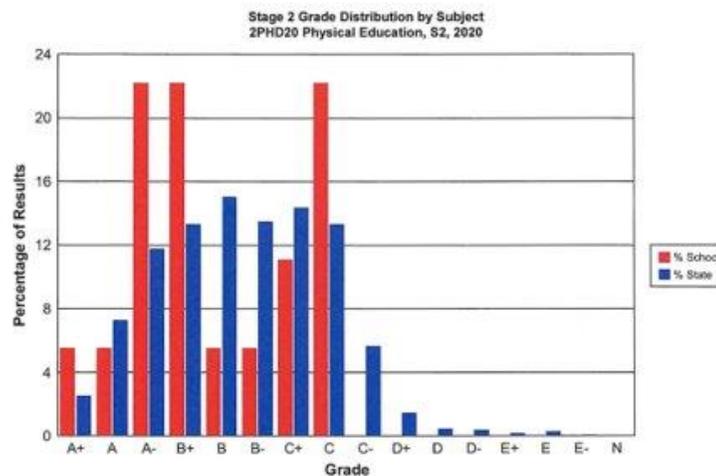
UAV 2019



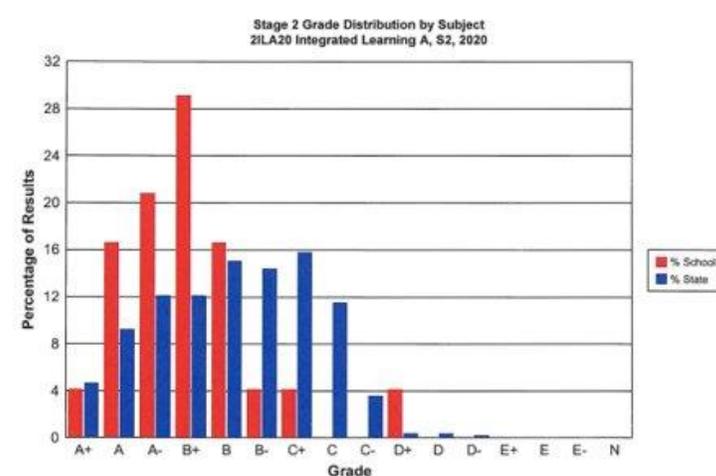
UAV 2020



SIP 2020



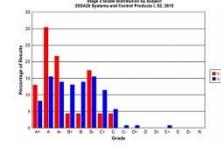
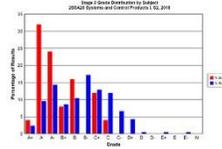
DI&E 2020



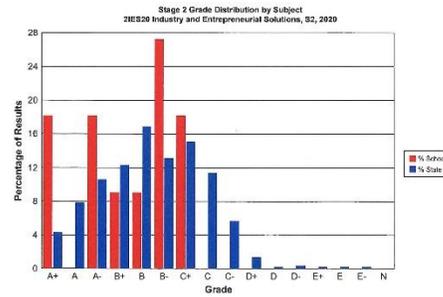


UAV 2018

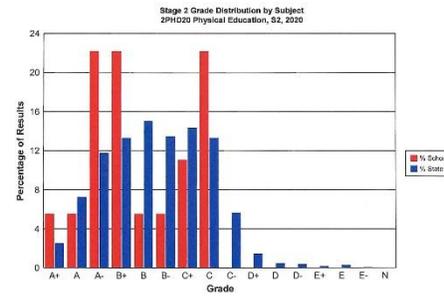
UAV 2019



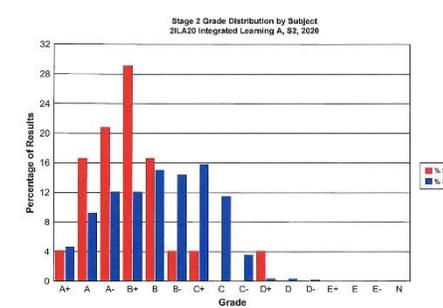
UAV 2020



SIP 2020



DI&E 2020

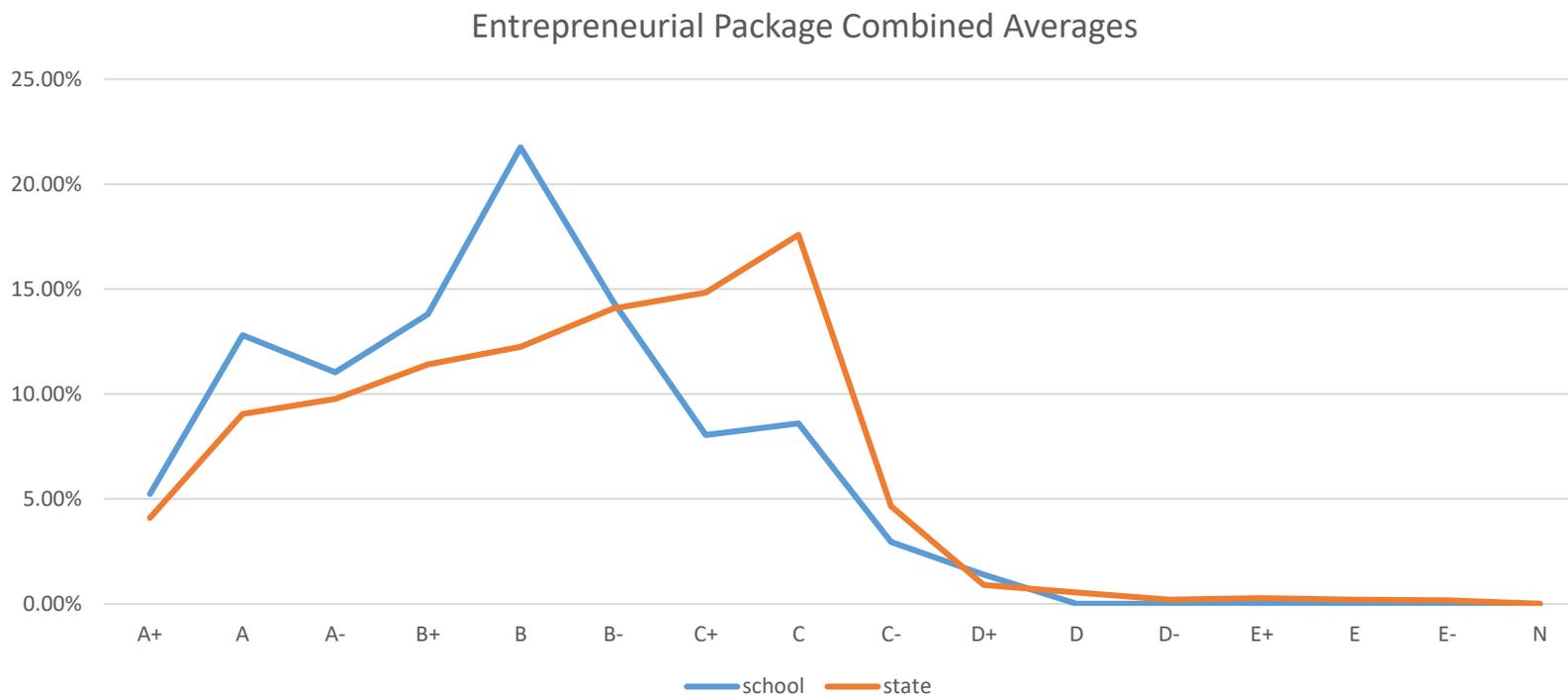


2021 - 2023



SACE Achievement Data

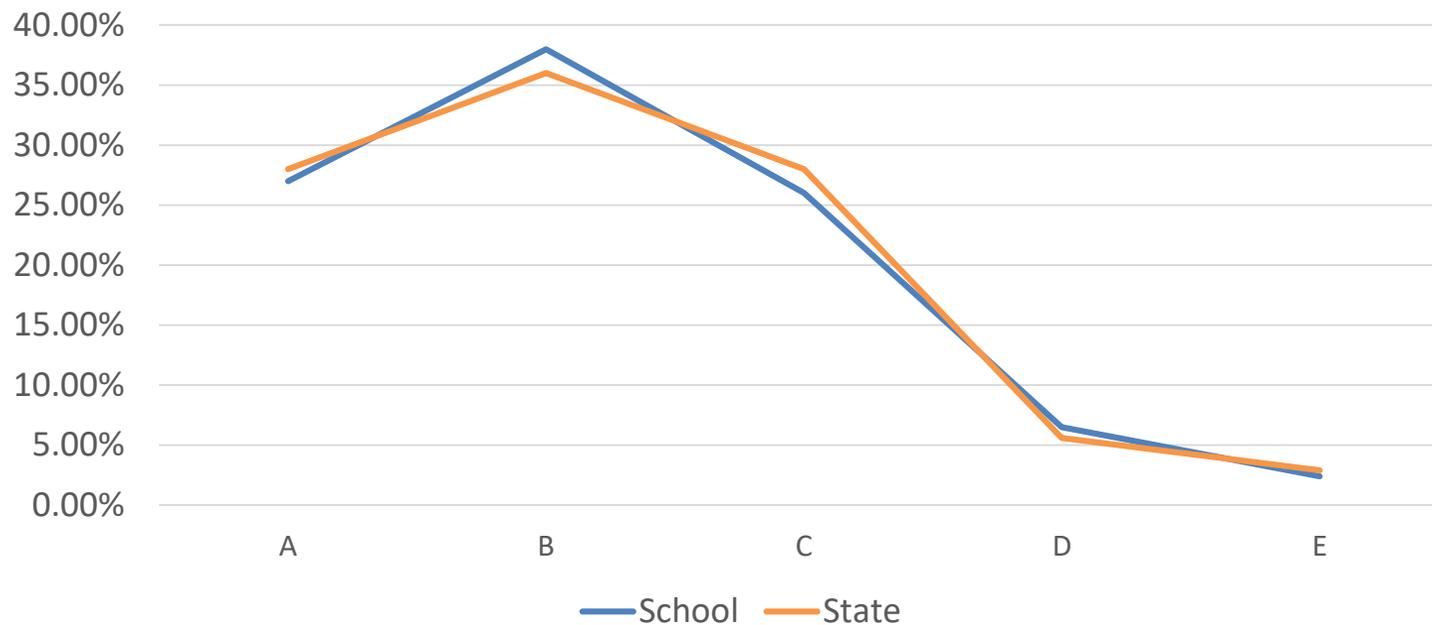
2021



SACE Achievement Data

2022

Entrepreneurial Package Combined Averages





Staff Impact



Our Educators

- 58% of teachers say they feel quite a bit or a lot of stress in their jobs.
- 24% of teachers report that their job negatively impacts their mental health.
- 21% report negative impacts on physical health.
- Most teachers report to working 140%-150% of their paid working hours.
- 26% of teachers report that they intend to leave the profession in the next 5 years.
- 25% of teachers report that they intend to leave the workforce before retirement.
- 50% of teacher graduates will leave in the first 5 years.



Industry and Community

88%

increased confidence in forming relationships with industry professionals

94%

increased understanding of industry and community needs

“

All connections that we make with industry enhance the work that we do. The more connections that we can make with industry the better the experience for our students and ourselves.

”



Connectedness

94%

increase of meaningful opportunities for collaboration with their colleagues

94%

indication that process has highlighted skills and experiences of colleagues that they were previously unaware of

“

It has been great to work with a range of colleagues and gain greater appreciation of the skills and expertise that they bring along with them.

”



Mindset

88%

increased confidence in utilizing curriculum flexibilities

88%

indication of changed approach to task design

“

*It allows us to plan and deliver tasks in an adaptive way that meets the needs and interests of our students - **extending them in the process.***

”



Purpose

100%

increase in connectedness to sense of purpose as an educator

“

*I really feel like I am able to fully embrace my passion and facilitating students' passion, skills and knowledge, but most of all I feel that I am useful and **make a difference.***

”





Creating Pathways and Scaffolding Skills





Entrepreneurial SACE Packages



Backwards by Design Starts with US

Effective staff and collaborative curriculum development requires first an exploration of:

- our thinking
- our educational philosophy
- our own mental models which we bring to teaching
- our world views
- our own learning styles and team skills





UAV SPECIALIST PROGRAM 2020

An Unmanned Aerial Vehicle (UAV) is an aircraft piloted by remote control or onboard computers, also known as a 'drone'.

The Seaton High School UAV Specialist Program is offered in collaboration with The University of Adelaide's Unmanned Research Aircraft Facility. The program is offered one day per week (Wednesdays) during 2020 as a SACE Integrated Program, combining Stage 1 Scientific Studies (10 credits) and Stage 2 Design, Technology and Engineering: Robotic and Electronic Systems (20 credits). Students will also graduate with the following industry qualifications:

- Remote Pilots Licence (RePL)
- Aeronautical Radio Operators Certificate (AROC)

The program is open to 2020 Year 10 and 11 students from WASSN (Western Adelaide Secondary Schools Network) schools. The program will prepare students for a wide range of tertiary pathways in areas such as Aerospace, Engineering, Conservation and Earth Sciences.

Applications close Sunday 1st September 2019. Please follow the link provided to fill out your online application: <http://bit.ly/31qr1Rr>

Remote Pilots Licence content:

- Meteorology
- Navigation and Terminology
- Air Legislation Systems and Components
- Aerodynamics and Motion
- Human Factor and Consideration
- Flight Training
- Flight Testing

Location: Seaton High School

Program Coordinator: Tom Griffith

Phone: 8445 2944

Email: tom.griffith647@schools.sa.edu.au



Entrepreneurial
Specialist
School

The SACE Integrated Program is offered across Western Area Secondary Schools Network one full day a week incorporating:

- Stage 1 Scientific Studies (10 SACE credits)
- Stage 2 Control Technology (20 SACE credits)

University of Adelaide's Unmanned Research Aircraft Facility

Students graduate with CASA approved

- Remote Pilots License (RePL)
- Aeronautical Radio Operators Certificate (AROC)



THE UNIVERSITY
of ADELAIDE





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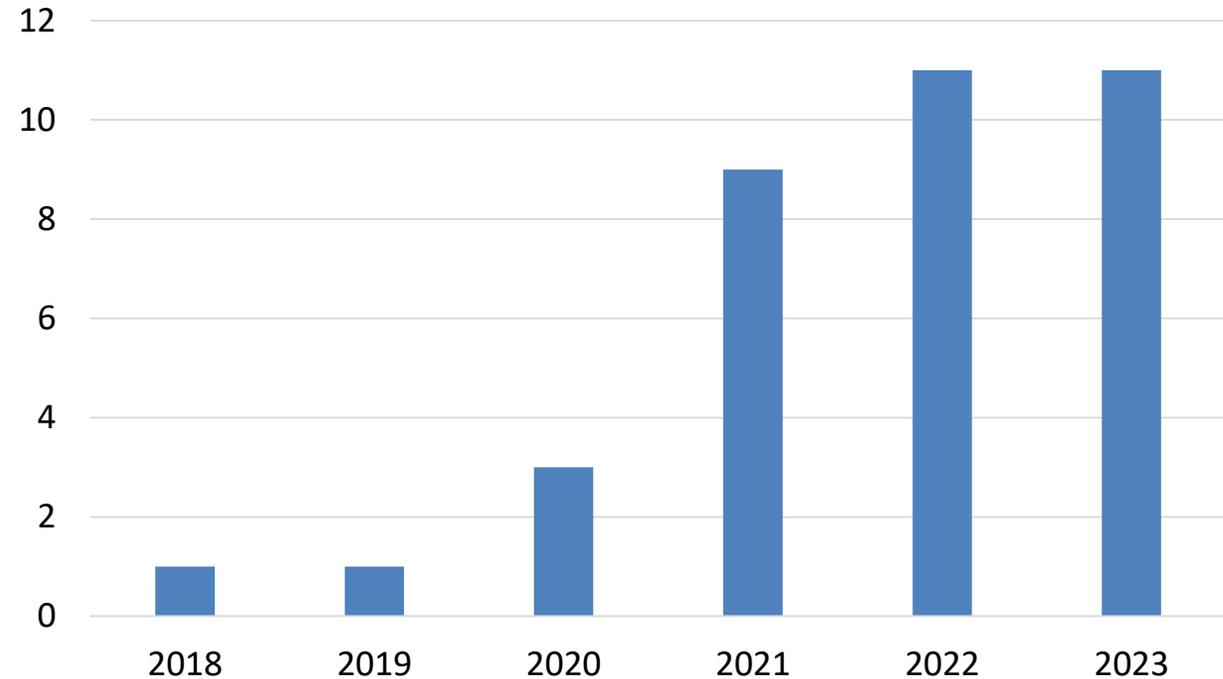
Phone: 8445 2944

Email: tom.griffith647@schools.sa.edu.au



Entrepreneurial
Specialist
School

SACE Packages by Year



MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
CG	CG	CG	CG	CG	
1	2	10/11/12 Integrated Packages, VET	6	5	
Recess			Recess		
6	5		Package	3	4
Lunch			Lunch		
3	4		Package OR CG/IL	1	2
			CP/NIT		

CL – Core learning (divided into 2 groups, each with a double for Ma and double for Eg)

IL – Independent learning

CG – Care Group activities

CP – Collaborative planning (early dismissal for students)



SACE Subjects

- Art (Stage 1)
- Business and Innovation (Stage 2)
- Community Studies (Stage 1)
- Creative Arts (Stage 1)
- English (Stage 1 and 2)
- Food and Hospitality (Stage 1)
- Industry and Entrepreneurial Solutions (Stage 1)
- Integrated Learning (Stage 1 and 2)
- Society and Culture (Stage 1)
- Physical Education (Stage 1)



Entrepreneurial SACE Packages

- Applied Environmental Science
- Changemakers: Voice in Modern Media
- Connect
- Design, Innovation and Entrepreneurship
- Diamonds Sports Academy
- Food Futures
- Entrepreneurial Design Solutions (UAV)
- Kickstarter
- Performing Arts and Industry
- Sports Industry Pathways
- Trade Futures



SACE STAGE 2

DIGITAL TECHNOLOGIES 2023

GLOBAL FIRST INITIATIVE RUN BY FREE CODING SCHOOL 42 ADELAIDE



The Stage 2 Digital Technologies SACE Package is delivered by inclusive tech school, 42 Adelaide. With access to the first-class facilities and a purpose designed learning environment offered at the 42 Adelaide Campus. Students will learn to code in JavaScript, HTML, CSS to build basic websites. Students will learn the most in demand cloud and cyber skills setting them up for a career in tech. Open to years 10, 11 and 12, students will access this program through gamified, project-based learning with a focus on peer-to-peer learning and assessment within an adaptable, interactive and cooperative learning environment.

 4x Immersive 1 Week Experiences (Web-Dev, Cloud, Cyber)

 20 Stage 2 Digital Technologies SACE Credits

 Industry Work Experience Opportunities

 CAREER PATHWAYS: CLOUD ENGINEER, CYBER SECURITY, WEB DEVELOPER, GAME DEVELOPER, UX/UI DESIGNER, SOFTWARE DEVELOPER



BROUGHT TO YOU BY



INFO SESSION

1 night only Thurs 3rd November
42 Adelaide,
24 Pitt Street, Adelaide

RSVP HERE

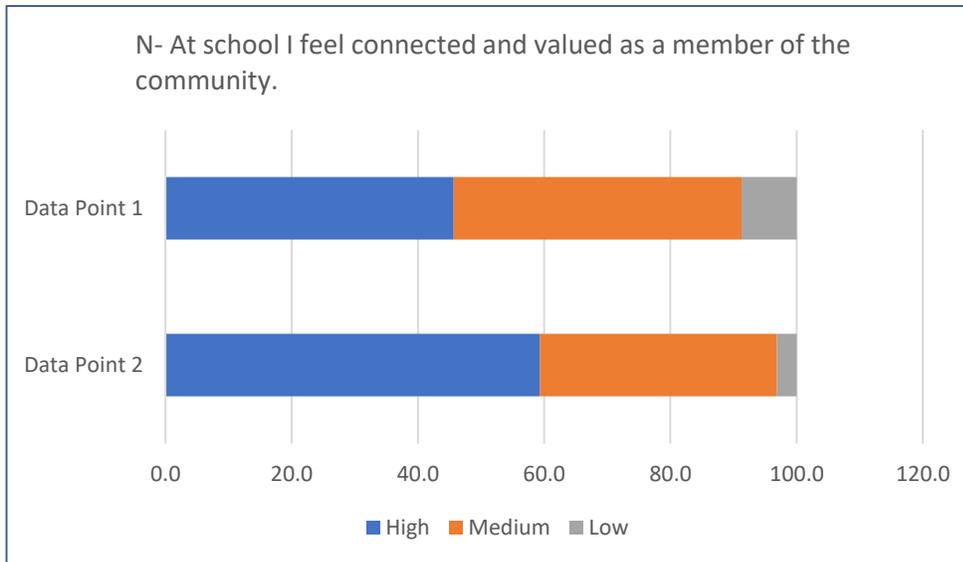
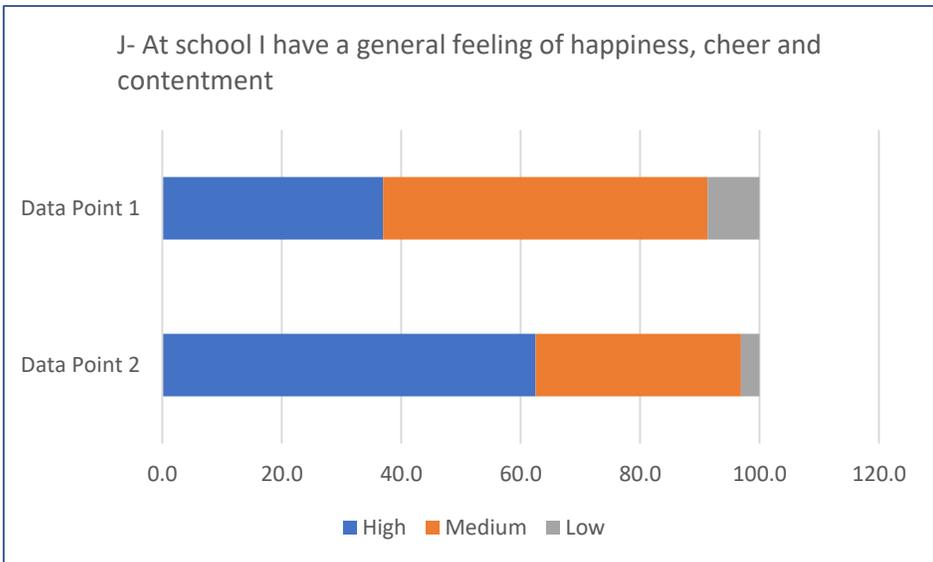
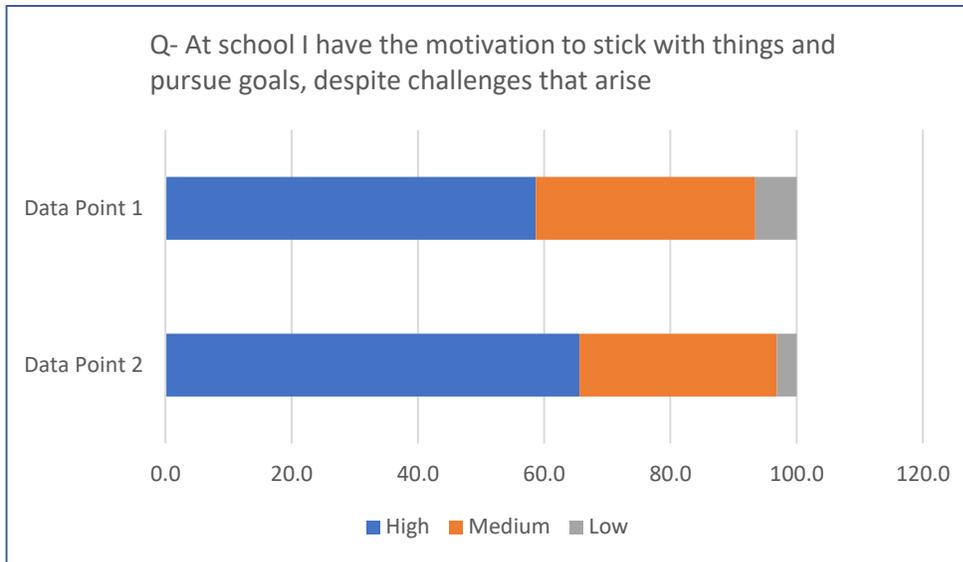
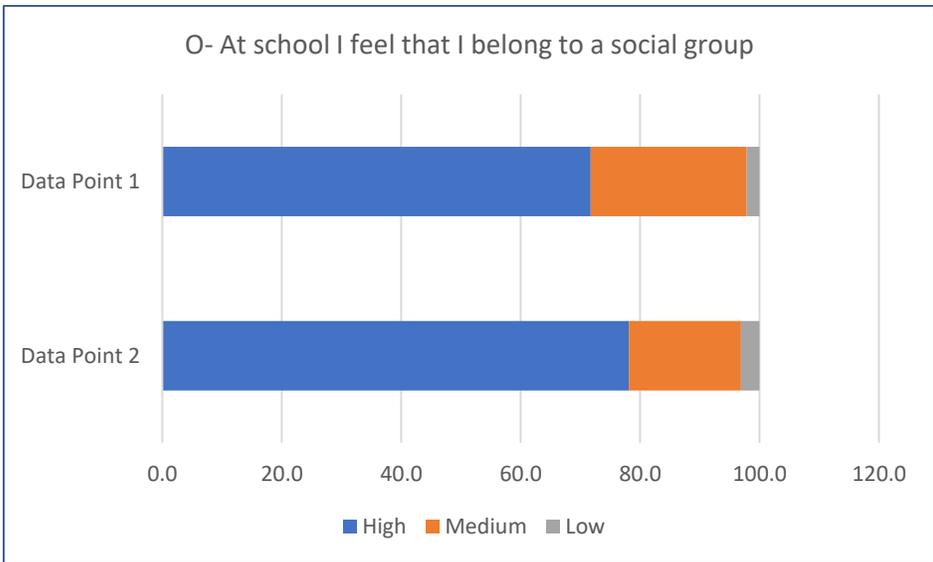
CAN'T WAIT?
APPLY NOW



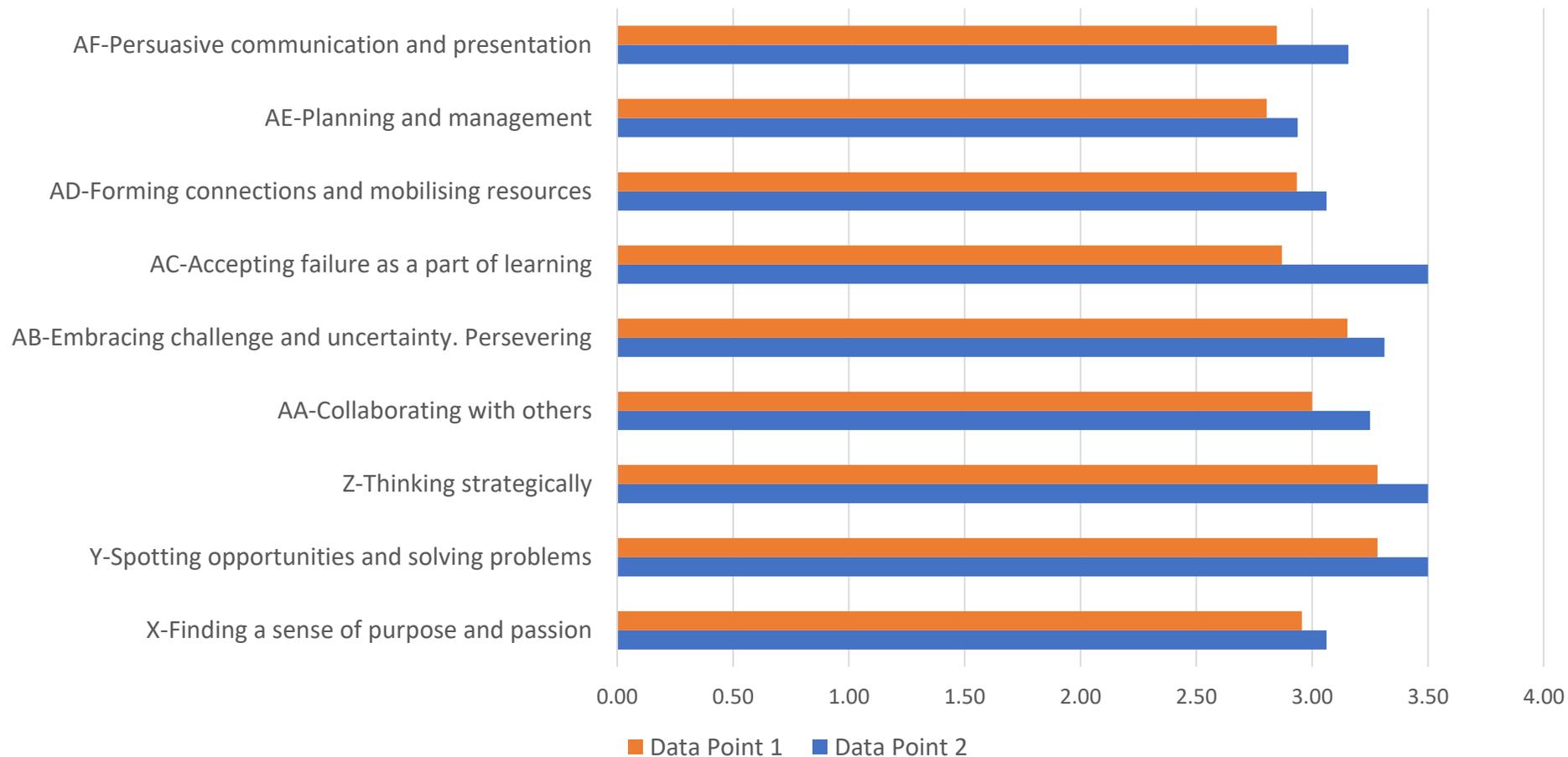
School of 42 Digital Technologies SACE Package

- 4x Immersive 1 Week Experiences (Web-Dev, IoT, Data, Cyber)
- Stage 1 or 2 Digital Technologies SACE Credits
- Industry Work Experience Opportunities
- Peer-to-peer Pedagogy
- 50 students enrolled across 16 schools (all sectors + rural/remote)





Entrepreneurial Capabilities



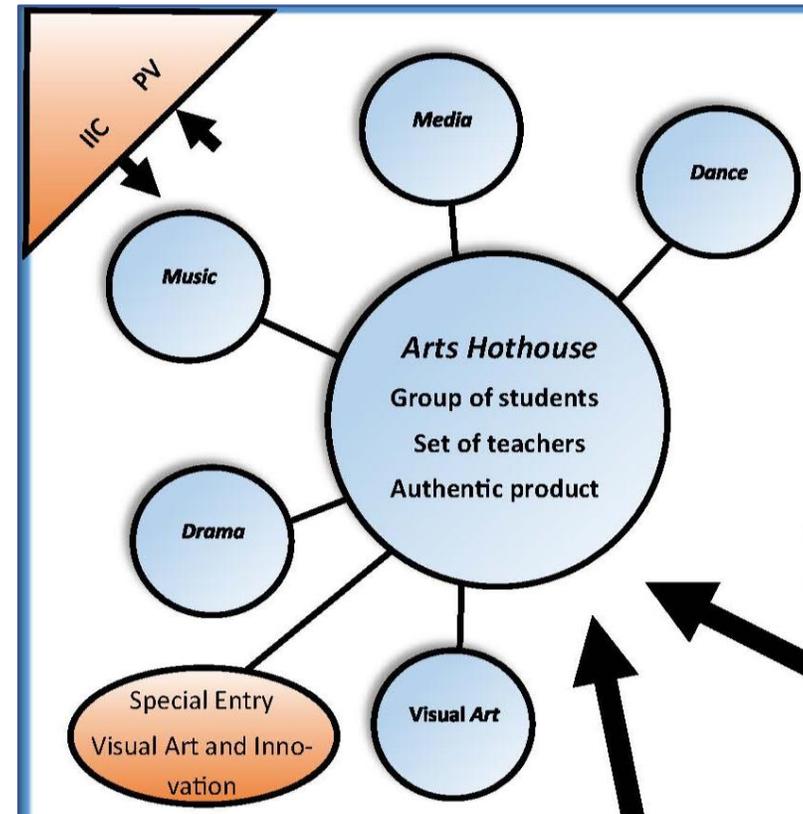


Middle School Curriculum



Learning Nodes

'Nodes' suggest a network of points at which learning in one area intersects with another. This reflects our practice of connecting teachers, students, and learning, within and across the learning nodes, because this helps us make sense of a world where ideas intersect and knowledge is not in boxes.



Key Curriculum Design Drivers

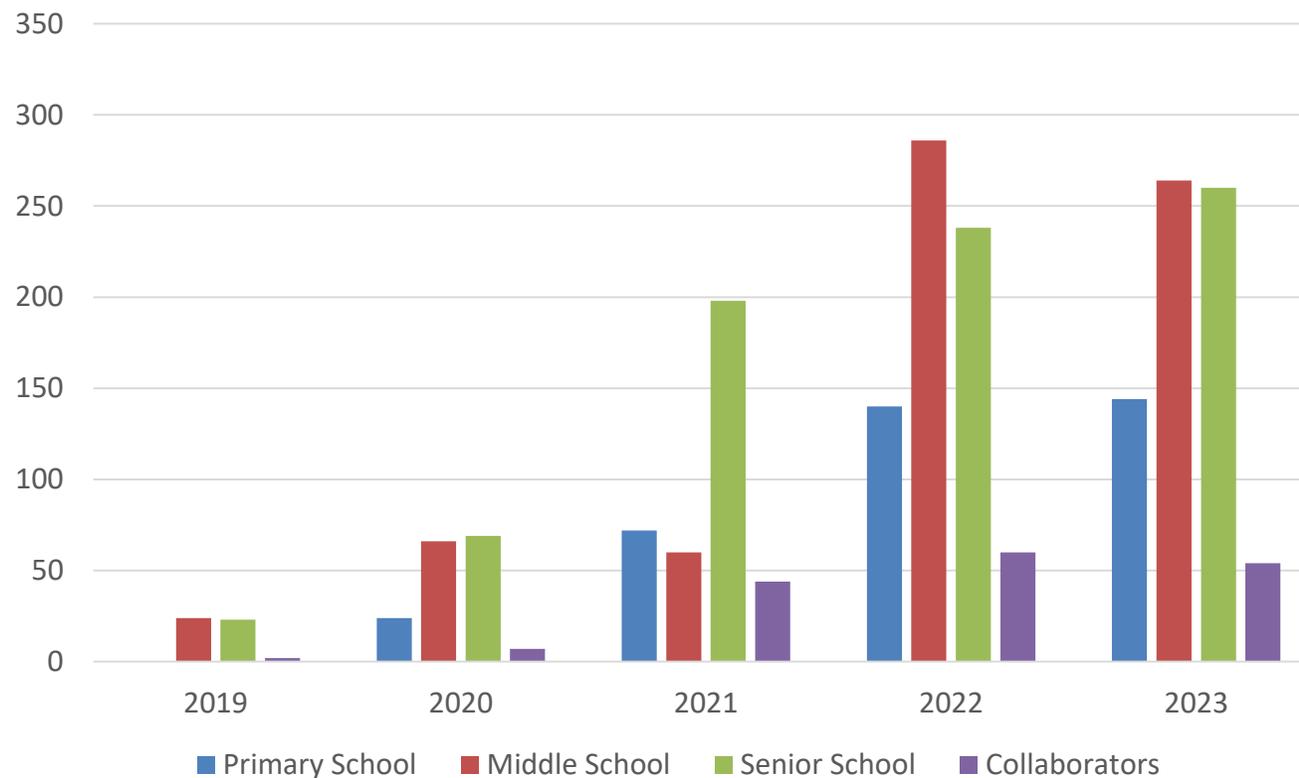
1. Learning tasks that incorporate **entrepreneurial learning** are integrated into the mainstream curriculum from Year 7 to 12
2. Development of the **entrepreneurial mindset** and ACARA capabilities
3. **Student voice** informs practice. Students have opportunities to **identify and solve real world problems** by creating services or products that are of cultural, social or financial value to others
4. **Research and current contemporary educational thinking** and thinkers (eg Yong Zhao/OECD report) underpins design
5. **Deemphasise subject labels** and the traditional silos of learning; look for **logical connections**
6. **Decentralise the role of the teacher** as the sole provider of content knowledge and the centre of every activity
7. Guide students to see beyond themselves and their own immediate needs and to **consider the importance and value of 'the other'** in ensuring a society that is safe, peaceful, considerate, kind, inclusive and self-sustaining.
8. **Declutter** the curriculum (create space)
9. Designing curriculum around **essential questions**







Engagement in Entrepreneurial Programs

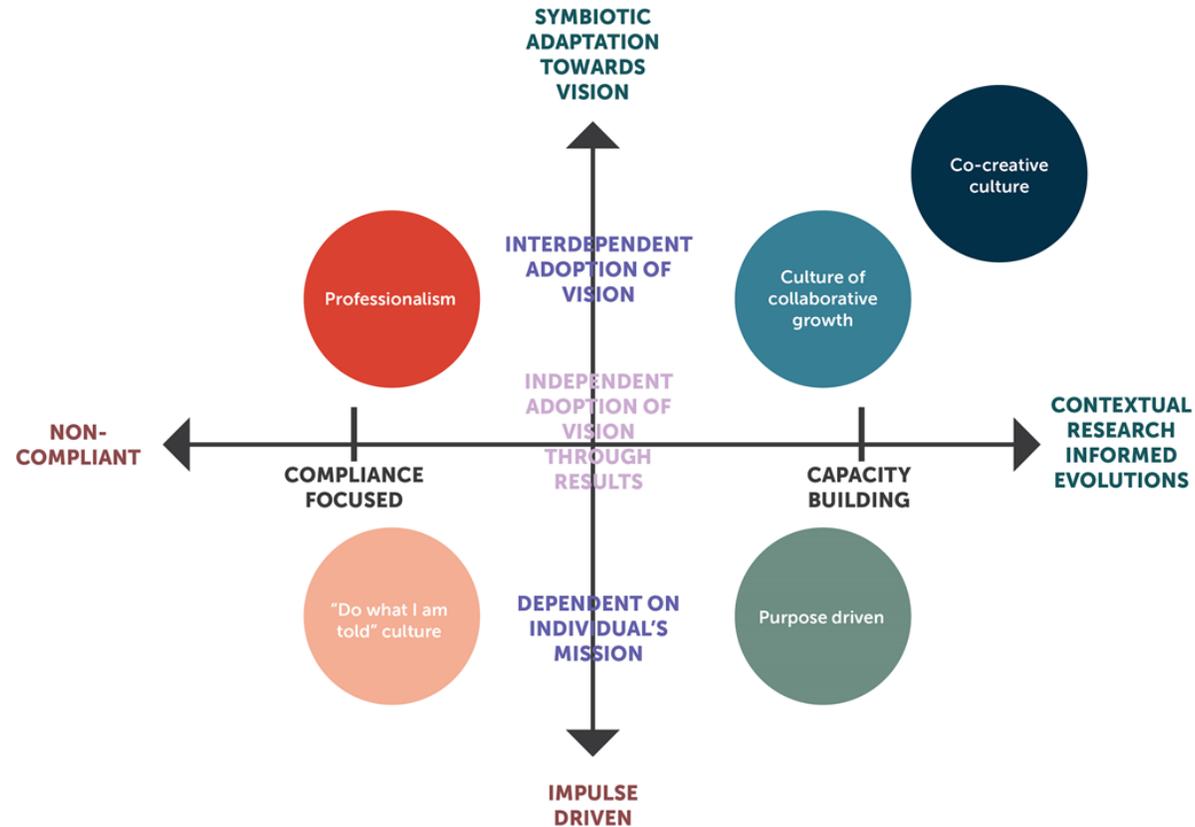




Ecosystem



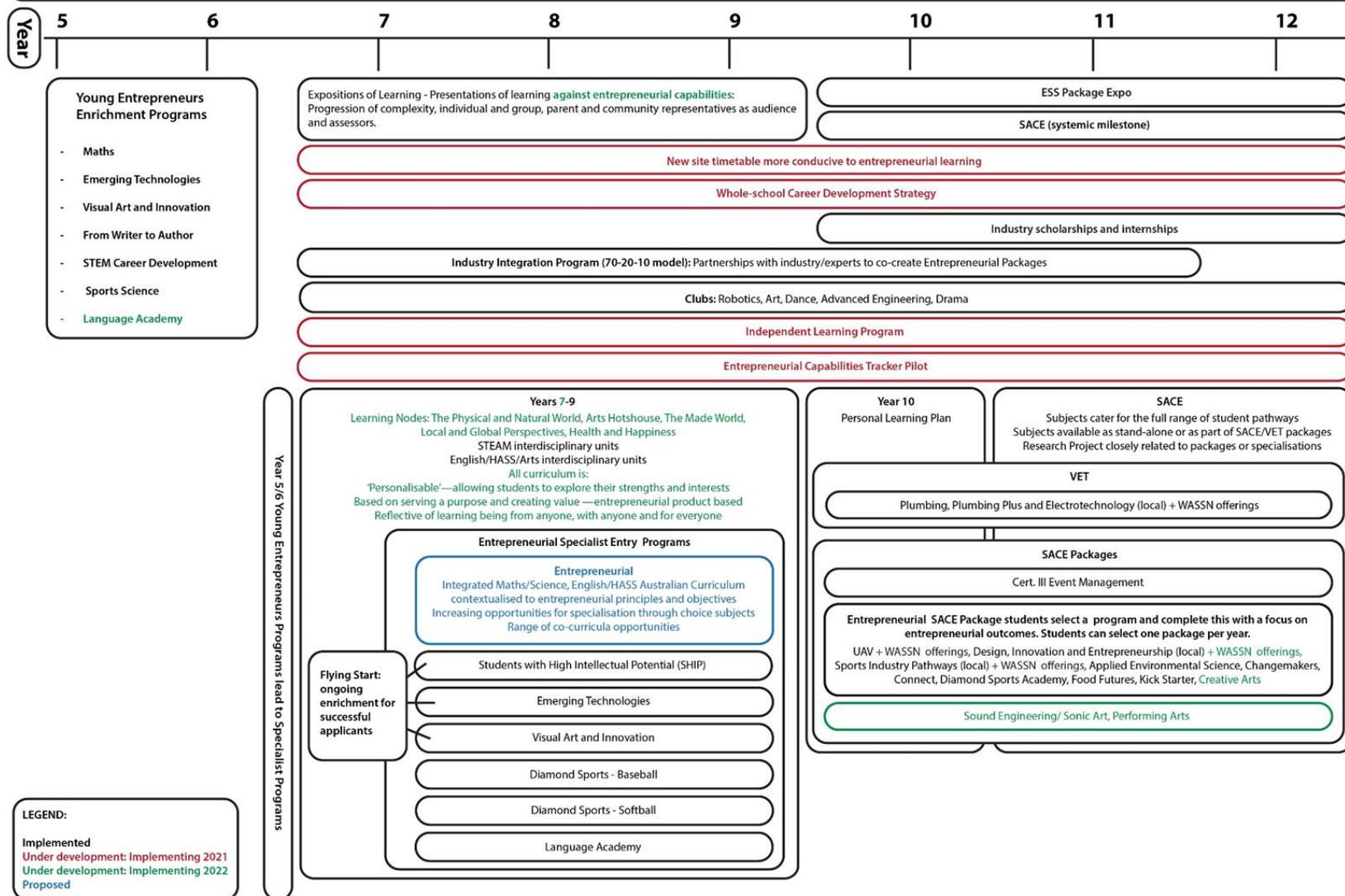
Innovative Culture Matrix



1. Love 2021, *Dymystifying Real Change*
2. Adapted from *The Adaptive Culture Framework*



Seaton High School - Entrepreneurial Specialist Program and whole curriculum structure





Site Improvement Plan



Site Improvement Plan 2022

Goal 1: Increase the number of students achieving in the high bands 7-12



“Positive Education is a response to the gap between what people want for their children and what schools teach. That is, most parents want their children to be happy, healthy, and confident but schools only focus on achievement, discipline, and academic skills.”

Seligman 2019





Our (Collective) Purpose of Public Education

Public education is for every child and young person in every community across our state.

Educators and staff work in partnership with families and communities to nurture, develop and empower all South Australian children and young people with the knowledge, skills and capabilities they need to become fulfilled individuals, active, compassionate citizens and lifelong learners.

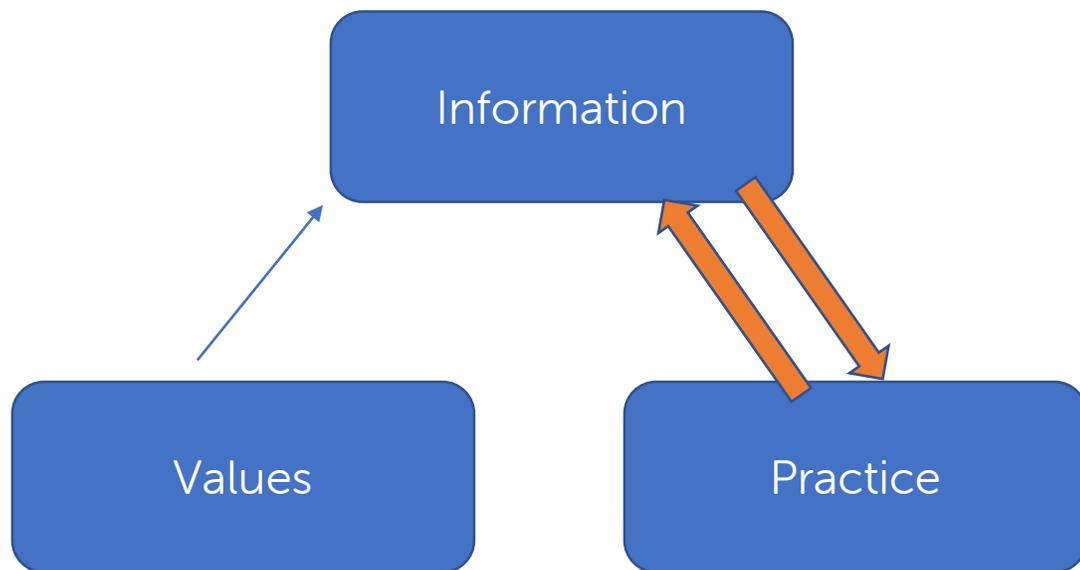
Our preschools and schools are the heart of local communities.

They are safe, inclusive, and collaborative – a place where every child and young person is encouraged to contribute, develops positive relationships, has a say in their learning, and where their needs, interests, languages and cultures are recognised and supported.

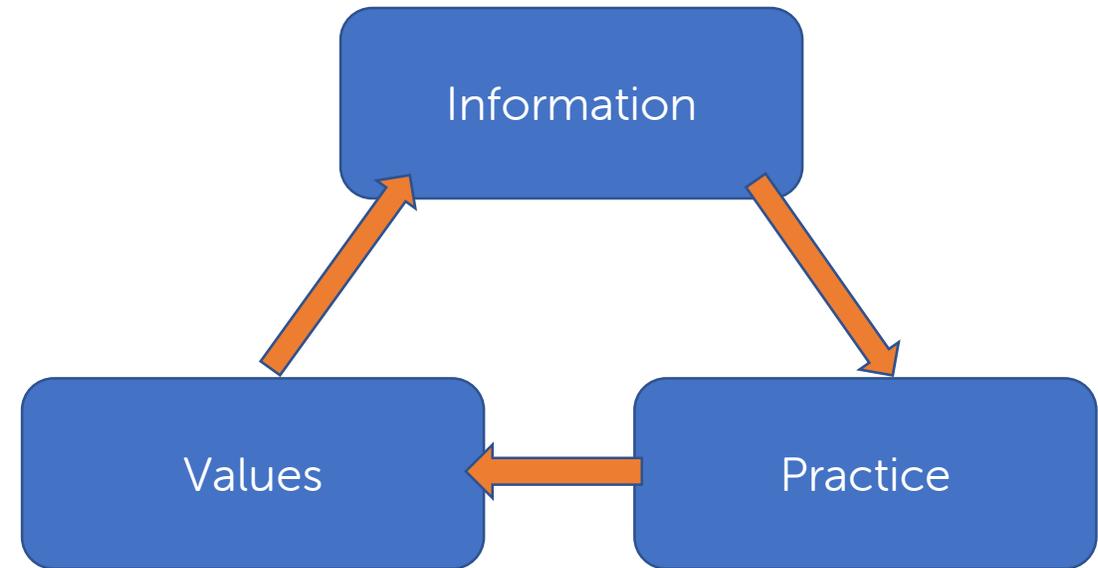
We are relentless in our ambition for all children and young people to enter the world beyond the classroom ready to learn and create opportunities to live a satisfying and fulfilling life of their choosing.



Accountability



Data-driven accountability



Rich accountability



Site Improvement Plan 2023

Goal 1: Increase the number of students committed to their learning and achieving at their highest level



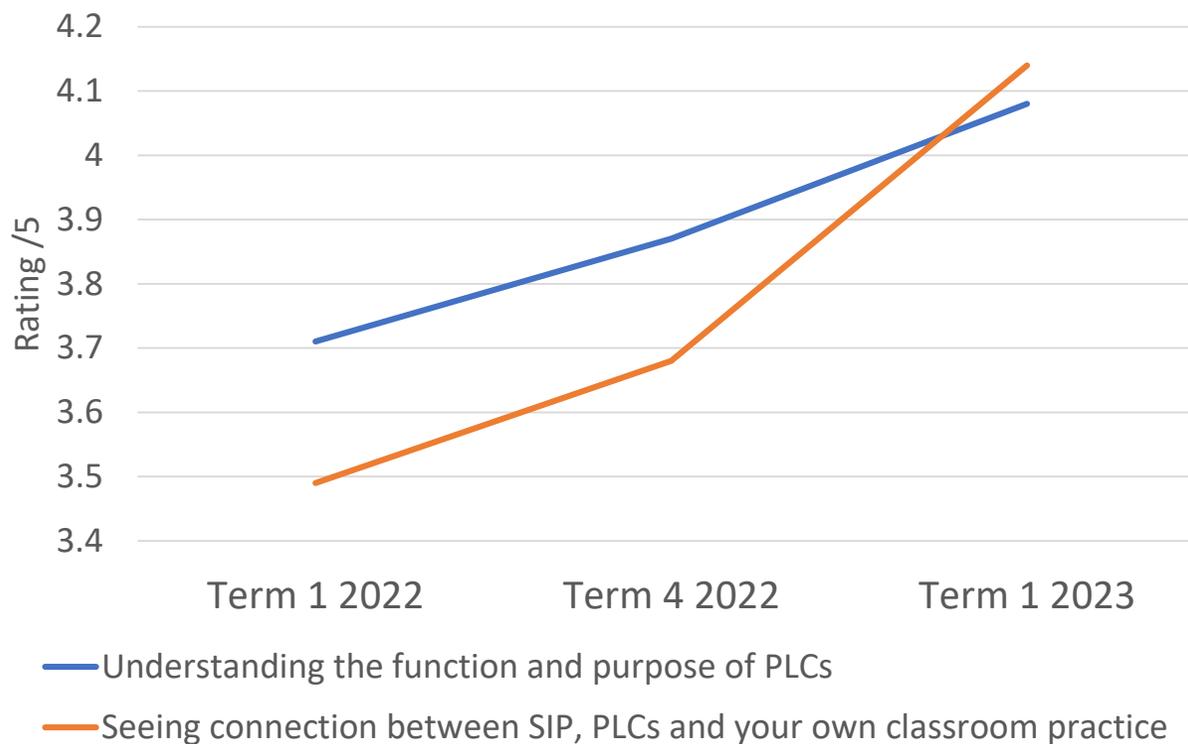
Site Improvement Plan 2023

Targets 2023:

- Wellbeing and Engagement Collection Data at or above State averages
- Individualised targets based on context and existing data
- Corresponding targets of improved A – E Grade distribution



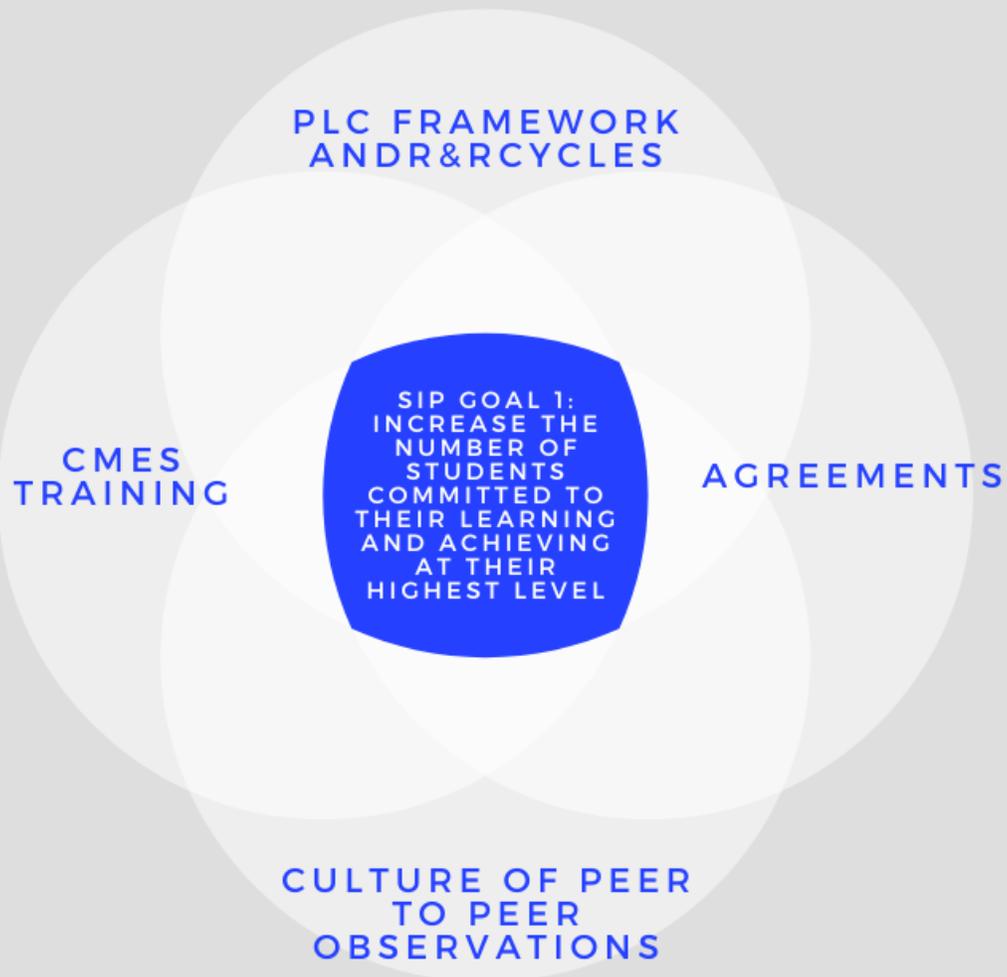
Professional Learning Communities



A CULTURE OF PROFESSIONAL LEARNING

"Professional Learning Communities bring together teams of teachers and leaders with a singular focus on success for every student."

Victorian Department of Education and Training, 2021



“Professional Learning Communities bring together teams of teachers and leaders with a singular focus on success for every student.”

(Victorian Department of Education and Training, 2021)





Building Capacity



“

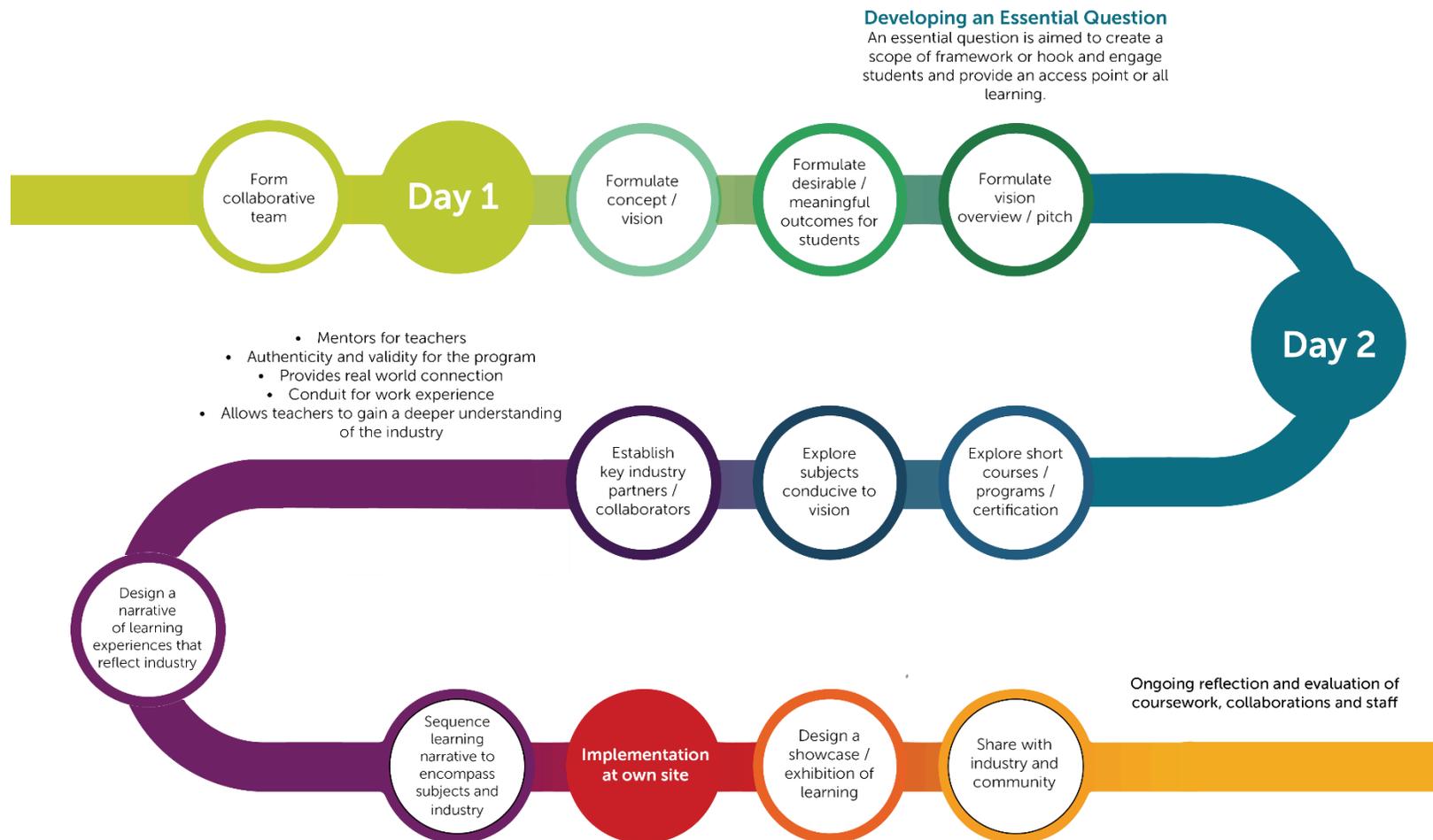
Give me 6 hours to
chop down a tree
and I will spend the
first hour sharpening
the axe.

”

Abraham Lincoln



Staff Development Model





Form
collaborative
team





Range

“In a wicked world, relying upon experience from a single domain is not only limiting, it can be disastrous.”

Epstein 2019



Working with Industry



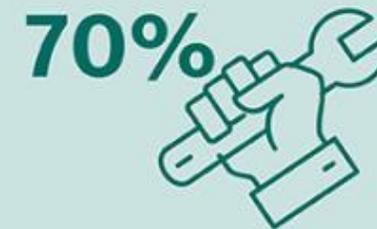
3 TYPES OF EXPERIENCES THAT IMPACT EXECUTIVE DEVELOPMENT



from
COURSES



from
OTHER PEOPLE



from **ON-THE-JOB
EXPERIENCES & CHALLENGES**

Using the findings from CCL's original Lessons of Experience (LOE) research,
Bob Eichinger and Mike Lombardo coined this formula.

 Center for Creative Leadership®





Amplifying Impact and Sharing: Where to Next?





Local



Temaana Sanderson-Bromley



- The youngest person to ever win the Don Dunstan Foundation OUR MOB Emerging Artist Prize.
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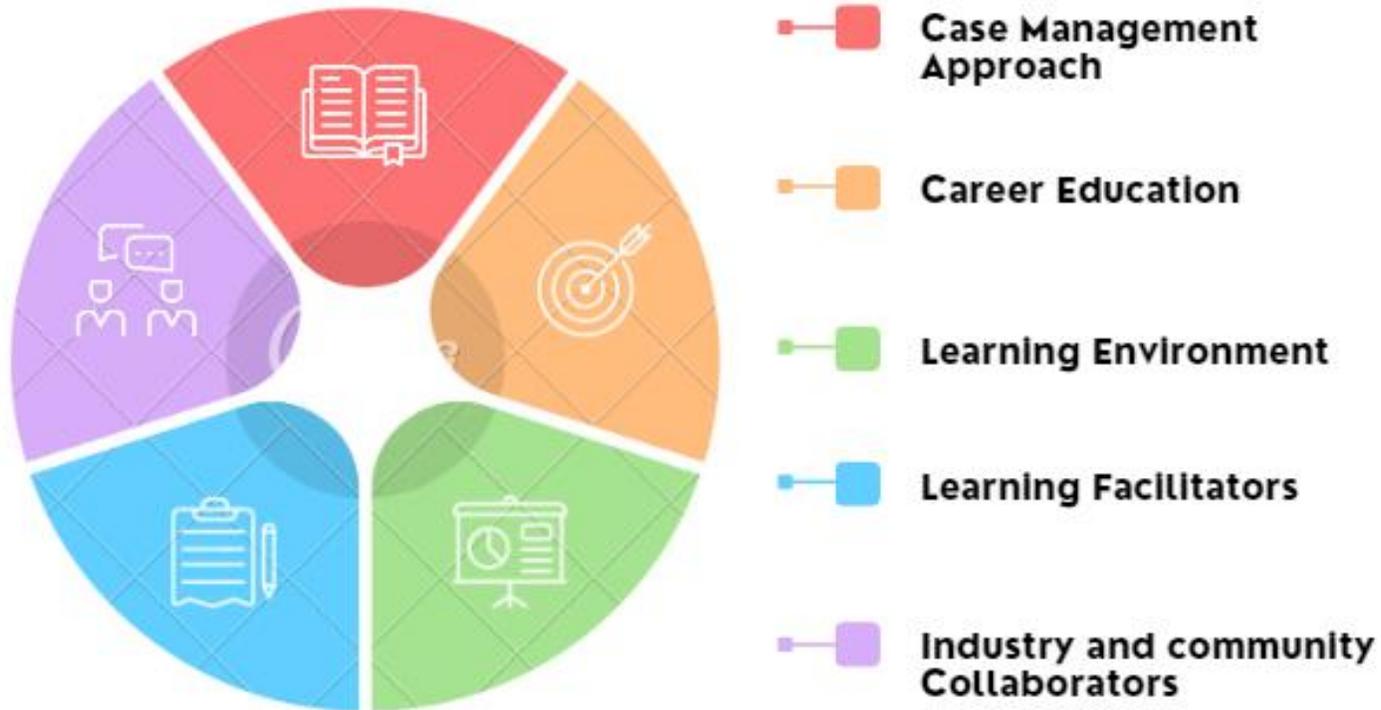
The Village

The Village empowers students to take charge of their learning and fosters a deep sense of agency and autonomy in response to their individual learning needs. The philosophy of the Learning Village incubates a sense of belonging and connectedness with peers and mentors creating the conditions that allow students to thrive both personally and academically.



The Village

The village fosters a deep sense of belonging and places student agency at the heart of learning and provides a student centered, purpose driven learning experience for students.





National



E3

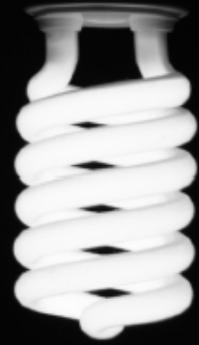
Entrepreneurial
Educator
Exchange

ABOUT MANIFESTO 2022 E

It's time to flip the script.



E3 Entrepreneurial
Educator
Exchange



Let's co-create this

A collective vision for Entrepreneurial
Education in Australia



E3 Whitepaper



We invite Principals and leaders to join us to envision Entrepreneurial Education in Australia.

As schools across the country navigate the challenges and opportunities of introducing and embedding entrepreneurial models and systems into their school or network of schools, setting a panoramic national leadership vision for Entrepreneurial Education is paramount.

E3 Leadership will bring together 60 principals and school leaders from across the country for a unique Unconference that will build on the work at the inaugural [Entrepreneurial Educators Exchange in Adelaide 2022](#).

E3 Leadership Unconference 2 - 4 November 2023





2 Nov | SEATON HIGH SCHOOL



3 Nov | FINDON HIGH SCHOOL & ADELAIDE CBD



4 Nov | NETWORKING DAY OUT IN THE BAROSSA

E3 Leadership Unconference 2 - 4 November 2023





Questions



Contact Information

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Sa Danh

Primary School and Specialist Programs Coordinator

Sa.Danh835@schools.sa.edu.au

