

The Entrepreneurial Teacher

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Abstract

This article mainly highlights on the role of entrepreneurial teacher. The initial part explains concept of entrepreneurship and entrepreneurship education. The role of teacher as a facilitator and characteristics of entrepreneurial teacher are described. What developments need to happen in continuing professional development is also described in brief.

Introduction

Shane and Venkataraman (2000) defined entrepreneurship as a study of sources of opportunities, the process of discovery, evaluation and exploitation of opportunities and those individuals who discover, evaluate and exploit them.

Sarason, Dean and Dillard (2006) stated that despite entrepreneurship is treated as nexus of individual and opportunity, entrepreneurship is a social undertaking and must therefore be studied within a context of social system.

According to Johannisson (1997) entrepreneurship is represented by individuals (inter)acting as complete human beings with their own ambitions in the (inter)organizational setting.

Entrepreneurship may be defined as the visualization and realization of new ideas by insightful individuals, who are able to use information and mobilize resources to implement their visions.

The emphasis is not on the idea generation but more on the promotion and implementation of change.

Entrepreneurship Education

The entrepreneurship education may consider as enterprising and entrepreneurial. The major distinction between these two is that the entrepreneurial traditionally refers to business activity, whereas enterprising can be used in any context. Teaching younger students is more about enterprise education. The purpose is for students to make more responsibility for themselves and their learning, to try to achieve their goals, be creative, discover existing opportunities and in general to cope in our complicated society.

Moreover, the aim is for them to take an active role in job markets and consider entrepreneurship as a natural career choice. This education involves developing behaviors, skills and attributes applied individually and/or collectively to help individuals and organizations of all kinds to create, cope with and enjoy change and innovation. This involves higher levels of uncertainty and complexity as a means of achieving personal fulfillment and organizational effectiveness. Enterprising education is the process by which such behavior is practiced and supported. These skills, behaviors, and attributes are exhibited in organizations of all kinds ranging from within the family to the wider community context.

Entrepreneurship education deals with three main components namely self-oriented, internal and external entrepreneurship. Self-oriented entrepreneurship refers to an individual's self-oriented behavior. Self oriented entrepreneurship is the basis for developing internal and external entrepreneurship. Internal entrepreneurship deals with entrepreneurial and enterprising behavior. External entrepreneurship is about doing business

In general, entrepreneurial and enterprising behavior involves the idea that the human being, looking around him and combining different elements, creates holistic realities, which have their consequences in action. Even when the environment is full of paradoxes and events, the entrepreneur chooses what is suitable for him and his ideas. He does not select his elements from a single environment; on the contrary, his ideas can spring from anywhere and this combines different elements and this enhances the creation of something new.

New Role for teachers: As a facilitator

The development of the entrepreneurship key competence is not simply a question of knowledge acquisition but entrepreneurship education is about developing the ability to act in an entrepreneurial manner, attitude and behaviors are perhaps more important than knowledge about how to run a business.

Means entrepreneurship education is developing a culture which is through, for and about entrepreneurship. Such competencies are best acquired through people-led enquiry and discovery that enable students to run ideas into action. It requires active, learner-centered pedagogies and learning activities that use practical learning opportunities from the real world. Since entrepreneurship education is a transversal competence it should be available to all students and be taught as a theme rather than as a separate subject at all stages and levels of education.

The implication of these changes for teachers is substantial. They means nothing less than a new role for every teacher, that of learning facilitator.

Entrepreneurial Teacher: Characteristics

1. Passionate
2. Positive attitude
3. Confident
4. Rule breaker
5. Action focused
6. Being a Spark
7. Having a proper Vision
8. Lateral Thinking
9. Open minded
10. Networked
11. Sells Ideas
12. Responsible

Entrepreneurial teachers should be passionate about what they are doing. They should have a very positive attitude, and be able to inspire others. They should be confident in their teaching, in effect being leaders in themselves, and not necessarily waiting for leadership from senior staff. In their new role, their task is to lead their students. They are the sort of people who 'just do it', teachers with a 'can do' approach to their profession, who have belief in what they are doing. They need an energetic, providing a spark both to

their students and their fellow teachers. They should also have vision, as well as being both open to new ideas and able to think laterally about subjects and issues. They should be open minded with respect to the ways in which not just other teachers but parents, businesses, students and other ought to be involved in entrepreneurship education.

Such characteristics will mean they are well equipped for delivering the entrepreneurship education curriculum both within schools and in terms of thinking creatively about how to use resources available within the local community. In this respect, the entrepreneurial teacher should also be able to network effectively and make connections to a wide range of stakeholders.

The entrepreneurial teacher needs to be someone who listens attentively and can pick up and put to good use new ideas. They also need to have the ability to sell ideas to others. Above all they should retain the goal of all educators which is to develop young people who have a passion to create, grow and learn.

These qualities add up to the perfect teacher. It is quite unlikely that all these ideal qualities will be found in one individual alone. It is more realistic to expect to find such qualities distributed across a range of individuals, reinforcing the point that entrepreneurial schools are needed as much as entrepreneurial teachers. Entrepreneurial teachers need to be part of the whole.

Action is required in a number of areas to move towards the development of the characteristics of an entrepreneurial teacher. These characteristics will be essential if teachers are to play the role of facilitators of learning.

Teachers as Facilitators of Learning

Entrepreneurship education requires the use of active learning methods that take place the learner at the centre of the educational process and enable them to take responsibility for their own learning to experiment and learn about themselves. Such methods have been shown to make learning experiences richer and to have positive benefits for students in terms of improving their motivation with positive effects from their engagement with learning and long-term attainment. Thus teachers need the professional competencies to be able to be able to guide students through the learning process. They need the skills to be able to ensure the relevance of education to students learning needs and backgrounds and be able to support students in planning activity. The teacher's role is especially important in the latter stage of activity based learning, i.e. in the reflection and generalization stages. Without the right support, students may not be able to draw lessons from their experiences.

Actions involved in Continuing Professional Development

Continuing professional development should be part of a process of building entrepreneurial schools if it is to be most effective. Without such an approach efforts are likely to be atomized, unsustainable, and have little prospect of building up cumulative effects. Schools will need to play a lead role with support from other stakeholders at local, national, multi-country levels. School should ensure that continuing professional development is an integral part of their strategies to develop entrepreneurial education. Buy-in and ownership by teaching staff and also the wider community will be important for success. Schools will also need to ensure that entrepreneurial skills and attitudes are considered in recruitment and promotion activities.

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