

**Submission for Secondary Certificate Reform  
Consultation for Victorian Department of  
Education and Training**

**VICLLEN Youth Enterprise Hub**

**Youth Enterprise and Entrepreneurship  
Within the Vocational Specialisation Stream**

**August 2021**



## Statement of Purpose

The VCAA's Consultation Paper for Senior School Reform asked two key questions regarding the implementation of new senior secondary school certificate that this document wishes to address:-

- the opportunities and challenges
- the sort of support schools would require

In November 2020, the Firth Review strongly advocated that a vocational specialisation stream and applied learning component be integrated into the VCE. These recommendations have since been adopted by the Victorian Department of Education and Training and the Victorian Curriculum Assessment Authority. The new vocational specialisation stream includes **enterprise and entrepreneurship** within the Work Related Skills stream. Schools will require a range of supports to learn and implement the varied approaches to youth enterprise and entrepreneurship. This document introduces the statewide Local Learning and Employment Network (LLEN) Youth Enterprise Hub and its role; the entrepreneurial education and capabilities aligned with vocational specialisation stream; schools adoption of and teacher professional development in youth enterprise and entrepreneurship and engagement of local businesses and enterprise to inspire and mentor students. This is followed by three exemplars from 3 LLEN regions demonstrating entrepreneurial education currently being delivered in schools.

## What is The Local Learning and Employment Network (LLEN) – Statewide Youth Enterprise Hub?

The 31 Victorian Local Learning and Employment Network (LLEN)<sup>1</sup> recently formed a coalition of eight interested LLENs from across the state to explore youth enterprise and entrepreneurship within their local contexts. The State-wide Local Learning and Employment Network Youth Enterprise Hub now form the governance structure on behalf of the wider LLEN Network.

While the state-wide LLENs Youth Enterprise Hub formed at the beginning of 2021, it has the potential to:-

- Create a state-wide network that provides additional support to schools for the implementation of youth enterprise and entrepreneurship within the new VCE Vocational Stream
- Support and engage teachers in unique professional development to draw linkages between the VCAA Four Capabilities and those listed within the Work Related Skills stream which are aligned with entrepreneurship.
- Enable the development, depth and understanding of an enterprise and entrepreneurial curriculum from a place based approach
- Support teachers and schools to utilize an entrepreneurial education curriculum across domains
- Strengthen applied learning approaches from a place based perspective.
- Connect schools and students to local businesses and enterprises to increase practical knowledge and understanding of enterprise business skills and pathways.

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<sup>1</sup> <https://www.education.vic.gov.au/about/programs/Pages/lens.aspx>

## Overview

*“If students are to be prepared and resilient, and be innovative and active citizens in a very interconnected and unprecedented world, education must ‘evolve to continue to deliver on its mission of supporting individuals to develop as persons, citizens and professionals. It must remain relevant to continue to shape our children’s identity and integration into society’”<sup>2</sup>*

In November 2020, the Firth Review Report commented on the broader societal challenges facing young people in schools and urged the Victorian Curriculum and Assessment Authority and Victorian Department of Education to undertake a reform of its senior secondary curriculum. The existing VCAL certificate will be integrated into a Vocational Specialisation stream within VCE. By 2023, VCAL will no longer be offered as a separate certificate. However, if the objective of vocational and applied learning is to build student’s critical and creative thinking, communication skills, teamwork and collaboration curiosity and innovation, **youth enterprise and entrepreneurship** has a significant role to play within this reform context and the emerging societal trends. Youth entrepreneurship not only embeds and integrates the capabilities listed above, it also builds on the VCAA’s Four Capabilities – social and emotional intelligences, creative and critical thinking, intercultural understanding and empathy. It offers the opportunity for students to strengthen and articulate who they are, their values, align it with their interests, connect with others in the community and test their innovation “muscle” in the absence of rule. Above all, this approach to entrepreneurial education constructs the local eco-system with schools building the soft skills and capabilities, student interest and passion with implementation (should students wish to do so) through local partnerships and stakeholders such as further education providers, accelerators and business incubators.

## Youth Enterprise and Entrepreneurship

A 2017 Review from the National Centre for Vocational Education, The Role of VET in the Entrepreneurial Eco-System<sup>3</sup> revealed that....

*“...there is a general consensus that strengthening ‘enterprise skills’ — problem-solving, self-reliance, initiative, risk taking, flexibility, creativity — is essential and is strongly supported by business. Many see ‘entrepreneurship’ skills — those required for forming a new enterprise — as a necessary part of the initiatives. That leads onto such questions as how these skills are developed. A diverse range of approaches have been introduced in VET in different countries: student enterprises as part of the course, simulations, mentoring, business plan competitions etc. One issue that has emerged as central is the importance of real-world contexts for learning entrepreneurial skills, and the role of business and industry in supporting these approaches.”<sup>45</sup>*

However, given the escalation of societal and environmental challenges in the past decade, the traditional notion of entrepreneurship is becoming more questionable. Entrepreneurship now requires balanced systemic thinking and values led business practice. Place based responses and innovations are networked and highly relational, enabling transformative applied learning opportunities and transitions into further education, employment or self-employment.

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<sup>2</sup> Review into Vocational and Applied Learning Pathways in Senior Secondary Schooling, Final Report, November 2020, OECD (2019b, p. 13). p.25

<sup>3</sup> [https://www.ncver.edu.au/data/assets/pdf\\_file/0028/809560/The-role-of-VET-in-the-entrepreneurial-ecosystem.pdf](https://www.ncver.edu.au/data/assets/pdf_file/0028/809560/The-role-of-VET-in-the-entrepreneurial-ecosystem.pdf)

<sup>4</sup> Ibid.,p.8

<sup>5</sup> Appendix 1 for Further Recommendations on Strategy, Learning and Regional Partnerships

### **Building Student Entrepreneurial Capabilities**

If entrepreneurial capabilities are to successfully become part of the new VCE Vocational Specialisation stream, schools, teachers and communities would benefit from a broader understanding of the nuances and complexity within teaching these entrepreneurial capabilities and their desired outcomes. The state-wide LLEN Youth Enterprise Hub would provide an articulated framework and professional learning opportunities for each of their regions and across the state. The state-wide LLEN Youth Enterprise Hub would offer research, exemplars, resources and linkages to support schools in their understanding and delivery of a youth enterprise and entrepreneurship curriculum in collaboration with local stakeholders for all schools across the state. In addition, the state-wide LLEN Youth Enterprise Hub would support schools to deliver programs in pre-VCE years to build knowledge and increase capability when undertaking VCE Vocational Specialisation.

### **Building Enabling Conditions for Schools – Professional Development for Teacher Agency**

If teacher's are to be supported in the teaching transversal "capabilities", many of which are within the entrepreneurial journey, teachers will feel confident and willing to learn about values led business practice, soft employability skills and the entrepreneurial technical skills. Teacher's exposure to innovators in their local communities also provide co-design and prototyping opportunities at the local level and can be applied within the classroom.

This approach to teacher professional development also aligns with Firth's Recommendation 23<sup>6</sup> with an emphasis on time and engagement of teachers in a range of networked professional opportunities.

### **School Principal Endorsement**

In alignment with the Firth Review and Recommendation 6, the LLENs Youth Enterprise Hub statewide approach would encourage the endorsement of school principals to:-

- provide time allocation for teachers to plan
- work in cross disciplinary teams with place based mentors
- participate in on-going professional development activities
- build a communities of practice within a network of schools, across the region and the state.

### **Assessment**

The VCAL evidence based framework integrated with the European Competency Framework and Entrepreneurial Competency "Progressive Framework" <sup>7</sup> provides critical entry points for teacher's assessment of student's progression from highly dependent learners through to self- motivated, responsible entrepreneurs.

### **Business and Industry Engagement**

Co-design and delivery of a place based entrepreneurial curriculum with schools and local businesses and entrepreneurs has the potential for greater engagement and purposeful learning for all local stakeholders. This should include:-

- Social enterprises
- Work Integrated Social Enterprises
- Values Led Business Tours of Regions

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<sup>6</sup> <https://www.education.vic.gov.au/Documents/about/department/vocational-applied-learning-pathways-report.pdf> (p.21)

<sup>7</sup> <file:///C:/Users/inll.vsercombe/Downloads/lfna27939enn.pdf>

- Recruitment of Values Led Business Mentors for Curriculum Prototyping and Transitions

## **Statewide LLEN Youth Enterprise Hub – Supporting Schools Preparation for Enterprise and Entrepreneurial Curriculum in VCE Vocational Specialisation**

Preparation for the new VCE Vocational Specialisation stream will be crucial for schools in order to successfully partner with local stakeholders and deliver an entrepreneurial program to senior secondary students. To support schools in understanding this unique approach to teaching and learning, the Statewide LLEN Youth Enterprise Hub can work alongside schools to:

- Support planning in scheduled curriculum days
- Access existing enterprise and entrepreneurial networks in LLEN regions and across the state
- Support mapping of WRS Entrepreneurial Study Designs to their existing teaching programs
- Prepare for timetable impacts and reporting processes
- Identify and connect entry points when the draft curriculum is released for broader consultation in Term 3, 2021
- Facilitate partnerships with local businesses and enterprises to support and enhance the curriculum offering

## **VCE Vocational Specialisation and Entrepreneurship and the LLEN State-wide Youth Enterprise Hub - A Curriculum for the 21<sup>st</sup> Century**

The state-wide LLEN Network and its Youth Enterprise Hub have the capacity to support schools in the development of the Youth Enterprise and Entrepreneurship component of the new VCE Vocational Specialisation Stream. A wide range of expertise, including the current LLEN's development of its entrepreneurial programs and curriculum will provide an outstanding opportunity for professional development for Victorian teachers based on informed best practice research in 21<sup>st</sup> century pedagogy and curriculum. The state-wide Youth Enterprise Hub will share resources while building strong partnerships with leading entrepreneurial networks tailored for senior secondary schools within LLEN regions and across the state. Students and teachers alike in Victorian schools will have the opportunity to participate in and contribute to regenerating their own communities through an inspiring curriculum and pedagogy linked with their local entrepreneurial stakeholders.

### **Further information:**

**David Kennedy**

**EO INLLEN – Chair VICLLEN Youth Enterprise Hub**

**E: [dkennedy@inllen.org.au](mailto:dkennedy@inllen.org.au),**

**M: 0432540725**



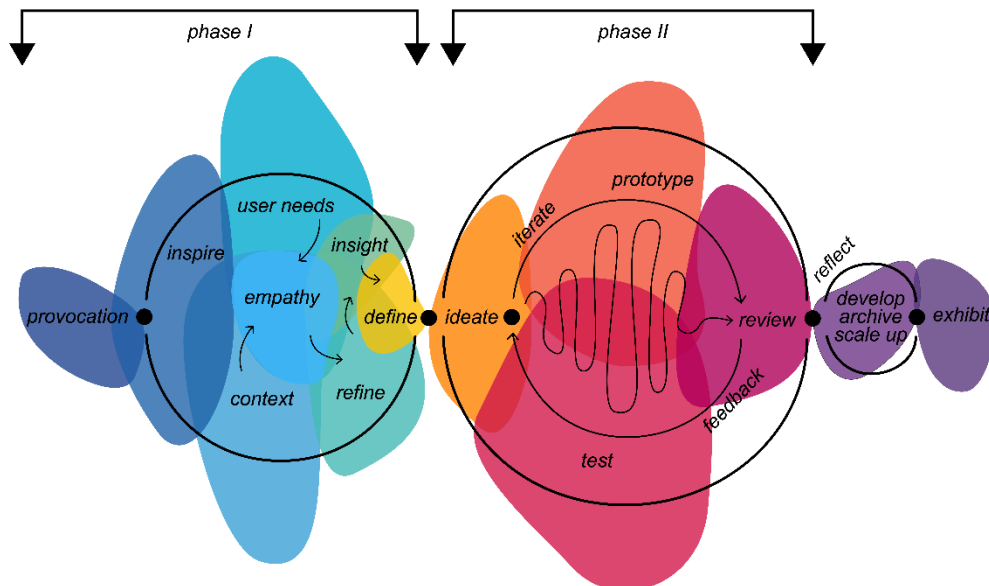
## Three Exemplars of Entrepreneurial Education in Victoria



### Hume Whittlesea LENN and Whittlesea Tech School

The Whittlesea School connects education, industry and community with Science, Arts, Maths, Technology and Engineering, to drive innovation in Melbourne's North. The Whittlesea Tech School has an education focus aligned to industries that are predicted to experience strong economic and employment growth, including food and fibre, advanced manufacturing, healthcare and social assistance, and entrepreneurship.

Students from independent, Catholic and government secondary schools within the Whittlesea LGA are challenged to solve real-world problems using the following innovation framework:



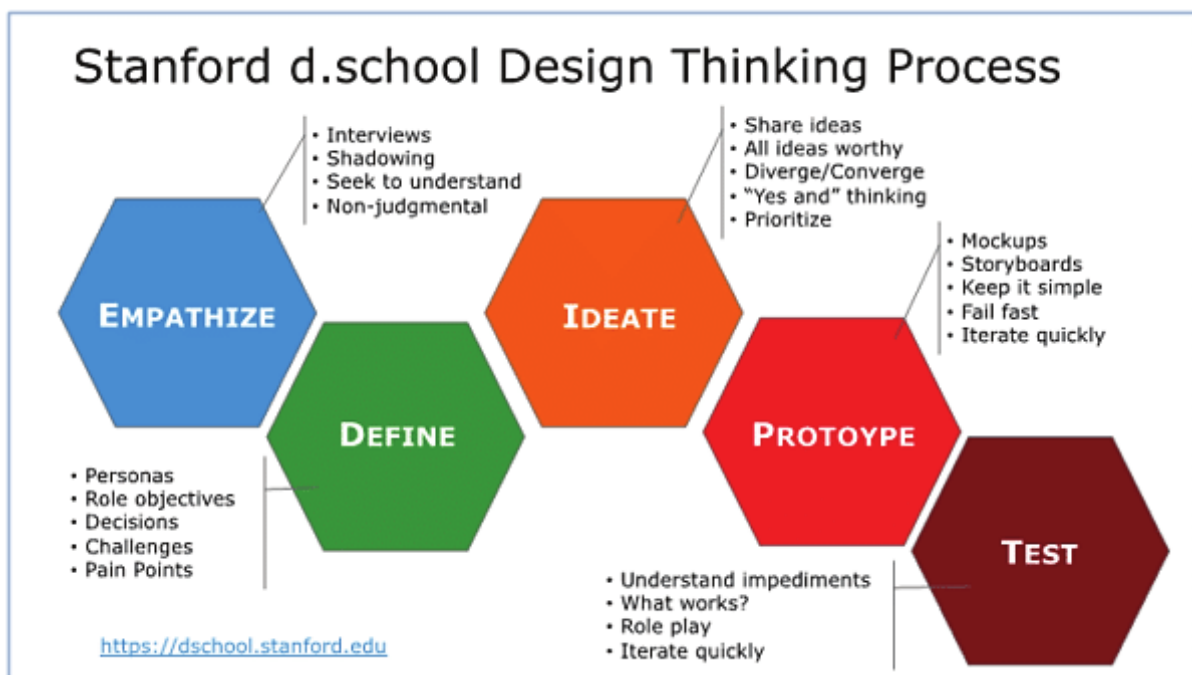
The innovation cycle, centred around design thinking methodology has students collaborating to understand the problem from multiple perspectives, gaining new insights that inform the problem definition statement. Students then stretch their creative thinking skills to propose multiple ideas, developing prototypes using the Tech School's physical and digital technologies. Students iterate on their prototype through a cycle of feedback and review, developing key capabilities for work and life in the 21st Century.

The co-construction of Tech School's programs is one of the key elements of professional development for teachers, positioning Tech Schools as learning incubators and enabling learning approaches and programs to be implemented in partner school settings. In addition, Tech Schools facilitate formal professional learning for teachers to equip them with the skillsets and mindsets to facilitate entrepreneurial learning within their school setting.

For more information visit the following website: <https://www.whittleseatechschool.vic.edu.au/>

## Maribyrnong and Moonee Valley LLEN and Victoria University, College of Arts and Education

Design Thinking is a methodology that supports innovative school practice while simultaneously allowing students to engage with the key learning outcomes of Victorian Curriculum, these dual purposes make it the ideal vehicle for curriculum delivery in a youth enterprise and entrepreneurship specialisation. The methodology developed by the IDEO group at Stanford University<sup>8</sup> is used widely across a range of sectors, its value is in being able to explicitly “*build both academic and practical skills*”<sup>9</sup> as identified in the Firth Review.



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With Design Thinking already being adopted by Tech Schools Victoria the as a pedagogical platform that supports design and innovation, adopting this approach within an entrepreneurship specialisation creates direct links between these centres and Victorian schools. A Design Thinking methodology also creates a shared platform for collaboration between schools and Industry

<sup>8</sup> <https://designthinking.ideo.com/history>

<sup>9</sup> <https://www.education.vic.gov.au/Documents/about/departments/vocational-applied-learning-pathways-report.pdf>

<sup>10</sup> [https://www.researchgate.net/figure/Phases-of-the-Design-Thinking-process-with-emphasis-on-the-beginning-Source-David\\_fig16\\_335391703](https://www.researchgate.net/figure/Phases-of-the-Design-Thinking-process-with-emphasis-on-the-beginning-Source-David_fig16_335391703)



partners, bridging the gap between the industry practices and school practices and allowing students to develop industry relevant skills within the school context.

### **The Application Of Design Thinking in Schools and Across Communities - Problems That Matter in the Footscray Community**

In 2019 the Maribyrnong and Moonee Valley LLEN partnered with The Footscray Learning Precinct (FLP) a collaboration of primary schools, and a multi-campus secondary school, Victoria University and Maribyrnong City Council to co-design and implement a place-based project underpinned by a methodology of Design Thinking and “Problems That Matter” an approach developed by academics Zipin & Brennan<sup>11</sup>. The FLP looks to promote educational spaces that allow student led curriculum and future-focussed direction.

Students, teachers and industry partners used Design Thinking to identify and respond to the problems that mattered within their community. A Community Reference Groups (CRG) were assembled to co-develop an overarching theme or problem that was deemed to be important to the community. The CRG made themselves available to students throughout the project for follow up questions and research and became the audience for the presentation of the student led innovations to support community development.

The “Problems That Matter” initiative in the FLP is a demonstration of place-based curriculum co-designed between, teachers, students, industry and community. The professional learning from these projects formed the basis of new curriculum within FLP schools explicitly designed to develop future-focussed skills that are transferable to industry.

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<sup>11</sup> Students researching “Problems That Matter” in Their Communities” Taylor, S Zipin, L Brennan, M [FORUM](#), Volume 62, Number 2, Summer 2020, pp. 195-206(12)



## Inner Northern LLEN – Youth Enterprise Hub

***The Youth Enterprise Hub <http://inllen.org.au/yeh/> provides research<sup>12</sup>, teacher professional development in youth enterprise and entrepreneurship with a particular focus on soft employability skills and capabilities, resources (including the co-design of a New Economy Enterprise Curriculum) and supports linkages and partnerships with local, New Economy entrepreneurs and innovators within the inner north of Melbourne.***

The Youth Enterprise Hub evolved from the commitment of INYET – Inner North Youth Employment Taskforce who identified six key priority areas to address youth unemployment in the inner north. Youth entrepreneurship was one of those priorities.

In 2017, a research report<sup>13</sup> was commissioned by INYET to better understand the landscape internationally, nationally through to statewide and local initiatives. From this research, the key recommendations proposed that a number of pilot schools trial a youth enterprise curriculum and that a Working Party, drawing on the existing expertise of INYET, provide the platform to oversee the development of a Youth Enterprise Hub. The YEH Working Party has also ratified a three year strategic plan to guide YEH's work with its pilot schools and strategic partners.

The report noted that the **New Economy – ethical, social and green enterprises** were an emerging economic paradigm driven by young people from within the inner north of Melbourne and that this phenomenon should inform its guiding principles and ultimately, what should influence the curriculum and transitions into the community.

**INLLEN's Youth Enterprise Hub** has designed and delivered:-

- A Youth Enterprise and Entrepreneurship Research Document (2017)
- A Think Tank Series (2018)
- Teacher Professional Development (2019 -2021)
- Young Local Entrepreneurs (City of Yarra) Facilitating Enterprise Skills Workshops for VCAL students (2019)
- Co-Designed a New Economy Enterprise Course for Foundation, Intermediate and Senior VCAL Students (2019-2021)
- Co-Designed a Micro-Enterprise Unit with Values Led Business Mentors and Entrepreneurs for Foundation, Intermediate and Senior VCAL students (2021)
- Research on Transitions for Senior VCAL students (2020/2021)

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<sup>12</sup>Youth Enterprise Hub model is informed by Otto Scharmer and Peter Senge (MIT); European Commission – Entrepreneurial Education; Trauma Informed Education Practice; Dr. Brene Brown and Dr. Margret Wheatley; Design Thinking – IDEO; the New Economies (Scharmer) and Regenerative Development Practice and Entrepreneurship.

<sup>13</sup>[http://inllen.org.au/wpcontent/uploads/2018/08/INYET\\_Youth\\_Enterpriseand\\_Entrepreneurship\\_Research\\_Report\\_Final\\_Nov\\_2017.pdf](http://inllen.org.au/wpcontent/uploads/2018/08/INYET_Youth_Enterpriseand_Entrepreneurship_Research_Report_Final_Nov_2017.pdf)

## Appendix 1 – The Role of VET in the Entrepreneurial Eco-System

**Strategy development** -The significance of the growth of entrepreneurship internationally and in Australia suggests a need for Australia to develop a comprehensive entrepreneurship strategy, one which also encompasses education for entrepreneurship. While there have been programs to support entrepreneurial start-ups, an overall strategy to pull together the various elements of entrepreneurship in Australia would be of benefit. The strategy should be developed with reference to international and local experience and be guided by broadly based advisory bodies. Noting the evolutionary nature of successful entrepreneurial activities, an approach that strategically supports bottom-up initiatives and experiments is likely to be the most effective, although broad directional policies will be required to clarify the scope and objectives of initiatives and to set clear goals with measurable performance indicators. National programs should also encompass support for local area initiatives (program experiments.... and co-working spaces).

**Entrepreneurship learning** - There is strong evidence that enterprise and entrepreneurial skills are becoming more important for career success in the knowledge-intensive economies of the twenty-first century. This offers a compelling case for ensuring that enterprise skills are a key component of most VET courses and for including entrepreneurship skills and knowledge in at least some vocational education programs, perhaps particularly those in IT. The approach to developing entrepreneurial skills must emphasise practice-based learning; it will also be essential to involve experienced entrepreneurs in entrepreneurship-development activities and it will be important for VET institutions to build links with the existing entrepreneurship support organisations in their region and to ensure that VET students are aware of these support resources.

**Entrepreneurship teaching** - Developing the entrepreneurial knowledge and skill of VET educators will require sustained investment and involve their ongoing exposure to current entrepreneurial activity to ensure they remain up to date in the field; it will be crucial for these educators to interact with other regional and national entrepreneurship development programs. VET providers will need to build links with the existing entrepreneurship support organisations in their region, including incubators, business service providers, networks, mentoring bodies, and to ensure that VET students are aware of these support resources. Developing cooperative links with business organisations and associations in their region will be important to VET providers, as these relationships facilitate the use of real-world experiences for developing staff and students. Also important will be recognition of the fact that for many smaller firms the transaction costs of interaction are likely to be a major impediment to collaboration in any form. It may be feasible for VET organisations. A national strategy for entrepreneurship would be beneficial, and could encompass education needs. The role of VET in the entrepreneurial ecosystem with support from local government (and perhaps business associations), to develop or strengthen the services to small firms, enabling them to link to VET providers.

**Regional partnerships** - The importance of the regional dimension of entrepreneurship suggests that regional strategy development processes and regional entrepreneurship ecosystems will be critical, including for shaping the development of strategy at the level of regional VET organisations and systems<sup>14</sup>.

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<sup>14</sup> [https://www.ncver.edu.au/\\_data/assets/pdf\\_file/0028/809560/The-role-of-VET-in-the-entrepreneurial-ecosystem.pdf](https://www.ncver.edu.au/_data/assets/pdf_file/0028/809560/The-role-of-VET-in-the-entrepreneurial-ecosystem.pdf) (p.9-10)