



ENTERPRISE SKILLS & CURRICULUM MAPPING

ENTERPRISE + STEM

1. Creative thinking

Entrepreneurs have “big ideas”, i.e. they are not afraid to try things most people wouldn’t know how to approach. Entrepreneurs will apply “outside the box” problem-solving approaches.

Science

Years 7-8

Years 9-10

Science Understanding (strand)

Science as a human endeavour (sub-strand)

Scientific knowledge and understanding of the world changes as new evidence becomes available; science knowledge can develop through collaboration and connecting ideas across the disciplines and practice of science (VCSSU089)

The values and needs of contemporary society can influence the focus of scientific research (VCSSU116)

Design & Technologies (Engineering)

Years 7-8

Years 9-10

Technologies and Society

Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures (VCDSTS043)

Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054)

Design & Technologies (Engineering) continued

Years 7-8

Years 9-10

Creating Designed Solutions

Investigating

Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (VCDSCD049)

Critique needs or opportunities to develop design briefs and investigate and select an increasingly sophisticated range of materials, systems, components, tools and equipment to develop design ideas (VCDSCD060)

Generating

Generate, develop and test design ideas, plans and processes using appropriate technical terms and technologies including graphical representation techniques (VCDSCD050)

Apply design thinking, creativity, innovation and enterprise skills to develop, modify and communicate design ideas of increasing sophistication (VCDSCD061)

General Capabilities: Critical & Creative Thinking

Years 7-8

Years 9-10

Questions and Possibilities

Suspend judgments temporarily and consider how preconceptions may limit ideas and alternatives (VCCCTQ033)

Suspend judgments to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044)

Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts (VCCCTQ034)

Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045)

Reasoning

Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas (VCCCTR039)

Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion (VCCCTR050)

2. Problem-solving & decision-making

Entrepreneurs are capable of critical thinking, have skills to investigate a problem, evaluate possible solutions and select the most suitable solution.

Entrepreneurs have analytical skills, i.e. they can gather relevant data and analyse it from different angles, as well as predicting possible outcomes before making a decision.

Science	
Years 7-8	Years 9-10
Science Inquiry Skills (strand)	
Analysing and evaluating (sub-strand)	
	Analyse patterns and trends in data, including describing relationships between variables, identifying inconsistencies in data and sources of uncertainty, and drawing conclusions that are consistent with evidence (VCSIS138)
Communicating (sub-strand)	
Communicate ideas, findings and solutions to problems including identifying impacts and limitations of conclusions and using appropriate scientific language and representations (VCSIS113)	Communicate scientific ideas and information for a particular purpose, including constructing evidence-based arguments and using appropriate scientific language, conventions and representations (VCSIS140)
Design & Technologies (Engineering)	
Years 7-8	Years 9-10
Creating Digital Solutions	
Define and decompose real-world problems taking into account functional requirements and sustainability (economic, environmental, social), technical and usability constraints (VCDTCD040)	Define and decompose real-world problems precisely, taking into account functional and non-functional requirements and including interviewing stakeholders to identify needs (VCDTCD050)

General Capabilities: Critical and Creative Thinking	
Years 7-8	Years 9-10
Metacognition	
Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals (VCCCTM042)	Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability (VCCCTM053)

3. Leadership, teamwork and communication skills

Entrepreneurs are expected to be effective leaders, i.e. they can motivate their team, they effectively delegate responsibilities, they have strong communication skills including ability to listen and appreciate feedback.

General Capabilities: Critical and Creative Thinking	
Years 7-8	Years 9-10
Metacognition	
Consider a range of strategies to represent ideas and explain and justify thinking processes to others (VCCCTM040)	Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)

General Capabilities: Personal and Social	
Years 7-8	Years 9-10
Social Awareness and Management	
Collaboration	
	Develop specific skills and a variety of strategies to prevent or resolve conflict, and explore the nature of conflict resolution in a range of contexts (VCPSCSO051)

4. Risk taking

Although entrepreneurs are known for taking risks, this risk is more calculated than just for the fun of taking risks.

General Capabilities: Personal and Social

Years 7-8

Years 9-10

Self-Awareness and Management

Development of resilience

Develop criteria to appraise personal qualities and use these to design strategies to plan for the future or address a challenge (VCPCSE044)

Design & Technologies (Engineering)

Years 7-8

Years 9-10

Technologies and Society

Examine and prioritise competing factors including social, ethical, economic and sustainability considerations in the development of technologies and designed solutions to meet community needs for preferred futures (VCDSTS043)

Critically analyse factors, including social, ethical and sustainability considerations, that impact on designed solutions for global preferred futures and the complex design and production processes involved (VCDSTS054)



5. Digital literacy

Technology is affecting all aspects of our lives so digital literacy is becoming increasingly important from the early age. Entrepreneurs (and not only entrepreneurs) need to be able to evaluate information presented in different formats and use it in productive ways.

Mathematics			
Year 7	Year 8	Year 9	Year 10
Statistics and Probability			
Data representation and interpretation			
Identify and investigate issues involving numerical data collected from primary and secondary sources (VCMSP268)		Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources (VCMSP324)	Use scatter plots to investigate and comment on relationships between two numerical variables (VCMSP352)
			Investigate and describe bivariate numerical data, including where the independent variable is time (VCMSP353)
			Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (VCMSP354)

6. Financial literacy

Entrepreneurs need to be able to understand financial viability of their business; they need to ensure that the business generates more money than the expenses. Financial literacy is important to communicate with financial advisors and to evaluate financial risks.

Mathematics			
Year 7	Year 8	Year 9	Year 10
Statistics and Probability			
Data representation and interpretation			
Identify and investigate issues involving numerical data collected from primary and secondary sources (VCMSP268)		Identify everyday questions and issues involving at least one numerical and at least one categorical variable, and collect data directly from secondary sources (VCMSP324)	Use scatter plots to investigate and comment on relationships between two numerical variables (VCMSP352)
			Investigate and describe bivariate numerical data, including where the independent variable is time (VCMSP353)
			Evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data (VCMSP354)