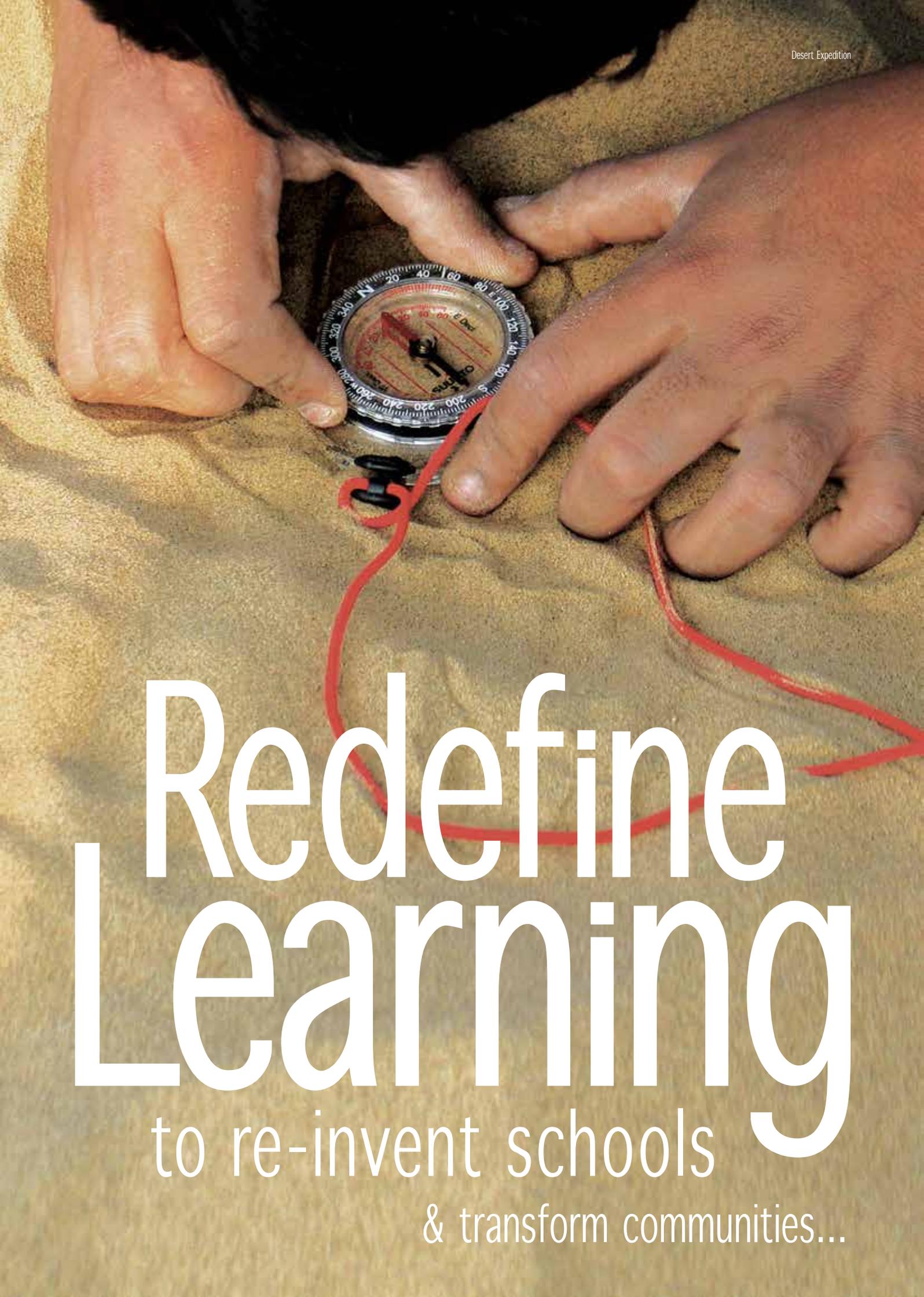


Courage
to Lead²⁰¹⁸

Education
for
life
through
life....



Redefine Learning

to re-invent schools
& transform communities...

The Leverage for change lies in Systemic Thinking

Schools are the structured place of teaching and learning in our society. The basic unit for teaching and learning in a school comprises of a group of children that make up a grade/class. Children go through a certain curriculum and pedagogic structures during a day, a week, a month and a year. The role of a teacher is to cover the prescribed syllabus from the textbooks, in the classroom within the given time. Every year a batch of children move from one grade to another after covering the prescribed syllabus. Children go through this process for twelve years before they leave school for the real world.

Does the present school system prepare children for real life and its challenges through the twelve years of teaching and learning?

A huge gap exists between schools and society. What children learn in school is not connected to their real world or they are unable to see the connection. There is lack of relevance. Children find it difficult to see the larger purpose in what they study in school. It is very abstract for them. It is not easy for them to comprehend and see connections and therefore, they are unable to apply it in their real lives. They are not getting enough opportunities to develop their capacity to see things systemically and find leverage for change. This is leading to a lot of stress and unrest in children, schools and the society at large.

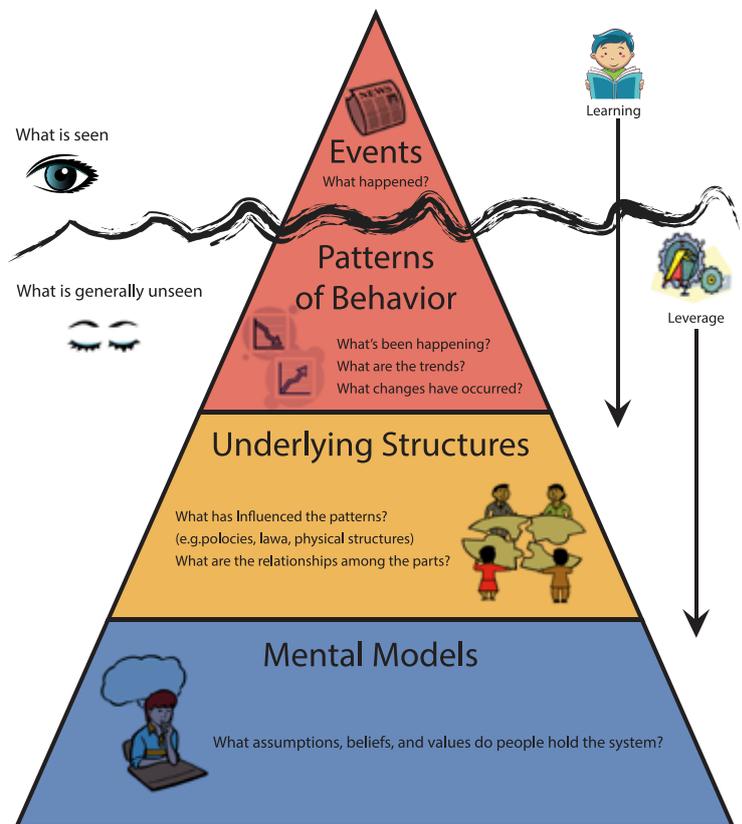
According to the principles of systems dynamics and systems thinking, the structure of the system determines its behaviour. How we structure teaching and learning in schools and society determines the learning outcomes and results that we get. The systemic structure comprises of parts of the system, the inter-relationships among the parts, how the parts influence each other and the underlying assumptions on which the whole structure is based. The systemic assumptions about how children learn are important in defining the learning structures, processes and spaces in schools and society, which in turn determines the learning outcomes and the long-term goals that we achieve. Therefore, to re-invent schools and transform communities we

need to understand, question and redefine learning structures, processes and the underlying assumptions on which they are based.

The fundamental questions that we need to engage ourselves are:

- How do children learn?
- How can we make teaching and learning relevant, challenging and engaging for all?
- How to prepare children for real life?

Iceberg... Seeing What's Below the Surface



Adapted by Systems Thinking in Schools, Waters Foundation, from Innovation Associates, Inc. Clip art was obtained from microsoft.com and used according to rules of use. August 2006.

Schools may be the starkest example in modern society of an entire institution modeled after the assembly line. This has dramatically increased educational capability in our time, but it has also created many of the most intractable problems with which students, teachers, and parents struggle to this day. If we want to change schools, it is unlikely to happen until we understand more deeply the core assumptions on which the industrial-age school is based.

Schools that Learn, Peter Senge, et al

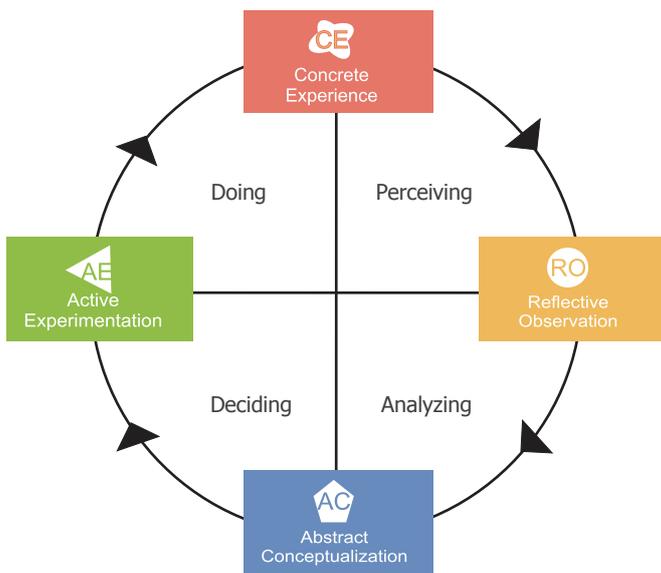
Experience as a source of Learning, development & change...



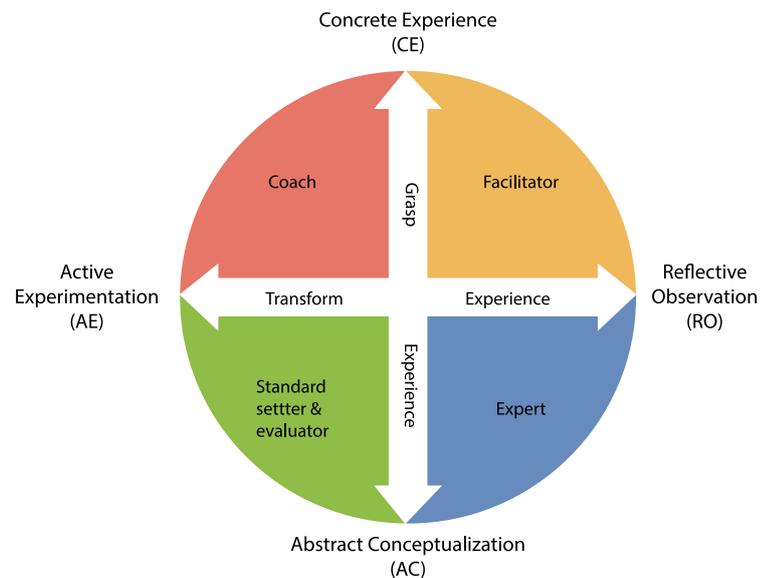
The Experiential Learning

Learning is a process whereby knowledge and understanding is derived from and continuously modified by the experiences that a learner goes through. To learn is not the special province of a single specialized realm of human functioning such as cognition or perception. It involves the integrated functioning of the total being i.e. feeling, thinking, perceiving and doing. According to Dr. Kolb's theory of experiential learning, for effective learning one needs four different kinds of abilities and they are:

- The ability to immerse oneself fully, openly and without bias in new experiences (Concrete Experiencing)
- The ability to reflect upon and observe one's experiences from different perspectives (Reflective Observations)
- The ability to construct conceptual understanding that integrates one's observations into logically sound theories (Abstract Conceptualization)
- The ability to use these theories to make decisions and solve real life problems (Active Experimentation)



Kolb's Experiential Learning Cycle



The Experiential Learning Cycle and Kolb Educators Role Profile

The Experiential Educator

The Kolb Educator Role profile describes four role positions - Facilitator, Expert, Evaluator and Coach that an experiential educator perform, Educators play these roles as they help learners maximize learning by moving through the four stages of the experiential learning cycle.

- **The Facilitator Role:** When facilitating, educators help learners get in touch with their personal experience and reflect on it. They adopt a warm affirming style to draw out learners' interests, intrinsic motivation and self-knowledge. They often do this by facilitating conversation in small groups. They create personal relationships with learners.
- **The Expert Role:** In their role as subject expert, educators help learners organize and connect their reflections to the knowledge base of the subject matter. They adopt an authoritative, reflective style. They often teach by example, modeling and encouraging critical thinking as they systematically organize and analyze the subject matter knowledge. This knowledge is often communicated through lectures and texts.
- **The Evaluator Role:** As a standard setter and evaluator, educators help learners master the application of knowledge and skill in order to meet performance requirements. They adopt an objective results-oriented style as they set the knowledge requirements needed for quality performance. They create performance activities for learners to evaluate their learning.
- **The Coaching Role:** In the coaching role, educators help learners apply knowledge to achieve their goals. They adopt a collaborative, encouraging style, often working one-on-one with individuals to help them learn from experiences in their life context. They assist in the creation of personal development plans and provide ways of getting feedback on performance.



I am what I eat

Grade V students do an expedition on food and farming to experience 'how to grow and cook healthy and organic food.' As part of the expedition, children grow a crop using the principles and processes of natural farming. They also interact with natural and conventional farmers. They learn to cook organic food. As an end product, children do a family food survey where as a family, they try to understand their eating habits and create a healthy family plan.

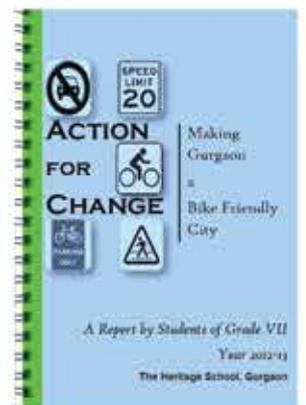


Real world.
Real challenge.
Real education.



Engaged Citizens, taking responsibility

To explore the possibility of making Gurgaon a bike friendly city, grade VII students of The Heritage School, Gurgaon undertook a Bicycle Expedition. Through the expedition students explored what it takes for a city to be bike friendly and whether their city is bike friendly or not. They conducted surveys and collected data to understand the current reality of their city. The expedition culminated in the form of a bicycle event, through which they built awareness about effective and safe transport in Gurgaon. Children presented their report on how to make Gurgaon bike friendly to the city commissioner, who in turn promised to start work on constructing the first bike path in Gurgaon.



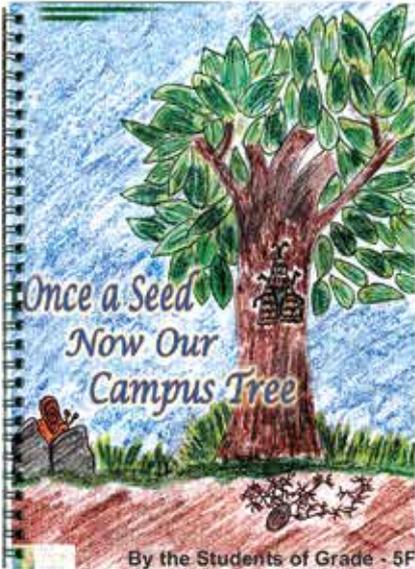
Expeditions as Pedagogy for Learning

Expeditions provide engaging experiences that challenge the learner cognitively, physically and emotionally leading to new awareness, sensitivity and understanding. In an expedition, learners set out to explore the unknown as a crew and during this journey, they discover and connect with the self and the world around. The important aspect of an expedition is that it has the element of curiosity and creative anxiety of the unknown at every step which keeps the learner engaged and excited all through the journey.

To learn more about expeditions and theory of experiential learning, read Disha India Learning Design Principles.

Learning through the local context

In the quest to understand the big idea “to conserve trees, we need to connect with them at the physical, emotional and cognitive levels”, the students of grade V of The Heritage School, Gurgaon went through a learning expedition ‘Meet the Tree’. As part of their expedition, students studied the trees of their school campus, met the experts with their queries and created a “Nature Trail” for the school visitors. Students also designed a tree theme based notebook with illustrations and brief descriptions of the trees in their school campus. The middle program children will use this themed notebook designed by grade V as their expedition notebook.



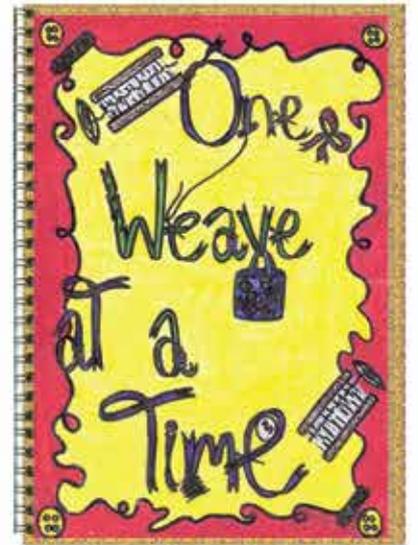
The word expedition is derived from the Latin verb ‘expedire’, which means “to free something”. In an expedition, we leave behind old habits and thinking and break out for the new.

Craftsmanship and Self-reliance

Grade VII students of The Heritage School, Gurgaon set out to explore and understand craftsmanship and self-reliance through a hands-on expedition of carpentry and weaving. During the expedition, they learnt skills and processes required to create an authentic craft product. The students made chaukies and mats for children and the people of Fattuwala – a remote village in Rajasthan. Through this expedition students also got an opportunity to interact with the craftsmen and learnt about the challenges they face and the future that they see for crafts in India.



Expeditions prepare children for life through life.



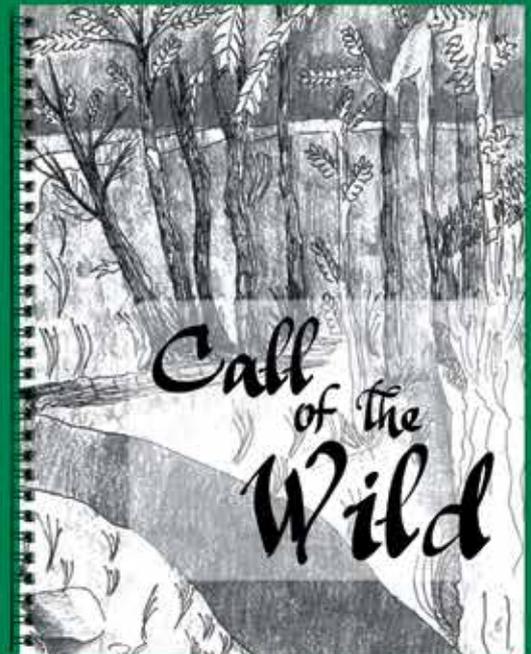
Courage to Lead

Learning Expedition for Educators and Mentors

Courage to Lead is a learning expedition for educators and mentors who would like to experience and understand how to connect learning with the real life of a child and make the process of teaching-learning real, meaningful and challenging for children. The big idea is to develop the understanding and skills to use real life experiences as pedagogic medium for teaching and learning and also what it takes to create an experiential learning classroom, school and community spaces. The learning expedition will help participants in understanding and questioning their own beliefs about teaching, learning and change. It will enable them to see structures and processes that limit them as an educator/mentor and how to find the leverage for change. It is for educators and mentors who prefer to lead the desired change in school and society by modelling it.

Learning outcomes of the expedition are:

1. To understand how children learn from experiences and the theory of experiential learning
2. To understand how to design experiential curriculum and how to use learning expeditions as a pedagogy for teaching and learning in the classroom and community
3. To understand the bigger purpose of education
4. To understand and develop the personal learning process
5. To experience and understand what it takes to be an experiential educator and mentor
6. To experience and understand the pedagogy of circle time for building a culture of care and compassion
7. To experience craftsmanship, excellence and rigour and how to develop craftsmanship and character through learning expeditions
8. To understand how to design assessments for and of learning and integrating assessments with learning expeditions
9. To understand how to initiate, manage and sustain change in schools and communities
10. To develop systems thinking habits and how to see and act systemically
11. To discover personal vision and create a self-development plan



Courage to Lead participants of year 2012 created this book for middle school children as part of their Jungle Expedition.

The Expedition Design

Courage to Lead is a 10 day learning expedition where participants will go through integrated real-life experiences for developing the required understanding and skills. **It is a fully residential program.** The expedition will be supplemented and reinforced by one-on-one coaching. The purpose of one-on-one coaching sessions is to assist participants in designing learning expeditions for their respective schools and communities.



Draft 1



Draft 2



Final Draft



Chapter for the book "Call of the wild"



Citybound Expedition ‘How a Historian works’

Duration: 6 days | **Dates:** Oct 2 to 7, 2018 | **Venue:** Gurgaon, Haryana

In this expedition, participants will experience how a historian constructs past using primary sources. The big idea is to experience and understand how the culture and identity of Delhi got shaped overtime. They will study different time-periods through design and layouts of different cities of Delhi, historical monuments, museum, artefact, coins, etc. They will learn how to draw inferences based on evidences and also be open to other perspectives- the important idea is that there is no one history. They will also experience the art of sharing history orally. The learning outcomes of the expedition are:

- a. How we use real life experiences as a pedagogic medium for developing knowledge, skills and values among children
- b. Expedition Design Framework
- c. Why authentic purpose is important in education
- d. Crew structure and how it enables children to take responsibility of their learning
- e. Pedagogy of circle time for building a culture of care, compassion and equality
- f. The personal learning and leadership style using Kolb’s Learning Style Inventory 4
- g. The challenges and constraints of teaching and learning in the present education system.
- h. The bigger purpose of education

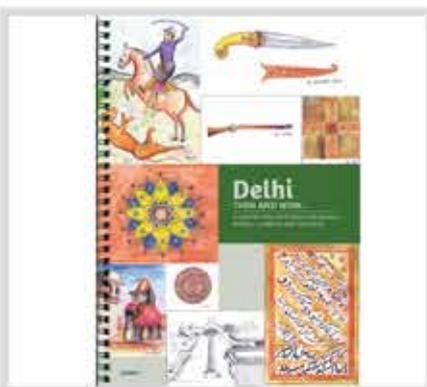


Designing Learning Expeditions

Duration: 4 days | **Dates:** January 2 to 5, 2019 | **Venue:** Gurgaon, Haryana

This module will focus on how we can make teaching and learning experiential and challenging inside the classrooms and how to create an experiential learning school and community spaces. The expedition will focus on:

- a. Interaction with teachers to understand how an expedition happens inside the classroom, its effectiveness and impact on children’s learning
- b. Re-think and re-design curriculum, pedagogy and assessment based on the principles of experiential learning.
- c. How to design learning expeditions and projects? Designing of systems and processes that enable experiential learning in schools and community
- d. Different roles that an experiential educator/mentor needs to perform
- e. Designing teaching and learning practices that enable experiential learning inside the classroom like collaborative planning, instructional coaching, portfolio, etc.
- f. What does it take to initiate, manage and sustain change in schools and communities?
- g. Thinking systemically and developing the habits of a systems thinker



Programme fee and Scholarships

The fee for the complete 10-day residential learning expedition is Rs.30,000 plus GST. It includes facilitation, course material, boarding and lodging cost for the complete expedition and local travel. Disha India has few scholarships for educators. To apply for the scholarship, please write to us at reachus@dishaindiaeducation.org

Certification

After completion of the program, participants will be awarded a joint certification from Disha India Education Foundation and Experienced based Learning Systems, USA



“Courage is the power to let go of the familiar.”

Raymond Linquist

Disha India and its learning partners



disha india
सा विद्या या विमुक्तये

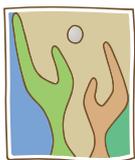
Disha India Education Foundation is an educational initiative striving towards re-defining education and learning and thereby facilitating the re-invention of schools and the education system at large. The idea is to construct a theory of experiential learning and design an integrated curriculum that uses real-life experiences from the child's local context as a pedagogic medium for developing knowledge, skills and character. Disha India's work involves designing experiential curriculum and pedagogy, whole school design and development, educational leadership development, teachers' capacity building and designing learning expeditions for children.

Since the last ten years, Disha India has worked intensively with The Heritage School, Gurgaon on the design and implementation of the experiential curriculum and pedagogy in the elementary program. Disha India has been working in collaboration with teachers for the creation of experiential curriculum and its implementation in classrooms.

Disha India is engaged in an intensive action research on project-based learning with the objective of understanding the Gandhian principles of Nai-Talim in today's context i.e. how to use productive works as a pedagogic medium for learning in schools.

Disha India designs and facilitates KHOJ Learning Expeditions for children, based on curriculum needs, children's interest and life skills.

Disha India Education Foundation is a non-profit social organization registered under section 25 of companies act, 1956.



THE HERITAGE SCHOOL
AN EXPERIENTIAL LEARNING SCHOOL

The Heritage School, Gurgaon, uses experiential learning as pedagogy for teaching and learning where students work on real life issues, in the real context in order to develop the required understanding and skills. The vision is to prepare children for life through life. The school community through its deep engagement with questions about the purpose of education, how children learn and what is worth learning continues to re-invent education, curriculum and pedagogy.

In partnership with Disha India Centre for Experiential Learning, the school has been working intensively over the last decade to make teaching and learning both real and engaging.

The Heritage School is a pioneer in designing progressive practices, including experiential-based re-recruitment and admission processes, parent induction, teacher retreats for development of the self, skill based physical education program and visual arts workshops for students and educators within the school educational domain.

To know more about the school, visit www.theheritageschool.com



Experience Based Learning Systems, Inc, USA

Experience Based Learning Systems is a research and development organization founded by Dr. David Kolb and Dr. Alice Kolb for the advancement of the theory and practice of experiential learning. To achieve the organizational mission, EBLS is committed to building on the legacy of scholars whose innovative ideas continue to contribute towards learning and education, stimulating research and disseminating scholarly findings on experiential learning, offering resources that help individuals develop their own learning potential and providing tools for educators, parents, and consultants that promote learning.

Experience Based Learning Systems offer following self-scoring inventories based on the theory of experiential learning - Kolb Learning Style Inventory (LSI) version 4.0, Kolb Learning Skills Profile (LSP), Kolb Team Learning Experience (TLE) and Kolb Adaptive Style Inventory (ASI).

Dr. David Kolb is a professor of Organizational Behavior at the Weatherhead School of Management, Case Western Reserve University. He is the author of Experiential Learning: Experience as the source of learning and development, and the creator of the Kolb Learning Style Inventory. Dr. Alice Kolb is the president of Experience Based Learning Systems Inc.

To know more about EBLS, visit www.learningfromexperience.com



The Waters Foundation is recognized worldwide for making systems thinking accessible and practical, both for children in classrooms as well as executives in boardrooms.

Their team of experienced facilitators work across the U.S. and around the globe to develop systems thinkers---those who will positively shape our world by understanding the complexities of systems we live and work in and identifying leverage actions to achieve desired results.

Their hands-on approach builds the capacities of people to create positive change and improved performance through the Habits and tools of systems thinking.

For more information and accessible resources, see www.watersfoundation.org.

What do educators speak about us...

"Being a part of The Courage to Teach Expedition 2013-14, has opened up the leader and learner in me. I personally went through a journey of knowledge and skill development as a facilitator as well as a designer. Personally, I was also able to experience, observe, conceptualize and experiment what Experiential Learning is all about. The learning that I have taken back has definitely found leverage for change and growth in my school."

Sujatha Khannan, Principal, The Little Kingdom Senior School, Theni

"Four member of our leadership team have attended the Courage to Lead program so far. The major change in the school has been in the thinking and attitude of the leadership team. This is constantly prodding us to see possibilities and take decisions based on our vision and values."

Manjula Jhunjunwala, Chairperson, Jingle Bell Academy, Faizabad.

"A very engrossing experience in learning. Very well structured and effective training for educators. Children would love to be taught like this. All puzzles got solved in the second module."

Geeta Varshneya, Education Director, Khaitan Public School, Sahibabad

"I learnt a lot about myself. I learnt that deep learning often comes not through hectic sessions and power points, but by experiences... by letting things percolate... by relaxing with col-leagues, by working with my hands... by coming out of my comfort zone. I learnt that anger is often my response to fear and learnt about my fears... the first step for overcoming them. I learnt about the importance of plans and planning (the two are different). It was in this session that I made the real connection between education and schools. All of us have questions that bother us, which we ask at every chance we get... at Courage to Lead, I found my answers to some of them... within me."

Shalini Sachdev, Principal, MCD School run by Akansha Foundation, Pune

"Courage To Teach taught me that education is multi-dimensional.

Literacy is only a small part of it. I learnt that the real purpose of education is to help children evolve... I myself evolved with each session... It has made a change in my perspective and now I look at teaching in a different and more meaningful light."

Sanjala Wazir, Academic Dean, Welham Girls' School, Dehradun

"Courage to lead 2017-18 has been an extremely enriching learning experience. It helped me to zoom out and look at learning from completely different dimensions. The most interesting part was to meet Fellow educators across the country from a diverse background. It really expanded the opportunity to collaborate and learn from each other. The idea of experiential learning is quite powerful. It really challenges one's limited view of the world and pushes us to look at things from different perspectives. Interacting with experts from various domains also added to the significance of the workshop. Overall, I highly

Schools that have participated

So far around 500 educators from 100 different schools across india have been part of the Courage to Lead learning expedition.

1. Welham Girls' School, Dehradun
2. Azim Premji Foundation, Bangaluru
3. The Daly School, Indore
4. Akanksha Foundation, Pune and Mumbai
5. Sangamitra High School, Hyderabad
6. Teach for India
7. Sunbeam Schools, Varanasi
8. NisargBatika, Kathmandu, Nepal
9. The Little Kingdom Senior School, Theni
10. Educational Initiatives, Ahmedabad
11. KamlaNiketan Montessori School, Trichy
12. Cambridge Schools, New Delhi
13. ManavRachna International School, Gurgaon
14. Viveka School of Excellence, Mysore
15. Attalim Group of Schools, Mumbai
16. Mayoor School, Ajmer
17. Delhi Public School, Surat, Pune, Gurgaon, Patna, Tapi, Gu-wahati & Ludhiana
18. Sri Venkateswar International School, Dwarka, New Delhi
19. Sanskriti - The Gurukul, Guwahati
20. The Heritage School, Gurgaon and New Delhi
21. Rainbow Homes, Delhi, Chennai and Patna
22. Mind Tree school, Ambala

recommend any educator, or parent or a curious learner to experience the magic of CTL."

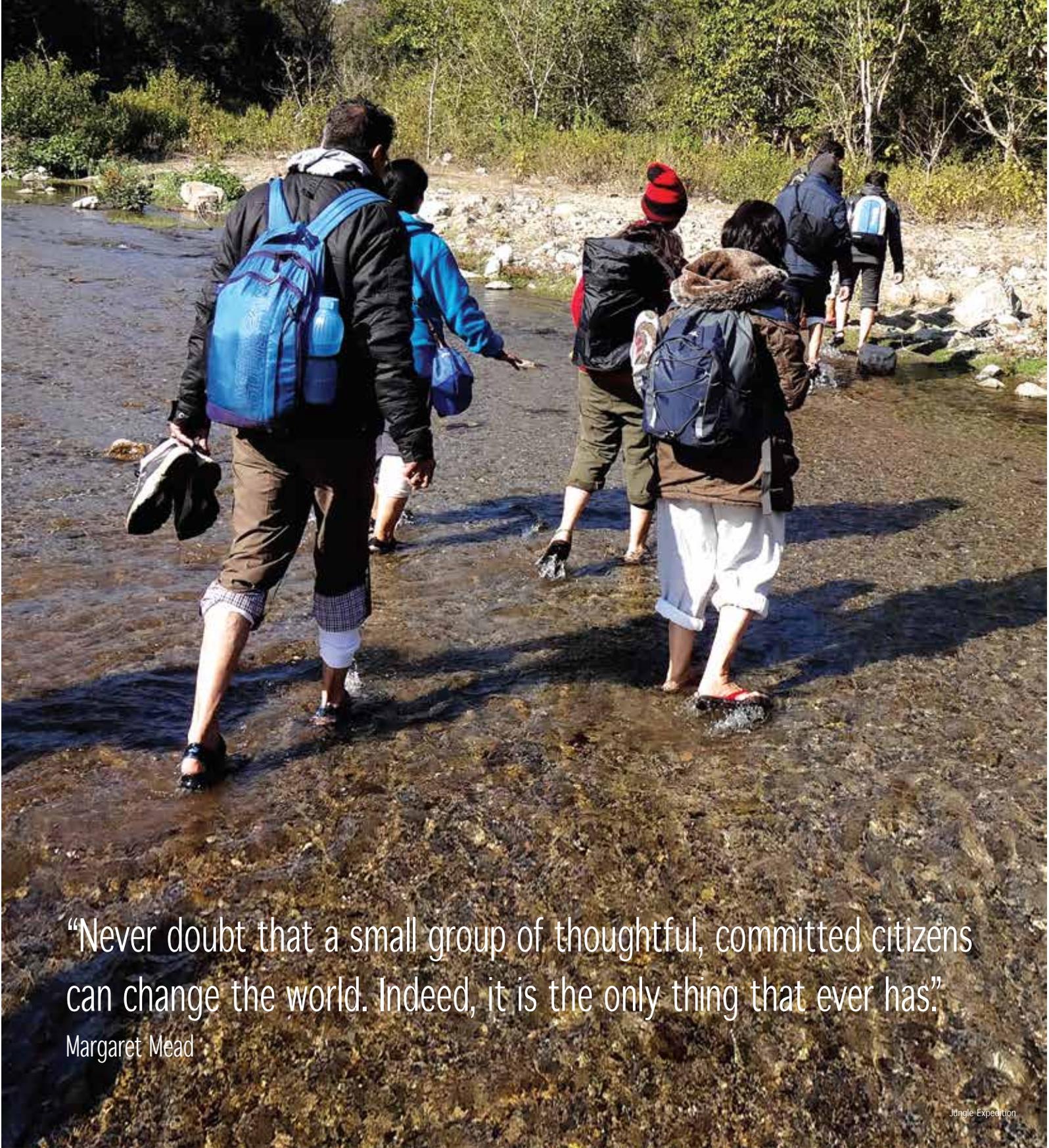
Vignesh Krishnan, Educator, Teach For India, Delhi

Courage to Lead is a comprehensive experiential education workshop by Disha India Education Foundation that is structured on the principles of experiential education for educators. The program empowers educators with the pedagogical tools, techniques and concepts for creating learning through real world experiences. The program focuses in-depth on how experiential education is to be practiced in different learning environments. It enables educators to adopt skills to assist students develop a capacity for critical thinking, application of knowledge and engage in lifelong learning. I recommend the CTL Workshop for anyone who wants to develop a deeper understanding of how to use experiential education as a pedagogy for better academic learning.

Diyanat Ali, Principal Consultant, "Outlife" Outbound Experiential Education Hyderabad

Batch 2017





“Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.”

Margaret Mead

Jungle Expedition



disha india
सा विद्या या विमुक्तये

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