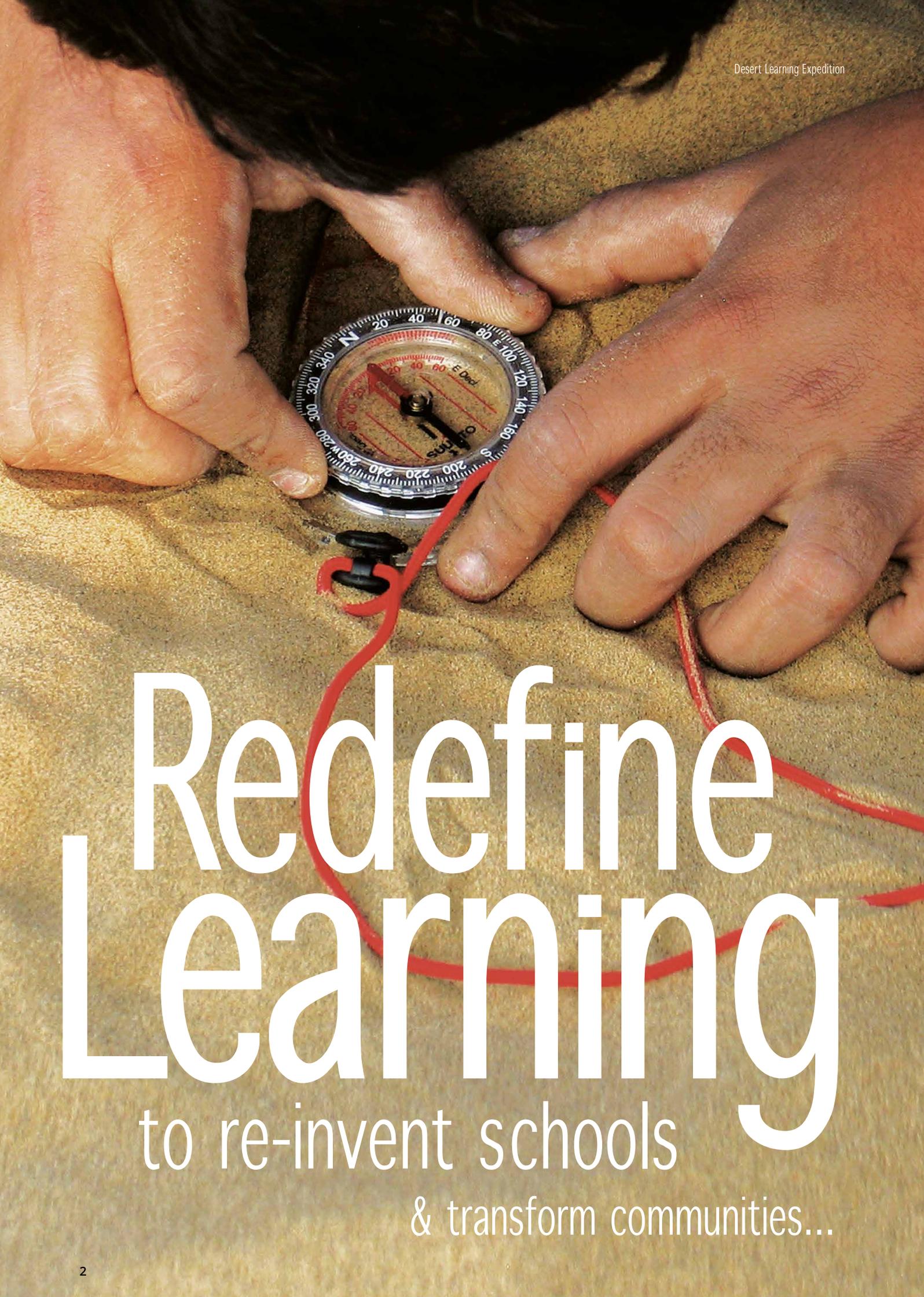


COURAGE
to **LEAD** 2019

Education
for
life
through
life...



Redefine Learning

to re-invent schools
& transform communities...

The leverage for change lies in Systems Thinking

Schools are structured places of teaching and learning in our society. The basic unit for teaching and learning in a school comprises 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 main role of a teacher is to cover the prescribed curriculum and syllabus from the textbooks, in the classroom, within a given time. Every year a batch of children moves from one grade to another after covering the prescribed syllabus. Children go through this process for more than twelve years before they leave school for the real world.

Does the present school system through the twelve years of teaching and learning prepare children for real life and its challenges? Or, does it disconnect them from their own context and make them misfits in society?

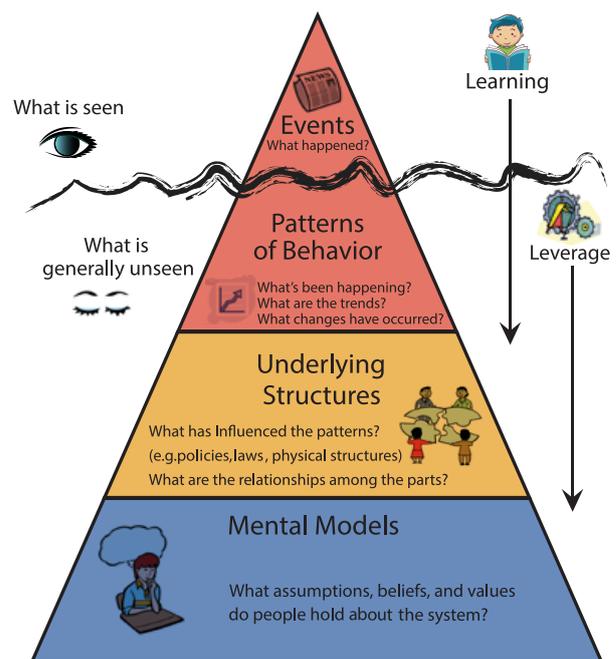
A huge gap exists between schools and society. What children learn in school is not connected to their real world or they are unable to see the connection. Children find it difficult to see the larger purpose of what they study in school. The whole learning process is very abstract for them. It is not easy for them to comprehend and see connections, therefore they are unable to apply learning in their real lives. This leads to a lot of stress and unrest in children, schools and society at large. A lot of present-day problems in our society can be traced to this lack of relevance and meaning in the current education system.

According to the principles of 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 structure comprises parts of the system, the inter-relationship 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 structures and processes in a school and society, which in turn determine the learning outcomes and the long-term goals that we achieve. Therefore, to re-invent schools 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 with are:

1. How do children learn?
2. How can we make teaching and learning relevant, challenging and engaging for all?
3. How do we help children figure out their local context and surroundings so that they develop a systemic understanding of how a complex living system works?
4. How do we 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 that Learn, Peter Senge, et al

Schools may be the starkest examples 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.

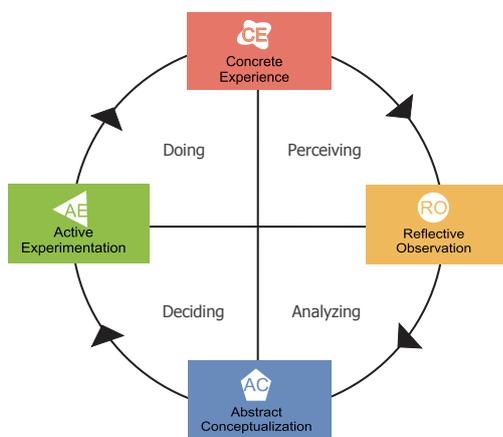
Experience as a source of Learning, development & change...



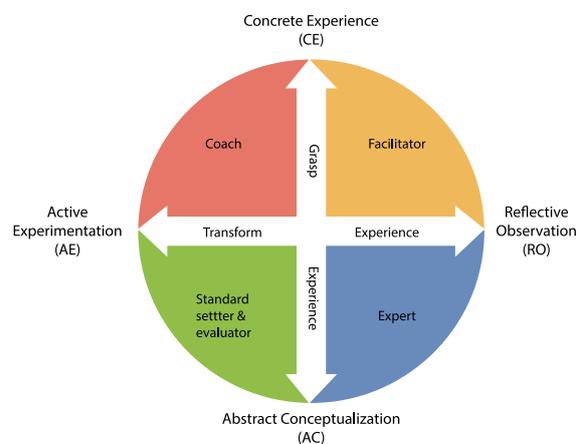
Experiential Learning

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, perception or action. 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 capacities:

- 1. Concrete Experience i.e. experiencing the experience:** The ability to immerse oneself fully, openly and without bias in new experiences
- 2. Reflective Observations:** The ability to reflect upon and observe one's experiences from different perspectives
- 3. Abstract Conceptualization:** The ability to construct conceptual understanding that integrates one's observations into logically sound theories
- 4. Active Experimentation:** The ability to use these theories to make decisions and solve real life problems



Kolb's Experiential Learning Cycle



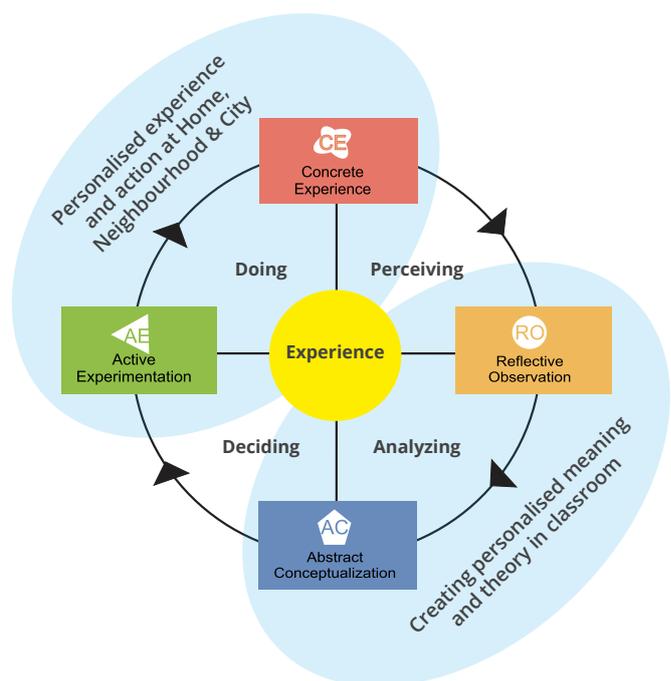
Kolb's Experiential Educator Role Profile

Making teaching and learning contextual and personalised for each child...

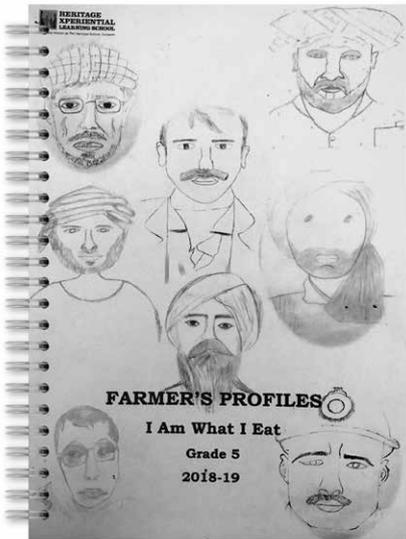
When we use real life experiences from the local context of the child as a source and pedagogic medium for developing the required knowledge and skills, it not only makes learning meaningful for the child but also helps him/her understand his/her context better. It serves both the purpose i.e. of relevance and preparing the child for the real life.

Each child has his/her own unique context - the idea is to connect the teaching-learning to real life experiences from his/her local context. This makes teaching-learning truly contextual and personalised for each child. It certainly is challenging to connect the teaching-learning process to the context of each and every child but is very doable. We need to rework on the structures and processes of learning at school, at home and in society for making it happen. We will have to think beyond the classroom, textbooks and teachers...

Our experience says that it is the Experiential Learning pedagogy that has the potential of truly becoming a contextual and personalised learning for each and every child even in the large structure. The idea is to design learning around real experiences from the local context of the child...



Personalised Experiential Learning Cycle



I Am What I Eat

Grade 5 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 interact with natural and conventional farmers to understand their challenges and to build a better understanding of natural versus conventional farming. They learn how to cook tasty organic food and snacks. Children do a family food survey, where as a family they try to understand their eating habits and create a healthy family plan. As an end product, children do a campaign on building awareness for Community Supported Natural Farming.

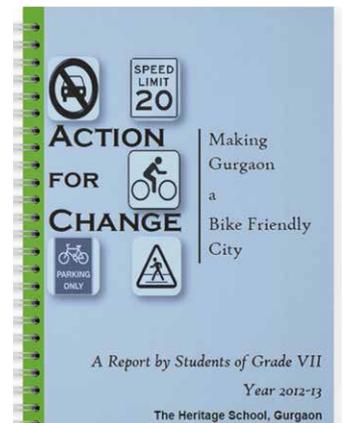
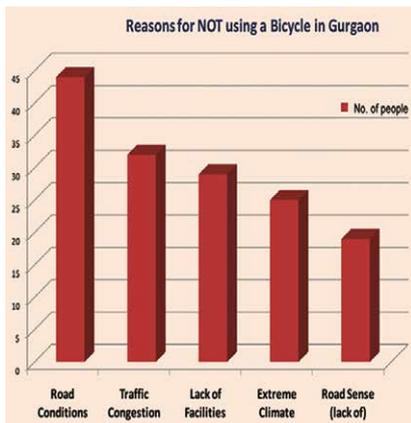


**REAL WORLD.
REAL CHALLENGE.
REAL EDUCATION.**



Engaged Citizens, Taking Responsibility

To explore the possibility of making Gurgaon a bike friendly city, grade 7 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

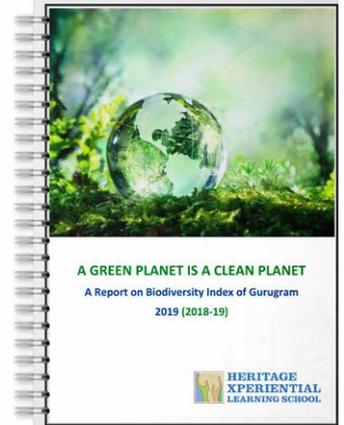
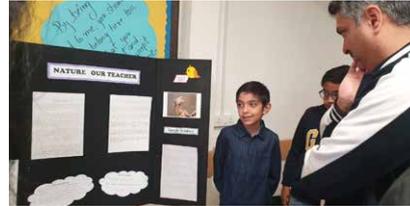
Expeditions provide engaging experiences that challenge the learner cognitively, physically and emotionally leading to new awareness, sensitivity and understanding. In an expedition, learners set out to explore the unknown as a crew and during this journey, they discover and connect with their Self and 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.



Nature Our Teacher

Grade 4 students do an expedition on adaptation, biodiversity and ecosystems. The big idea of the expedition is how species adapt and survive in their habitat. They observe different species and learn how their form is unique and how it enables them to perform specific functions for survival. Each child does an intensive action research on one species and learns how its unique form helps it to adapt to its habitat. As part of the expedition, children also experience and understand the importance of biodiversity. They then do a biodiversity survey of trees and birds in their neighbourhood and as an end product, create a report on the biodiversity index of different neighbourhoods of Gurgaon. This report is used by children and parents to build awareness about the importance of increasing biodiversity in the city.

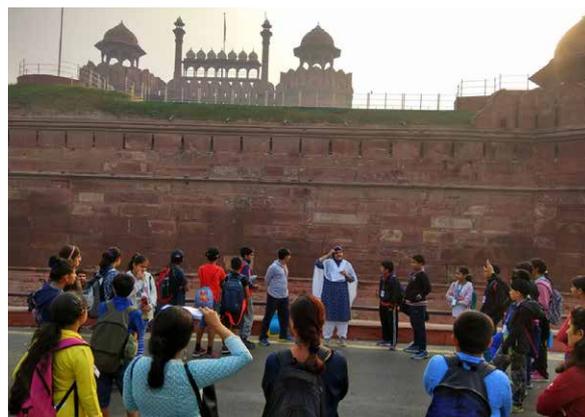
The word expedition is derived from the Latin verb 'expedire', which means "to free something". In an expedition, we leave behind old habits and thinking and break forth for the new.



How a Historian Works

Grade 6 students do an expedition on how a historian works, where they explore and understand how the culture and identity of Delhi got shaped over time. As part of the expedition, children study three different time periods i.e. Delhi Sultanate, Mughals and the British. Children understand the big idea of continuity and change by exploring different themes like food, architecture, city layout, language, etc. and how these themes changed over time. They learn how to construct pasts using primary and secondary sources and learn also that there is no one history. As part of the expedition, children also map how the culture and identity of their families got shaped over time, which they share with their parents in the form of a presentation.

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 a source and pedagogic medium for teaching and learning and make the learning contextual and personalized for children. The end goal is to develop the required understanding and skills for creating Experiential Learning classrooms, schools and community spaces.

The learning expedition will help participants to understand and question their own beliefs about teaching, learning and education as a whole. It will enable them to see structures and processes that limit them as an educator/mentor and learn to find leverage for change. Courage to Lead is for educators and mentors who prefer to lead the desired change in school and society by modelling it.

Learning Outcomes of the Expedition

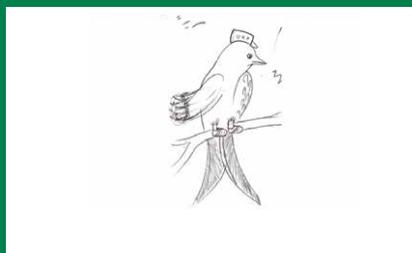
1. To understand how children learn from experiences
2. To understand the theory of Experiential Learning
3. To understand how to design learning expeditions
4. To experience and understand what it takes to be an experiential educator and mentor
5. To experience craftsmanship, excellence and rigour and how to develop craftsmanship and character through expeditions
6. To understand how to design assessments for and of learning and how to integrate it with expeditions
7. To experience and understand the pedagogy of circle time for building a culture of care and compassion
8. To understand and develop the personal learning process and learning flexibility
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

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 of the program. 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



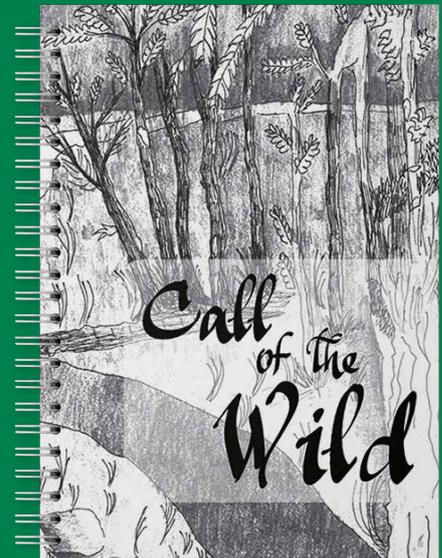
Draft 2



Final Draft



Chapter for the book 'Call of the Wild'



CTL 2012 batch created this story book as part of their jungle expedition.

First Module: Citybound Learning Expedition

Duration: 6 days | Dates: October 2 to 7, 2019 | Venue: Heritage Xperiential Learning School, Gurgaon

In the first module, participants will experience how a learning expedition unfolds. Disha India will be running two citybound learning expeditions in parallel i.e. How a Historian Works and Nature our Teacher. Participants can choose to be part one of the expeditions.

In How a Historian Works expedition, participants will experience how to construct the past using different primary sources. The big idea is to experience and understand how the culture and identity of Delhi got shaped over time. They will study different time periods through design and layouts of different cities of Delhi, historical monuments, artefacts, coins, etc. They will learn how to draw inferences based on evidences and also be open to other perspectives- the big idea is that there is no one history. They will also experience the art of sharing history orally.

In Nature our Teacher expedition, participants will experience and understand how different species in Nature adapt themselves to their habitat. The big idea is adaptation i.e. how the physical form of a species enables it to perform specific functions in its habitat, which in turn helps it to adapt and survive. In the expedition, participants will experience and explore a wetland ecosystem in Gurgaon. Participants will also experience and understand the importance of biodiversity in an ecosystem and further how to build biodiverse ecosystems in cities and neighbourhood. The learning outcomes of the first module are:

- a. How to use real life experiences as a pedagogic medium for developing knowledge, skills and values among children
- b. Expedition Design Framework
- c. Why authentic purpose and audience is important in an expedition
- d. Crew structure and how it enables children to take responsibility of their learning in an expedition
- 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



Second Module: Designing Learning Expeditions

Duration: 4 days | Dates: January 2 to 5, 2020 | Venue: Heritage Xperiential Learning School, Gurgaon

This module will focus on how we can make teaching and learning experiential and challenging inside the classrooms and how to create Experiential Learning classrooms, schools and community spaces. The second module will focus on:

- a. Interaction with teachers to understand how an expedition happens inside the classroom and its effectiveness and impact on children's learning
- b. Re-thinking and re-designing curriculum, pedagogy and assessment based on the principles of Experiential Learning
- c. How to design learning expeditions. 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 it takes 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. 35,000 plus GST. It includes facilitation, course material, boarding and lodging cost for the complete expedition and local travel. Disha India has a 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

Disha India and its learning partners



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 experiential 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.

For the last fifteen years, Disha India has worked intensively with Heritage Xperiential Learning School, Gurgaon on the design and implementation of the experiential curriculum and pedagogy in the elementary program. We have designed integrated learning expeditions where we use experiences from the local context of the child as a source and pedagogic medium for learning and development.

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.

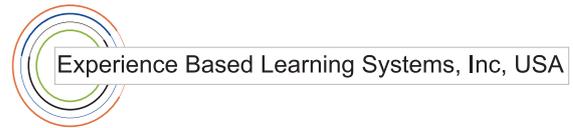


The Heritage Xperiential Learning School, Gurgaon, uses Experiential Learning as pedagogy for teaching and learning where students work on real life issues, in the real context in order to develop the required understanding and skills. The vision is to prepare children for life through life. The school 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 Education Foundation, the school has been working intensively over the last decade to make teaching and learning both real and engaging.

The Heritage Xperiential Learning School is a pioneer in designing progressive practices, including experiential-based 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 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, EBL 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 the 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 educators say about us...

Driven with curiosity, I participated in 'Courage to Lead' training programme organized by Disha India Foundation. It was certainly a very intense and in-depth experience. This grounded and experiential learning programme equipped educational leaders with intricate yet concrete understanding of planning 'Expeditions' for holistic and quality education of children woven around real life experiences. Organizer's passion and deep trust in the pedagogy evolving through authentic experimentation was the most motivating factor.

Sushama Sharma, Anand Niketan, Sewagram, Wardha

Courage to Lead at Disha India was an experience for me to connect with the real world. I started to look at learning through the eyes of a child. I have begun to see subjects such as History, Geography, Art, Language with a different perspective. I never knew that learning these subjects can be so interesting and meaningful when connected to our local context.

Sujatha Kannan, Principal, The Little Kingdom Senior School, Theni, Tamilnadu

CTL was one of the few workshops I have attended where the content and pedagogy are appropriately aligned. The workshop is designed very carefully ensuring that educators (participants) do not just understand concepts cognitively but also experience them just like they would do for their students.

One of the key features of the workshop is - integration of experiences with multiple disciplines (subjects) in a very authentic and natural (non-artificial) way unlike the way it is usually being done in the name of activity-based or project-based approaches. Moreover, the whole process or approach for integrating various subjects to meaningful and authentic experiences has been very nicely put into a framework to help educators to be able to repeat the process across diverse expeditions (designed and curated experiences).

The workshop reinforced my belief in the potential of a powerful experience!

Krunal Desai, Anand Niketan, Sewagram, Wardha

Effective, engaging and evolving- CTL as a program has a strong foundation. The holistic learning process that transcends beyond the conventional knowledge acquisition methods and enables learners in developing the critical and conscious thinking. The program truly adds value in the way we see, think and act...

Atul Gaigole, Founder, Shashvat Concept School, Amravati, Maharashtra

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.

Schools that have participated

So far around 700 educators from 150 different schools and organization across India have been a part of the learning expeditions. Some of these schools/organization are...

1. The Heritage School, Gurgaon and New Delhi
2. Anand Niketan, Sewagram, Wardha
3. The Assam Valley School, Assam
4. Welham Girls' School, Dehradun
5. Azim Premji Foundation, Bangaluru
6. The Daly School, Indore
7. Educational Initiatives, Ahmedabad
8. Sanskriti - The Gurukul, Guwahati
9. Shashvat Concept School, Amravati
10. Akanksha Foundation, Pune and Mumbai
11. Teach for India
12. Nisarg Batika, Kathmandu, Nepal
13. The Little Kingdom Senior School, Theni
14. Viveka School of Excellence, Mysore
15. Attalim Group of Schools, Mumbai
16. Rainbow Homes, Delhi, Chennai and Patna
17. Delhi Public School, Surat, Pune, Gurgaon, Patna, Tapi, Guwahati & Ludhiana

Overall, I highly 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

My journey with CTL was full of experiences and learning how to experience those experiences in a true sense. As the world is changing at a faster pace it is time to reflect and reconsider the way we are educating our youth. Today, education cannot be only considered as a medium of acquiring knowledge but it should aim for preparing the youth for real life experiences. CTL has not only helped me to understand the concept of Learning Cycle which has indeed provided me with a new insight but has also motivated me to make the experience of learning and acquiring knowledge more interesting, enjoyable and concrete for my students.

Ruchi Rai, HOD Science, Sanskriti The Gurukul, Guwahati



Margaret Mead

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



disha india
सा विद्या या विमुक्तये

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