

Experiential Education Framework
For Middle Program

AREAS OF WORK -Key strands -Core Practices	Curriculum Essence (thorough lines)						
	Authentic and Real	Active Citizenship and Service	Creation (Working with hands/doing)	Craftsmanship and Excellence	Cognitive Rigor	Crew not Passengers	Care and Compassion (Inclusion)
CURRICULUM DEVELOPMENT a. Defining Principles -Connected to Real World -Near to far -Concrete to abstract -Integrated -Focus on developing the capacity of learning how to learn and self initiated learning –the big idea is that students take charge of their learning and growth b. Identifying the Concepts and Skills and their progression Less is more –the big idea is not to do as many concepts/skills as possible but to understand and develop the underlying capacity and process of how to develop a new concept and skill i.e. learning how to learn a new concept and	For learning to be meaningful and engaging, children should learn from/in their immediate, local context. The curriculum or what we teach is rooted in the real world of the child. Real-life experiences from the local context of the child are used as a source of teaching and learning. Through	Engaging oneself in the real life issues of the society and taking responsibility for them is active citizenship. Curriculum provides opportunities and space where children take responsibility of their local context and society i.e. they work on real life issues and make a difference. Service is about working	Curriculum should provide children opportunities to work with their hands and create products/work s that are meaningful for them and the society. Work is creative and productive if it is meaningful for the child and the society. Productive end products/perfo rmances of the expedition/pro jects provides opportunities	In expeditions children work for an authentic audience and purpose which demands high quality work from them. Creating high quality end products and performances for the authentic audience in an expedition, demands craftsmanship of high order. The work on authentic products involves working with	The Experiential Education curriculum requires students to work on real life complex problems for the real audience, which demands high level of cognitive rigour to understand and solve them. It is important that students explore and grapple with questions, problems and scenarios on their own and in their crews. The EE	For effective and engaging learning, teachers and students need to have shared ownership of the learning processes and outcomes. The teacher can't drive it alone. As the expedition unfolds, the responsibility for learning outcomes, the process and the end products is shifted from teacher to students. Engaging students in understanding	All expedition happens in crews, which provides the right context to experience and understand diversity, compassion, equality and justice. Working in crews on real life problems provides the right context and opportunity to work on values, ethics, culture and character. Building culture and character is important for the sustenance of good work. It is important that the

<p><i>skill and thereby become a self-learner for life.</i></p> <p><i>-Mapping the Progression of concepts/skills across MP with clear performances of understanding and proficiency.</i></p> <p><i>-Defining Differential Levels and rubrics.</i></p> <p><i>-Vertical Alignment K-12</i></p> <p>c. Designing Expeditions</p> <p><i>-Defining the framework and flow for expedition</i></p> <p><i>-Finalizing the expedition grid</i></p> <p><i>-Mapping of Expeditions from grade 4-7</i></p> <p><i>-Content development</i></p> <ul style="list-style-type: none"> • Case Studies • Reading material • Non-Fictional Texts • Hook and BBK content <p><i>-Defining the final products/performances descriptor along with the audience.</i></p> <p><i>-finalizing the experts</i></p> <p><i>-finalizing the service</i></p> <p>d. Designing and developing learning modules for concepts and skills</p> <p><i>-finalizing the framework for the modules</i></p> <p><i>-defining concepts and skills, their progression and rubric, performance of understandings,</i></p>	<p>expeditions children work on real life challenges/problems/issues of their society which provides the much required meaning and authentic purpose to their learning.</p> <p>All expeditions culminates in products or performances which have an authentic audience and purpose for learning.</p> <p>Children build understanding of complex concepts through the real-life case studies.</p> <p>For skill building to be meaningful and relevant, it is integrated</p>	<p>selflessly for the good of all. It has great impact on the children both as learners and as citizens of their community.</p> <p>The bane of today's society is the fact that people are unable to contribute to their community because they think that they are not capable of doing so and also they don't know how to do it.</p> <p>Real purpose and audience in expeditions provide opportunity to children to contribute meaningfully towards the immediate community.</p> <p>For students to become an effective</p>	<p>to children to work with hands and all the five senses.</p>	<p>real-life experts and real standards and allow for students to work through multiple drafts to arrive at high quality and develop an ethic of excellence.</p> <p>Making the process of creation i.e. craftsmanship in action visible to students helps them understand and appreciate excellence and prepare them for real life.</p> <p>Curriculum should focus on developing skills and ethics of craftsmanship.</p> <p>Mapping the progression and designing performance/proficiency levels for skills</p>	<p>curriculum engages students in analyzing, comparing, synthesizing and problem solving, using multiple sources and perspectives. This helps in developing their higher order skills</p> <p>Real life problem solving and application, having an authentic audience and purpose, sets the right context for the cognitive rigor.</p> <p>Clearly defined cognitive skills and their progression across MP with performance levels and performances of understanding.</p> <p>Curriculum focuses on building</p>	<p>and tracking the 'what' and 'why' of their learning and be responsible for it helps them in understanding their personal learning process i.e. learning how to learn and thereby become lifelong self-learners.</p> <p>Making learning processes and outcomes visible –and providing time and space to students and teachers for tracking and reviewing it.</p> <p>The curriculum is designed to enable students to take responsibility for the learning process, its outcomes and their application.</p> <p>Tracking and reviewing the progress being an integral part</p>	<p>curriculum provides space and pace for children to experience and express care and compassion.</p>
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<p><i>differential tasks and challenges, etc</i></p> <p>e. LSRW skills (English and Hindi) <i>-Progression of the skills across grade 4 to 7</i> <i>-Content development - mapping and aligning it with expeditions.</i> <i>Purposeful Reading and Writing</i> <i>-Defining the framework for reading and writing workshops</i> <i>-Grammar skill building modules</i> <i>-reference books and resources</i></p> <p>f. Mathematics <i>-Concepts</i> <i>-Skills</i> <i>-Progression</i> <i>-Content – Word Problems</i> <i>-Vertical Alignment: K-12</i></p> <p>g. Performing and visual art <i>-Defining skills and their progression</i> <i>-Mapping and aligning them with Expeditions</i> <i>-Designing skill modules</i></p> <p>h. Computer Science <i>-Progression of skills</i> <i>-Mapping with Expeditions</i> <i>-Designing skill modules</i></p> <p>i. Structures and Processes <i>-Yearly and semester structure</i> <ul style="list-style-type: none"> <i>No of expeditions</i> </p>	<p>across subjects/concepts.</p>	<p>citizen, they need to experience how to make a difference and that they can do it.</p> <p>Taking responsibility at the personal level is important and experiencing I CAN and other principles of systemic change.</p>		<p>of craftsmanship is important.</p> <p>Real life work experiences with craftsmen, artisans and professionals help children to experience the real work and life.</p> <p>Case studies on ethics of craftsmanship and excellence helps them understand what it takes to excel in real life.</p>	<p>systemic thinking skills and habits.</p>	<p>of the learning process.</p> <p>Learning from and with each other enhances and enriches the learning process and outcomes.</p>	
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<ul style="list-style-type: none"> No of modules No of assessments Annual curriculum review and development retreat Vertical meets <p>-Lead designers -Coaches</p> <p>j. Documentation and printing</p> <p>-MP Curriculum document -Principles and Framework -Expeditions and Modules Overviews -Learning histories</p>							
<p>INSTRUCTIONAL PRACTICES</p> <p>a. Defining Principles</p> <p>-Working with hands/doing -From concrete to abstract -Students doing the thinking -Making learning visible -students taking charge of their learning - Crew not passengers -Slow is fast -The role of a teacher as facilitator, designer, subject expert, evaluator and coach -Student Centered Instruction -Differential learning</p> <p>b. Designing expeditions, projects and lessons</p> <p>-Expedition design framework -Assessment planning framework -Project Instruction plan -Lesson planning</p>	<p>The child needs to be know and understand why she is learning what she is learning.</p> <p>Designing concrete and real experiences and using them as a source of teaching and learning makes the whole process authentic and real for children</p>	<p>Working on real issues and challenges of the society as part of expeditions help children understand their local context better and take responsibility for it.</p> <p>Service is an integral part of all the expeditions, which help them experience the joy of working for the larger</p>	<p>Hands-on creative and productive works or performances as part of the projects and products give children opportunity to understand complex concepts by working on them with/through their hands.</p>	<p>Multiple opportunities for the students to critique, revise and strengthen their work are provided through planned instruction in the classroom.</p> <p>Students work with exemplar models and real life criteria to critique and revise their work.</p>	<p>Clearly defined learning targets and unpacking them in the class bring in focus and shared ownership of the learning.</p> <p>Instruction provides for the students to synthesize their understanding.</p> <p>The instructional practice includes using the workshop model to teach specific skills in</p>	<p>Children track their learning process, progress and outcomes.</p> <p>Self and peer assessment is built into the instructional practice in order to make learning visible so that children can take charge of it.</p> <p>The classroom instruction allows for making student learning visible</p>	<p>Caring classrooms go a long way in creating rich learning environments for children.</p> <p>Circle Times and Morning Meeting instructions are planned and thought through in order to work on the socio-emotional needs of the child and works towards making the learning environment safe and secure for the child.</p>

<p><i>-Framework for workshop model</i> <i>-Protocols based lessons</i> <i>-Strategies, structure and designs for cognitive rigour, craftsmanship, culture and character building, etc</i> <i>-Framework for inquiry Based Lessons</i> <i>-Planning and design meetings of teachers</i></p> <p>c. Delivering effective lesson plans <i>-Creating Purpose in the class</i> <i>-Target driven instructions</i> <i>-Maintaining Focus</i> <i>-Using Protocols</i> <i>-Using Models and Exemplars</i> <i>-Bring the rigour</i> <i>-Students doing the thinking</i> <i>-Making learning visible and also the learning process</i> <i>-Students taking charge of their learning</i> <i>-Reflection and reviews as part of instructions</i> <i>-Revision and Critique as part of instructions</i> <i>-Assessment as an important part of instructions</i> <i>-Addressing the differential need and pace in the classroom</i></p> <p>d. Classroom observation and coaching <i>-Framework and Structures for observation and Coaching</i> <i>-Student Centered Coaching based on student learning</i></p>	<p>Having authentic audience and purpose for the expeditions make the whole learning process real.</p> <p>Real life case studies make the whole process real and authentic.</p>	<p>cause.</p> <p>Students learn from community experts and artisans, which in turn help them understand and contribute to their community.</p>		<p>Clearly defined craftsmanship skills and performance levels.</p> <p>Working through multiple drafts</p> <p>Use of Strong and weak samples of work.</p> <p>Continuous improvement and feedback</p> <p>Case studies on craftsmanship ethics</p>	<p>order to improve student learning and achievement.</p> <p>Use of crew protocols brings in the rigour</p> <p>Focused skill building modules with clearly defined performances of understanding and proficiency.</p> <p>Assessment for learning and of learning helps the teacher and students to understand the level of understanding.</p> <p>Focusing on building systems thinking habits and skills</p>	<p>through anchor charts and think alouds which helps children to take charge of it.</p> <p>Student are directly involved in the construction and conceptualization of learning. They work in student crews to share their observations and reflections and together build understanding of what they learn.</p> <p>Students work in crews through out the expedition which encourage shared ownership.</p> <p>Making planning as part of the instruction and making it visible to children so</p>	<p>Circle time and morning meetings help develop the emotional vocabulary of the child and helps the child experience and connect with the importance and value of care.</p> <p>Wherever possible, differentiated instruction or remediation is provided inside the classroom in order to support all students.</p> <p>The Teacher demonstrates care and compassion and all Instructional practice is inclusive.</p>
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<p>-Learning walks -Classroom observations and sharing it with teachers one-on-one and in the larger group -Planning lesson study -Mentoring inside the classroom</p> <p>e. Reviews and Feedback Sharing observation with teachers and the whole MP -Seeing patterns -Identifying underlying causes and addressing them.</p> <p>f. Differentiated Instruction -Structures for Differentiation -Diagnostic Tools and using Data to identify students -Integrating Differentiation into regular instruction</p> <p>g. Structures and Processes -Day structure with circle time, PE, expeditions, modules, skill building, own time and closure -Week structure -Planning time for creating lesson plans and reviewing. Teachers going through the plans together before taking them to the classroom -Classroom observation and coaching processes -Feedback structure</p> <p>h. Documentation -EDF, Lesson plans, Reviews -Classroom observations and lesson study</p>						<p>that they take charge of it.</p>	
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<p>ASSESSMENT</p> <p>a. Defining Principles</p> <ul style="list-style-type: none"> -Humane -Growth Mindset -Target Based -Making learning process and outcomes visible -Developing Student Ownership and Self Learning -Engaging with and relying ON data -Assessment an integral part of instructions and pedagogy <p>b. Framework and design</p> <ul style="list-style-type: none"> -Assessment Planning Framework -MP Skills Progression; -Rubrics <p>c. Learning Targets</p> <ul style="list-style-type: none"> -Defining Learning Targets -Purposeful learning with LTs <p>d. Rubrics and Checklists</p> <ul style="list-style-type: none"> -Defining Rubrics/ Checklists for Skills and Summative Tasks <p>e. Assessment for Learning</p> <ul style="list-style-type: none"> -Strategies -Using formative assessments to define instruction 	<p>For students to find meaning in what they are learning, it is important that they know the purpose and what they are aiming for.</p> <p>Using clearly defined learning targets to introduce students to the lesson plan.</p> <p>Target based instruction is an essential part of the students learning experience.</p> <p>The assessment process is to be made visible to the child in order</p>	<p>It is important that the parent understands the assessment process for the child and plays his/ her part in coaching and mentoring their child.</p> <p>Community education on assessment practices is essential in order for the assessment process to be meaningful and valuable for the child. Educating parents on assessments can become a potent tool to help the child achieve her highest potential.</p> <p>Community experts are also collaborated with in order to</p>	<p>Children taking charge of their learning process and outcomes. They manage their own portfolio and sharing of it with parents and teachers</p>	<p>A culture of critique and excellence is an important ethic to be created in the classroom. Every child aspires for this ethic and this happens through the use of well designed checklists and rubrics for critique and revision.</p> <p>Specific craftsmanship learning targets help students clearly aim at developing and honing their craftsmanship skills – working through drafts, Planning, Design and</p>	<p>The learning experience and assessments should promote cognitive rigour in students.</p> <p>Students are given opportunities to analyse, apply and synthesize as part of their assessment tasks.</p> <p>Learning targets are designed in such as way that they promote thinking and deepening of understanding.</p> <p>Verbs such as analyse, synthesize, evaluate, reason are used in targets in order for students to develop understanding</p>	<p>Students become lifelong and confident learners when they get opportunities to self-monitor and self assess their progress.</p> <p>Ample time is set aside in the instruction in order to unpack learning targets with students in order for them to understand and own them during the learning process.</p> <p>Reflecting on their work and pulling out their areas of strengths and weaknesses help them in understanding how they learn, what progress they have made and what they</p>	<p>The word ‘assess’, finds its roots in the latin word ‘assidēre’, which means to ‘Sit Beside’.</p> <p>By its very meaning, the word communicates care. Therefore, assessment for the child has to be humane. The child has to consistently know that the process of assessment is for her progress, for her growth and not for judgment.</p> <p>It should in most cases rely on data which is made visible to the child in a manner that the child is able to take ownership of her learning and progress.</p>

<p>f. Assessment of Learning <i>-Strategies</i> <i>-Creating Quality Assessments</i> <i>-Target Aligned</i></p> <p>g. Feedback for Student Work <i>-Note book correction</i> <i>-in crews</i> <i>-one-on-one</i></p> <p>h. Communicating Student Achievement <i>-Celebrating Student Learning</i> <i>-Portfolios</i> <i>-Student Led Family Conference</i></p> <p>Using Data to improve curriculum and instruction <i>-diagnostic test at grade 4 and 7</i> <i>-seeing patterns and analyzing</i> <i>-</i></p> <p>j. Structure and Processes <i>-Assessment planning meetings</i> <i>-Portfolio review inside the classroom</i> <i>-Giving feedback</i> <i>-Notebook checking process</i></p> <p>k. Documentation <i>Assessment plans</i></p>	<p>for the child to understand the relevance of both the learning experience and why he/she needs to take charge of his/her learning.</p>	<p>assess student work which is designed for an authentic community audience.</p> <p>Engaging professionals and experts in the assessment of the final products and performances makes the whole process very authentic and meaningful.</p>		<p>working in crews.</p> <p>Celebrating and valuing craftsmanship is an ethic and culture.</p>	<p>and aid in application in new situations.</p> <p>Peer critiquing</p> <p>Self-assessment and substantiating it with evidences.</p> <p>Managing portfolio and presenting it to the parents and experts require children to have clarity in thoughts and sharing.</p>	<p>need to do to move forward.</p> <p>The idea is to develop a Growth Mindset in students where they know that the story of their learning is a story of growth and progress.</p> <p>Through several such opportunities of self assessment and reflection, students develop the ability to own the learning process and act on life experiences with a sense of courage and hope.</p>	
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<p>CULTURE AND CHARACTER</p> <p>a. Defining Principles <i>Working in crews</i> <i>Culture of care and compassion</i> <i>Self-learning and taking charge of personal learning and outcomes</i> <i>Self-discipline</i> <i>Hygiene and health</i> <i>Service and active citizenship</i> <i>Craftsmanship</i> <i>Heritage values</i> <i>Character and Culture equally important (if not more) to skills and concepts.</i></p> <p>b. Defining Character and Culture Targets and aligning them Heritage Values</p> <p>c. Morning Meetings, Circle Time and closures <i>-Principles</i> <i>-Structures and Processes</i></p> <p>d. Crew work</p> <p>e. Own time</p> <p>f. Celebrating Children's Work and successes</p> <p>g. Physical layout of the classroom and aesthetic</p> <p>h. Documentation</p>	<p>The educational experience of the child has a big role to play in what becomes of the child as an adult. The need of the hour is that children grow up into responsible adults, leading purposeful and meaningful lives. This happens if their educational experiences focuses and celebrates character development through real and authentic work.</p> <p>Students engage in real, authentic and quality work which therefore build</p>	<p>It is important to connect with the larger community and build sustainable relationships with individuals and organizations in the local environment for the students to learn from and contribute to their community.</p>	<p>Doing quality work with hands for the common good without any personal motives build character.</p>	<p>Character is must for sustained craftsmanship and excellence.</p>	<p>Reviews and focused dialogues with children helps children to understand what it takes to live a cultured life.</p>	<p>Clear Expectations are shared with students in order for them to understand what it means to develop character and a culture of self development and growth.</p> <p>Practices such as morning meetings and Circle Time helps bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers.</p>	<p>A big part of the learning experience for the child is characterized by safety, kindness, joy in learning, and compassion.</p> <p>Children learn about diversity, equality, justice and denial in their lives and develop an attitude of empathy and care.</p> <p>Teachers Model care, compassion and character traits, consistently serving as role models to students.</p>
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	<p>character and therefore builds the world.</p> <p>Character is in focus all day long.</p>						
<p>TEACHER LEADERSHIP</p> <p>a. Defining Principles <i>Collective ownership</i> <i>Personal Mastery</i> <i>Collaboration and partnership</i> <i>Developing the Learning Community</i></p> <p>b. Demonstrating change from inside the classroom <i>-designing new expedition and being a lead designer</i> <i>-modeling</i> <i>-lesson study</i></p> <p>c. Collaboration and Supporting Peers <i>-Mentorship</i> <i>-Induction for new teachers</i></p> <p>d. Service -Contributing to larger educational community <i>-research projects</i> <i>-doing workshops and seminars</i></p> <p>e. Personal Portfolio and</p>	<p>Teachers designing expeditions on real-life issues and in the process learning about their society and the world around.</p> <p>Working with experts help them understand what it takes to prepare children for real life.</p>	<p>Being part of the community issues and actively participating in the community.</p> <p>Sharing with other teachers and contributing towards the professional community</p>	<p>Using productive work/doing as a pedagogy of teaching and learning.</p>	<p>Collecting strong and weak samples of work.</p> <p>Celebrating and valuing craftsmanship</p>	<p>Planning and thinking through before the class.</p> <p>Designing in-depth lesson plans</p> <p>Personal and peer review after the lesson.</p> <p>Classroom observation and feedback</p>	<p>Making the assessment process visible to students.</p> <p>Planning together with students and making it visible to them</p> <p>Working with peers as a team and enabling each other to grow and take shared ownership of the program</p>	<p>Differential learning to address the differential needs of children</p>

<p>Personal Capacity Building -teachers maintaining their own portfolio and plan for the capacity building</p> <p>f. Documentation -teachers profile for MP -teachers development plan framework</p>							
<p>Parent Education and Engagement a. Defining Principles -parents as partners -parents as coaches -educating and informing parents is as important as teachers...</p> <p>b. Parents education and engagement -new parents induction -parents orientation in the beginning of the year -Experiencing the expedition – KHOJ for parents -Parents facilitating one expedition for children in their neighbourhood. -focused parents workshops -assessment workshops -parents as coaches</p> <p>c. Parents communication During the launch and culmination of expedition -monthly communication -class e-groups</p>	<p>Parents as real partners in the education of the child.</p> <p>Bridging the gap between school and society</p> <p>Building trust</p>	<p>Engaging parents in the live issues of the society through expeditions and encouraging them to be coaches for their children.</p>	<p>Doing real work with their children in the real context and thereby understanding the local context and the child better...</p>	<p>Experiencing craftsmanship and excellence and expecting that from children.</p>	<p>Learning how to make children think and develop their thinking i.e. focus on the capacity of learning how to learn and create</p>	<p>Working as a crew with their children –how to build the crew culture at home</p>	<p>Going slow with children.</p> <p>Why culture and character is important?</p>

d. Parents interactions and sharing of portfolios with them <i>-PTMs</i> <i>-SLFC</i>							
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