

Experiential Learning



The Context

We will enhance students' opportunities to learn by doing, through opportunities to observe and interact with the local and natural environment and the world of work. Through teamwork and fail forward experiences we will nurture students' self-esteem and will enhance their confidence to find collaborative solutions to problems faced personally, locally and globally. We will solidify students' connection with self, with others and the world around them. Beyond readiness for college and employability in the future, we aspire to develop our students as positive change agents by nurturing a spirit of empathy and adventure, founded in social responsibility to make the world a better place.



The Goals

1. **Outdoor Learning:** Develop an N-12 outdoor education curriculum continuum. This will include the expansion of curricular integration with units of work, outdoor education lessons, projects, expeditions, and fieldtrips that both capitalize on our geographical location in Catalonia and expand student experiences further afield.
2. **Work Experience:** Implement an internship program to enable High School students to experience authentic workplace and higher education experiences outside of the school campus in real world situations.
3. **Global Citizenship:** Further develop and implement the Global Citizenship program to expand the number of students empowered to take action and be social entrepreneurs, community leaders and innovators
4. **Community:** Train and empower students and staff to actively implement research based collaborative practices that focus on the root causes of learning challenges such as design thinking, visible thinking, restorative practices, and problem-solving methodologies.
5. **Local Resources:** Capitalize on our Barcelona location to enhance student experiences that cultivate their creativity, collaboration, and innovation.

The Process

For students to solidify their connection with the world around them and to be able to understand and capitalize on their own learning experiences we must create field trip, work, and service experiences, that value students being able to push themselves outside of their comfort zone, that challenge them to work hard outside of the classroom on non-academic tasks, to engage in difficult conversations, cope with uncomfortable situations, take risks and learn from their mistakes. We intend to contextualize learning by de-compartmentalizing “disciplinary silos” to allow for more authentic experiences.



Visible Learning Impact

- All students are engaged in outdoor education and field trips as a transdisciplinary experience that fosters grit, resilience, self-reliance, self-esteem and confidence.
- Students are able to articulate how their learning is related to the Global Goals.
- All students are engaged and empowered through a range of service and action projects and use entrepreneurial skills to innovate, design and implement solutions for real world problems.
- All students are frequently engaged in a range of learning opportunities within the context of field trips.
- Students are involved in contextualised problem solving projects that demonstrate design thinking methodologies, empathy, and visible thinking.
- Staff routinely utilize restorative practices when responding to behavioral challenges.
- Experiences outside of the physical classroom are embedded within the written, taught and assessed curriculum and applied through all grade levels, subject areas, and Service/Action projects.
- Students are learning in a selection of appropriate outdoor spaces purposefully designed and built to support outdoor learning experiences.
- Students produce a range of authentic learning products and assessments designed to measure and validate what we say, and value related to experiential learning.
- Students’ autonomy and agency is fostered and is evidenced by a range of interdisciplinary, multidisciplinary, and transdisciplinary challenges.
- A collection of evidence including student reflection that personalization of learning exists and that student have ownership of their own learning.
- Students have work experiences that foster real world perspectives on their learning and allow them to vision their future outside school.
- Students are experiencing learning in the context of Barcelona’s art galleries, architecture, historical and cultural locations, museums, ocean, mountains, flora and fauna.
- Students have the opportunity to experience adventure, expedition, and exchange travel to areas of Spain and further afield not ordinarily experienced through family travel.
- All learners have the opportunity to take supported risks appropriate to the environment and to themselves.
- Staff plan for and assess metacognitive thinking and self-reflective practices through experiential learning.