The Scots College
Sydney Australia
From the Ends of the Earth

A Global Experiential Education Framework
Introducing

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1,951 students
$72 million budget
348 staff
7 campuses
The Corner of Fifth and Causeway Bay:
The Intersection of the Global and the Experiential in Boys Education.
What is the Global?
“I’d like to find new ways to connect young Americans to young people all around the world, by supporting opportunities to learn new languages, and serve and study, welcoming students from other countries to our shores. . . . Simple exchanges can break down walls between us.”

President Barack Obama
What sorts of **goals** do you see for global education?
To what extent do you see them met?
How would you define global education?
The difference between global learning and educational tourism is when we move the former into the core, and begin to take it seriously as a preparation track for global futures.
Global Learning in schools is a core curriculum intervention which involves the elicitation of self-reflexive and increasingly authentic cognitive, affective, social and behavioural responses by students to knowledge, skills and values relating to global interactions.
Global Learning aims to:

• generate new knowledge and understanding of global issues;
• to spur greater interpersonal, social and global engagement and responsibility;
• to promote deeper knowledge of, debate about, and practice of real justice;
• and to progressively cultivate intercultural competencies.
Educational tourism or global learning
Why does global learning so often fail to deliver?
Financial Investment
Economic and/or Moral Expectations
Inattention to designing and tracking
What would it mean to move from educational tourism to global learning in our settings?

How do you design experiences to cultivate transformative outcomes?
Defining Experiential Education

Experiential Education (ExpEd) is about rigorous, reflection-rich learning designs connected to real-world practices and places.
What is Experiential Education?

Experiential Education (ExpEd) is about rigorous

deliberately-designed programs informed by research and continuous improvement
What is Experiential Education?

Experiential Education (ExpEd) is about rigorous, reflection-rich intentionally-placed points of documentation and discussion about the process of holistic formation, cultivating the disciplines of quiet and reflection.
What is Experiential Education?

Experiential Education (ExpEd) is about rigorous, reflection-rich learning designs emphasizing what students learn, not just the activities they undertake, and continually evaluating and redesigning programs to maximize learning.
What is Experiential Education?

Experiential Education (ExpEd) is about rigorous, reflection-rich learning designs connected to real-world practices and places. 

activities & assessments with a clear relation to communities of practice beyond school setting
Defining Experiential Education

Experiential Education (ExpEd) is about rigorous, reflection-rich learning designs connected to real-world practices and places.
Which is more experiential?
Not everything that is experiential is experiential education

While everything can be considered 'an experience' - even reading a textbook in a classroom - the transformative nature of ExpEd requires the aforementioned elements and a deliberate understanding of how experiences function in the boy’s learning.
The centrality of reflexivity
Enosh defines reflexivity as ‘the constant movement between being in the phenomenon and stepping outside of it’, implying three foci: a learner, a participant, and the encounter. The movement is constant or repeated, is (without stretching the simplistic too much) movement, involves a context (the realm of the phenomenal) and a relational encounter.

Reflexivity Cycle

What **frames** the global
Becoming global citizens is not about ‘them’, but rather about the ‘us’ which relationship to ‘them’ creates.
We make the ‘global turn’ when we embody:

Permutability
Participation
Permeability
Valorizing global learning
Introducing Glengarry
The Long Journey Home
But what comes next?
The centrality of reflexivity
Joplin’s ‘Kolb Cycle’
A scalable (micro to macro) way of designing reflection-rich experiences
Brave Hearts, Bold Minds
Developmental Sequencing

Brave Hearts Bold Minds Educational Philosophy

... in the world.
The Three Peaks Metaphor


Problems...

- Problem: Low control of intakes
- Competition for pre-skilling and immersion
- Competitiveness in academic variables

- Problem: Narrowbanding, e.g. acceleration due to backward pressure of HSC and ATARS

- Problem: We don't know why:
  - Undersell
  - Penumbra effect on Year 10

- Problem: Engagement & "pressure drop"

- Problem:
  - Optimal starting base
  - Basic skills
  - Abstract concepts
  - Streaming

Bridge gap - 3rd peak
- Start Uni early
- Multiply choice

12-13 Gap (6 months)

Re-engagement Point

Major intake points
- Diversity, V control

First elective choice
- Diversity,

Glengarry Maturity & Self-Identity

Autonomous Learners vs Detachment
- Diversity vs. forced convergence in HSC = role and identity conflict

Perceived comparative advantage/ disadvantage point

Solution:
- A reputation
- A constituency

Solution:
- A control of inputs (quality of teachers, curriculum, students)

Solution:
- A data control - A learning challenge - A engagement - A perceived choice and agency

Solution:
- A engagement - Scaffold skill development - A quality of guidance and curriculum fit

Build, motivate discipline
At The Scots College, we understand the power of story. Indeed, the many thousands of students who have owned the College's heritage, and written their own lives into the greater narrative of society and nation, have written a very powerful story indeed. Knowing what story one is a part of, and where we are up to, is a critical constituent of identity, a vital framing function for reasoning power and the ability to act. This is not only the case with boys, but with their families and parents. In reframing the College's educational philosophy and approach, therefore, The Scots College commits itself to taking its boys, its staff, its friends and families, on journeys which will become the stuff of legends.

... at Scots, we teach boys how to write great **Storylines**.

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<tr>
<th>Interventions/Decision Points</th>
<th>Peak experiences</th>
<th>Years</th>
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<tr>
<td><strong>DP3: Streaming</strong>&lt;br&gt;Acceleration, Honours, and Probation</td>
<td><strong>Living a great story</strong>...</td>
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<td><strong>DP2: 14-Up</strong>&lt;br&gt;IGCSE Units</td>
<td><strong>Living Stories</strong>...</td>
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<td>CTY Testing&lt;br&gt;Allwell data&lt;br&gt;Tracking</td>
<td><strong>Writing Stories</strong>...</td>
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<tr>
<td>**DP1: Parents Story/Scholarship Test/Boys’ Video Story <em>(What is important to you)</em>/Interview</td>
<td><strong>Hearing Stories</strong></td>
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</tr>
<tr>
<td>CTY Testing&lt;br&gt;Allwell data&lt;br&gt;Tracking</td>
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HSC and/or AP/A levels OR UPP OR TAFE
# The Storylines Metaphor

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<th>11-12 +</th>
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</table>
| **Read me a Story**  
What we do and who we are at Scots  
*Where might we go?* | **Tell Me a Story**  
Possibilities and the imagination of other lives | **Let me tell you a Story**  
Agency in the self-narrative; possibilities and imagination in my life  
*Who might I be?* | **The First Page**  
Hear  
Say  
Write  
Do  
*Who are we?* | **Chapter 1**  
Autonomous Learning  
Taking [safe] Risks  
Identity  
*Who am I?* | **The Unfolding Novel**  
*Who am I for others* |
Hammer’s IDI

Intercultural Development Continuum

- Monocultural Mindset
- Adaptation
- Acceptance
- Minimisation
- Polarisation
- Denial
- Intercultural Mindset
Conclusion
Global education is thus not simply concerned with content about, but the *experiential engagement* with, and transformation as a result of, global perspectives. **It is an extension of experiential learning pedagogy.**
Key principles of global experiential education

- learner embeddedness, presence and choice
- the creation of bounded (digital or physical) ‘villages’. *Whatever or wherever* is not the same as ‘being there’.
- movement from inter-subjectivity to authentic subjectivity in the acquisition of concrete skills
- identity construction within dynamic ‘play’ places, not just spaces
- deliberative reflective practice among teachers
- formative and processual assessment
Outcomes of designing for reflexive practices in global experiences

- increased cultural self-awareness;
- deepened understanding of the experiences, values, perceptions, and behaviors of people from diverse cultural communities;
- an expanded capability to shift cultural perspective and adapt behavior to bridge cultural differences
Questions?

Download the paper and presentation
tsc.nsw.edu.au/ibsc