

support every child
reach every student

**Experiential Learning for
Adult, Alternative and
Continuing Education**

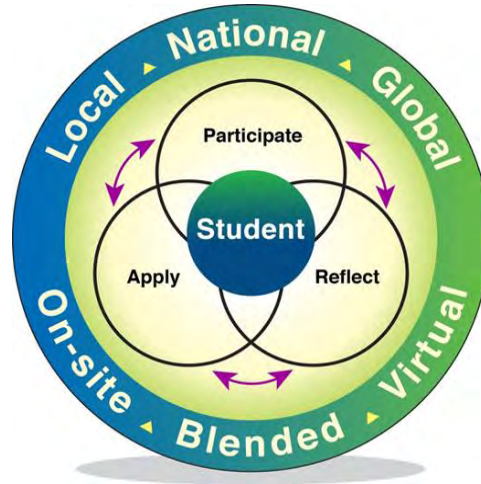
**CESBA Conference
April 10, 2018**

Who are you?

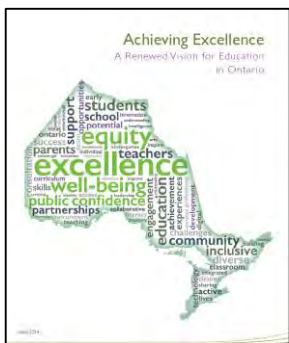
Why are you here?

Together, we will begin to ...

- develop our understanding of schools' education and career/life planning programs;
- consider the contribution made by Adult Education to learners' education and career/life planning.
- develop a shared understanding of experiential learning, specifically in the context of adult education and education and career/life planning.
- share ideas on how we might use experiential learning in the future.



Setting the Stage



Mission Statement

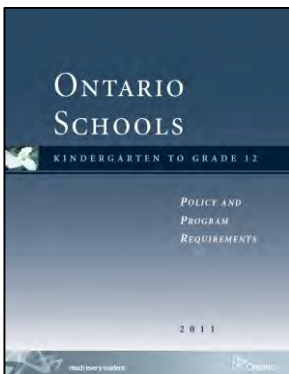
Ontario is committed to the success and well-being of every student and child. Learners in the province's education system will develop the knowledge, skills and characteristics that will lead them to become personally successful, economically productive and actively engaged citizens.

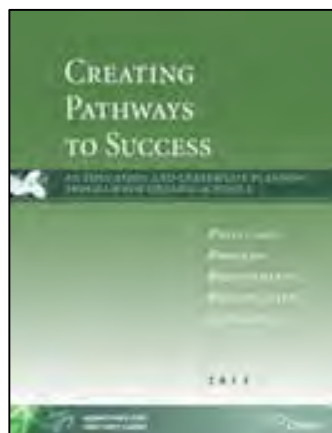
2.4 The Guidance and Career Education Program

Under the direction of the principal, each school will develop and implement a guidance and career education program. The program has three areas of learning:

- student development
- interpersonal development
- career development

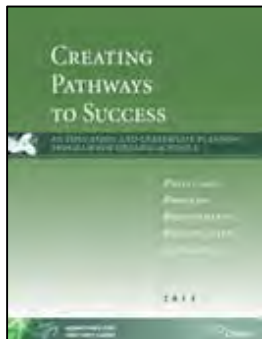
Career development is discussed in *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools - Policy and Program Requirements, Kindergarten to Grade 12 (2013)*.





VISION: All students leave secondary school with a clear plan for their initial postsecondary destination (apprenticeship training, college, community living, university, the workplace) and confidence in their ability to implement and revise their plans throughout their lives. (p. 8)





Structure of the Education and Career/Life Planning Program

What is learned

The Framework: Areas of Learning and Inquiry Questions

- Knowing yourself
- Exploring Opportunities
- Making Decisions and Setting Goals
- Achieving Goals and Making Transitions

Encourage students to ask themselves:

- Who am I?*
- What are my opportunities?*
- Who do I want to become?*
- What is my plan for achieving my goals?*

Where it is learned

Learning Opportunities

- Curriculum-related, in and outside the classroom
- School-wide
- In the community

Provide learning opportunities in the classroom, school, and community to support students in developing education and career/life planning knowledge and skills.

How the learning is documented and demonstrated

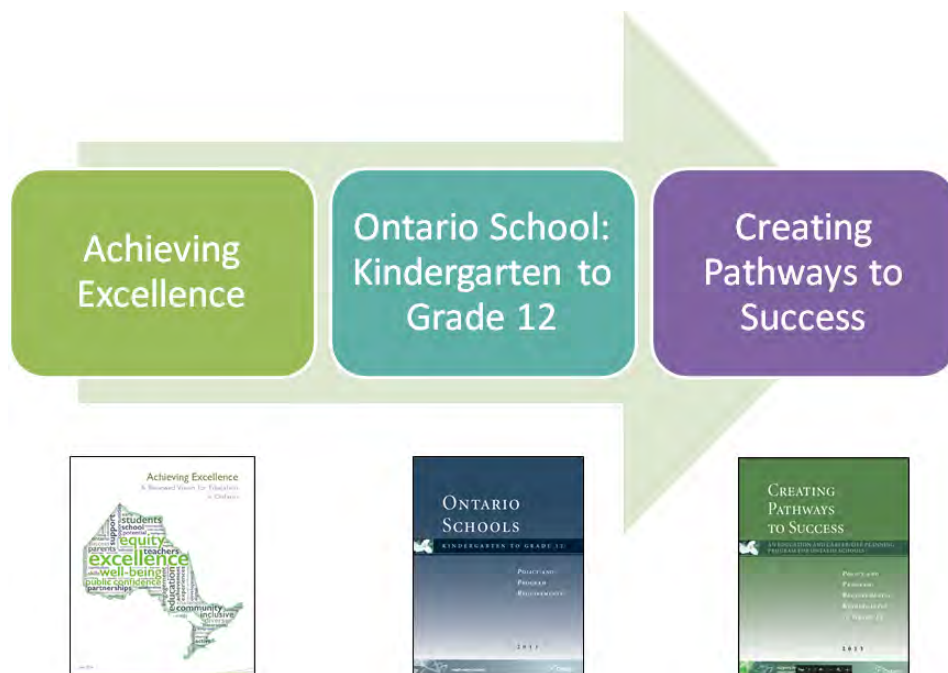
Evidence of Learning

- “All About Me” Portfolio, Kindergarten to Grade 6
- Individual Pathways Plan, Grades 7 to 12

Encourage students to reflect on the following:

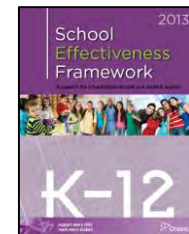
- *What insight did I gain? Through which experiences?*
- *What evidence can I gather to show what I’ve learned?*

Alignment and Coherence

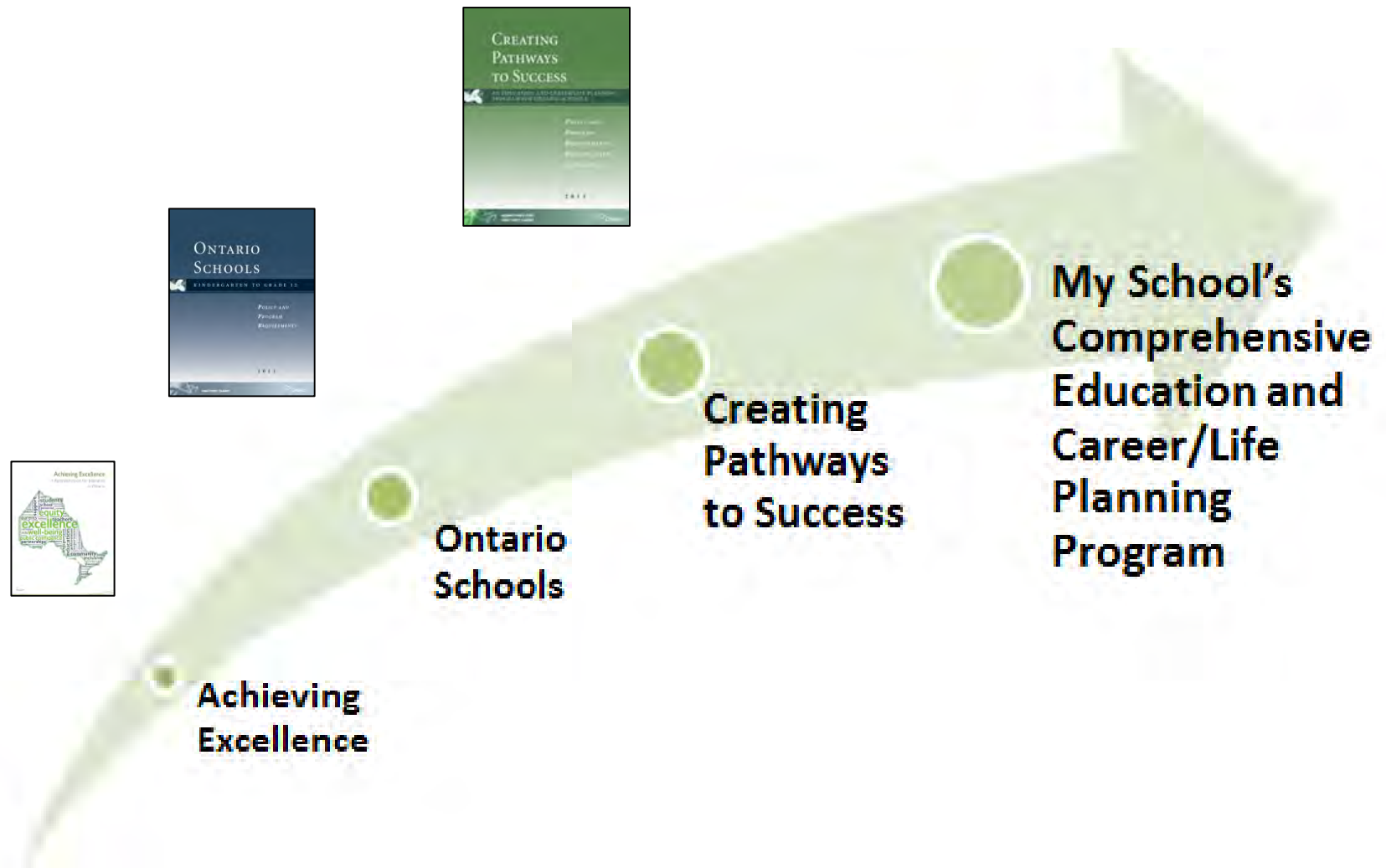


COMPONENT 5

Pathways Planning and Programming



- 5.1 Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students.**
- 5.2 Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs.**
- 5.3 Students, parents, families, and educators understand the full range of pathways, programs, options and supports that are available.**
- 5.4 Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations.**



A Comprehensive Education and Career/Life Planning Program for Adult Learners





VISION: All students leave secondary school with a clear plan for their initial postsecondary destination (apprenticeship training, college, community living, university, the workplace) and confidence in their ability to implement and revise their plans throughout their lives. (p. 8)

At your tables, discuss how you and your colleagues in adult/alternative/continuing education already contribute to students' education and career/life planning?

Literacy and Basic Skills

International Languages

ESL/FSL

Credit

PLAR

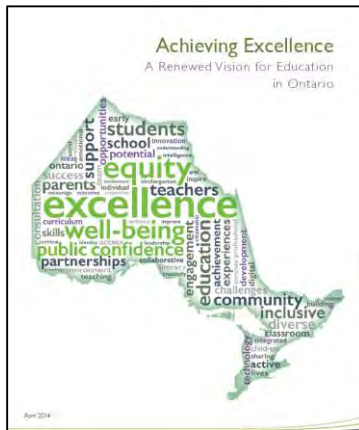
PSW



Why Experiential Learning?

Why Now?

Mission Statement



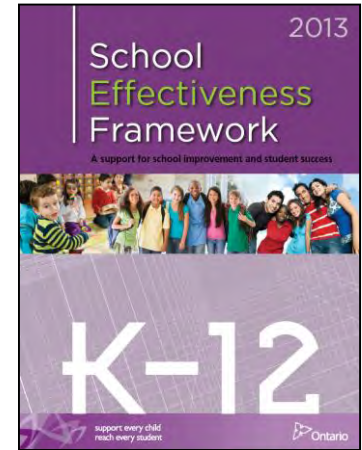
Ontario is committed to the success and well-being of every student and child.

Learners in the province's education system will develop the knowledge, skills and characteristics that will lead them to become personally successful, economically productive and actively engaged citizens.

Component 4 - Curriculum, Teaching and Learning

4.3 - Teaching and learning in the 21st Century is collaborative, innovative and creative within a global context.

4.4 - Learning is deepened through authentic, relevant and meaningful student inquiry.



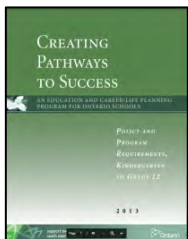
Component 5 - Pathways Planning and Programming

5.2 - Opportunities for authentic learning experiences and experiential learning exist in all classrooms and programs;

5.4 - Students build on in-school and out-of-school experiences to further explore and reflect on their interests, strengths, skills, and education and career/life aspirations.

Component 6 - Home, School and Community Partnerships

6.3 - The school and community build partnerships to enhance learning opportunities and well-being for students.



CREATING PATHWAYS TO SUCCESS

Career Development for the 21st Century

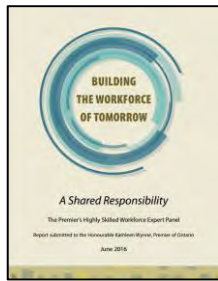
When schools deliver comprehensive education and career/life planning programs, students leave secondary school with:

- a clear plan for their initial postsecondary destination,
- confidence in their ability to implement and revise their plans throughout their lives,
- a positive sense of self/spirit, and
- hope for a promising future.



“Experiential learning is particularly helpful in developing self-knowledge and awareness of opportunities – two areas of learning in the education and career/life planning framework – which are critical steps that precede setting goals and making plans.”

Creating Pathways to Success, p. 30



The Premier's Expert Panel on the Highly Skilled Workforce

Ontario's continued economic prosperity depends on a highly skilled workforce that is diverse, adaptable and innovative.

Recommendation 3-2

... Ontario should commit to ensure that every student has at least one experiential learning opportunity by the end of secondary school (in addition to the existing volunteer requirements). Ontario should also commit to ensure that every student has at least one experiential learning opportunity by the time they graduate from post-secondary education.

When they are fully engaged in multiple and varied experiential learning activities - early and often - children, youth and adult learners:

- develop first-hand perspectives that arise from interactions with people, places, technologies and processes outside of school;
- a heightened awareness of the opportunities to discover, develop and contribute their talents to local, national, or global communities;
- insights into their identity (e.g., personal strengths, interests, needs and aspirations) and their relationships to others within their community and around the world;
- the habit of reflection, which promotes metacognition, learning to learn/self-awareness and self-direction.

Experiential learning helps students develop the skills, knowledge and habits of mind to realize their maximum potential, meet the challenges of a fast-paced and globally-connected world, and be active, engaged, and compassionate citizens.

Who benefits from experiential learning?

Learner groups that have been shown to benefit from experiential learning include:

- The mature learner who has been long removed from the traditional classroom and needs the motivation of contextual learning to get them back into the swing of academia.
- The learner who needs to personally experience the value of a subject in order to be motivated to learn.
- The learner who has trouble learning within the formal classroom, and needs an alternate learning method in order to succeed.

*Best Practices in Experiential Learning, Ryerson
University Learning and Teaching Office*



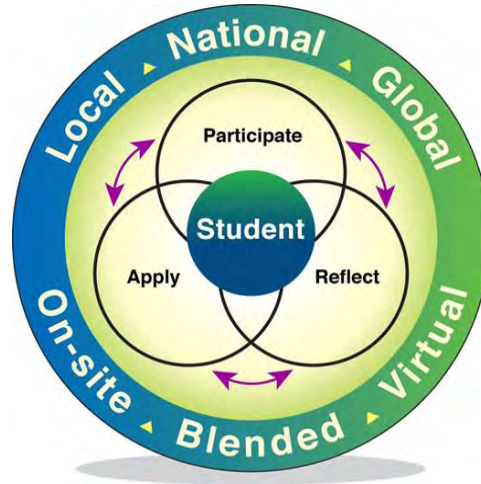
Leader of Experiential Learning: Role

The **Leader of Experiential Learning** provides board-level leadership, direction and support to:

- deepen and broaden implementation of schools' education and career/life planning programs; and,
- support the design and delivery of engaging and effective experiential learning opportunities for every child, youth and adult learner throughout the district and across all grades, subjects and program.

**Questions?
Comments?
Insights?**





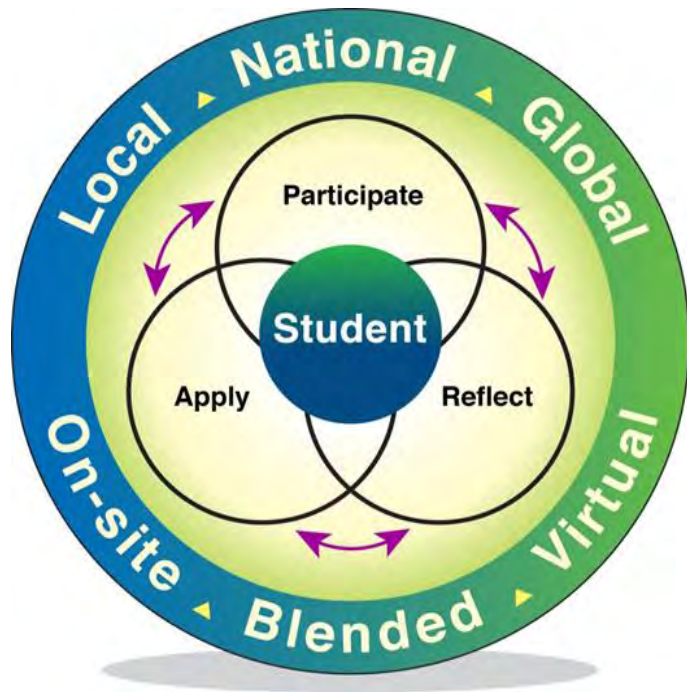
Developing a Shared Understanding of Experiential Learning

Experiential Learning: Core Beliefs

- Every student has a unique set of strengths, interests, needs and aspirations.
- Every student can benefit from active participation in authentic, experiential learning activities that are age/developmentally-appropriate, culturally responsive, and safe.
- Each experiential learning opportunity prepares students for success in future experiences of greater intensity, sharper focus and longer duration.



Experiential Learning



Experiential learning is an inquiry-based, pedagogical approach that provides opportunities for students to co-construct their learning by:

- **participating** in rich experiences connected to a community outside of school;
- **reflecting** on those experiences to derive meaning; and then,
- **applying** their learning to influence their decisions and actions in various aspects of their lives.

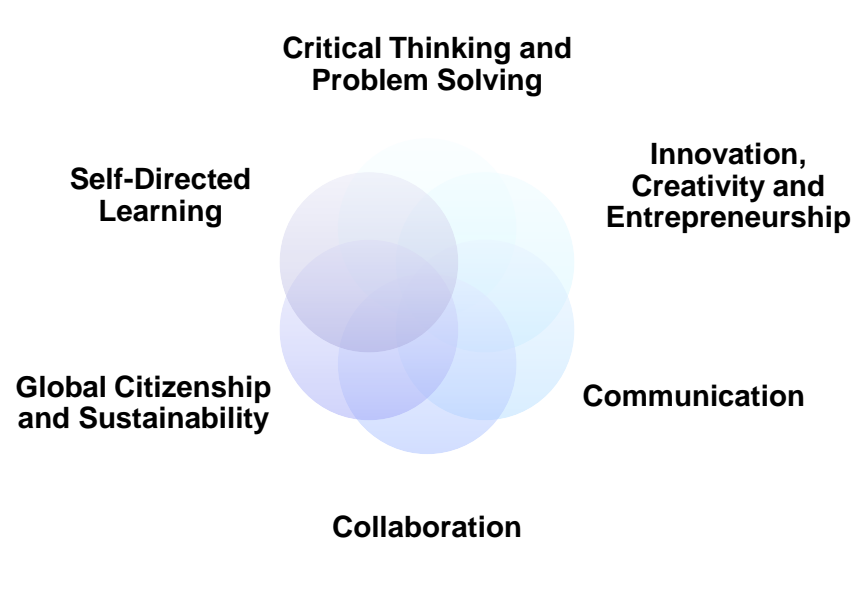
The experience can involve local, national, or global communities and:

- being physically present (an *on-site* experience);
- being present through the use of digital tools and technologies (a *virtual* experience); or,
- a combination of the two (a *blended* experience).



The Experiential Learning Cycle

At its core, experiential learning is a student-centered, inquiry-based approach to teaching and learning that helps students develop the habits of reflecting, questioning, wondering and deliberating to inform action.



Key Drivers of Experiential Learning

When children, youth and adult learners are provided with opportunities to participate in experiential learning - *early and often* - they develop:

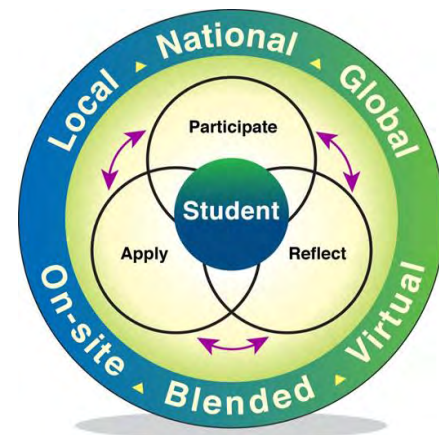
- the skills and knowledge described in the Ontario curriculum and the Kindergarten Program;
- each of the global competencies and an appreciation of their interconnectedness;
- **the skills, knowledge and habits of mind to become competent and confident education and career/life planners;**
- a positive sense of self and spirit as reflected in a sense of personal identity, belonging, self-worth and hope for a promising future.

Sample Themes/Foci

- **Arts & Culture**
 - Indigenous Cultures
 - Performing & Fine Arts
 - Heritage & Faith-Based
- **Civic Engagement Focus**
 - Service Learning
 - Activist Education
- **Inquiry**
 - Problem-Based Learning
 - Project-Based Learning
- **Nature & the Environment**
 - Outdoor Education
- **Transitions / Pathways**
 - Reach Ahead Activities

Common Forms of Experiential Learning Activities:

- Clinic
- Conference
- Field Trip
- Field Study
- Mentorship
- Overnight Excursion
- Workshop



Common Forms of Experiential Learning with a Transitions & Pathways Focus in Grades 9-12:

- Job Shadowing / Job Twinning
- Work Experience
- Cooperative Education
- Ontario Youth Apprenticeship Program
- Specialist High Skills Major (SHSM)
- School-Work Transition Program

**Questions?
Comments?
Insights?**



Transitions & Pathways

Many experiential learning activities are designed to help students make informed choices that result in successful transitions from grade-to-grade, elementary to secondary, and from secondary to an initial postsecondary destination.

Often referred to as “Reach Ahead” experiences, they are primarily focused on helping students develop the skills, knowledge and habits of mind that are required for effective education and career/life planning.

Common Forms of Experiential Learning With a Transitions & Pathways Focus:

Field Trip

Clinic / Workshop / Conference

Mentorship

Job Shadowing / Job Twinning

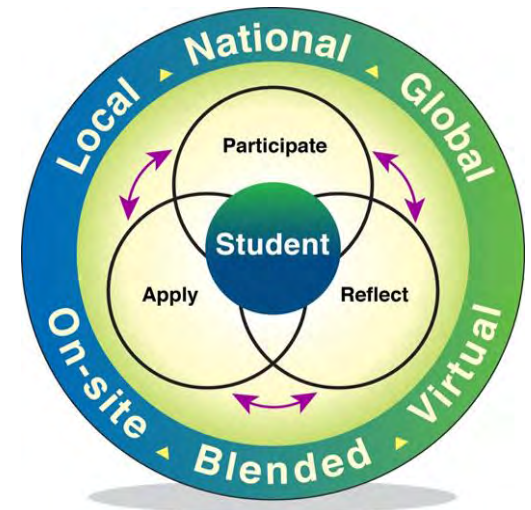
Work Experience

Cooperative Education

Ontario Youth Apprenticeship Program

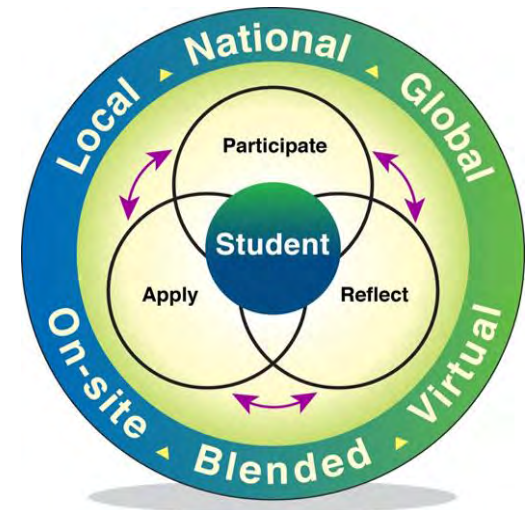
Specialist High Skills Major Program

School-Work Transition Programs



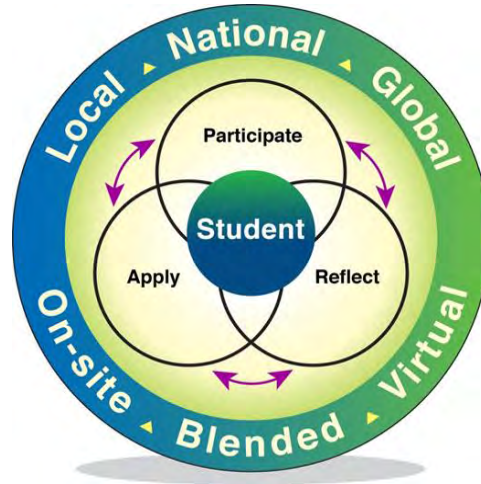
Characteristics of Effective Experiential Learning Opportunities

- Students Are Co-Designers and Co-Planners
- Community Member(s) is “Invested” Throughout the Process
- The Experiential Learning Cycle Frames the Entire Experience
- Students Develop Their Education and Career/Life Planning Competencies

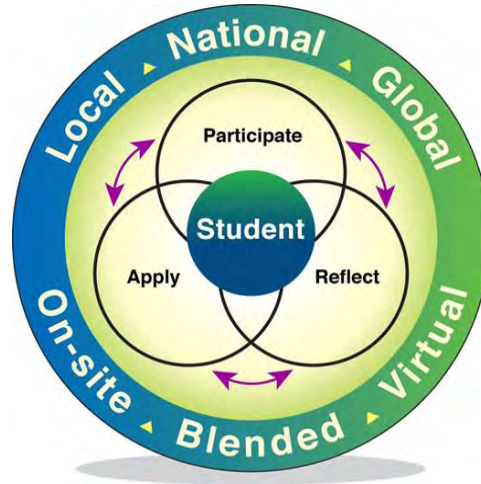


Questions?
Comments?
Insights?





Deepening Our Understanding of Experiential Learning



At your tables, share examples of experiential learning opportunities that you already provide to supports learners' education and career/life planning.

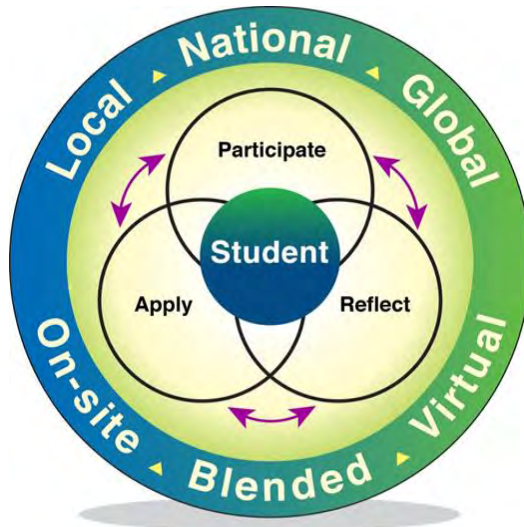


Experiential learning helps students develop the skills, knowledge and habits of mind to realize their maximum potential, meet the challenges of a fast-paced and globally-connected world, and be active, engaged, and compassionate citizens.

**At your table, discuss
how you and your
colleagues might use
experiential learning in
the future?**







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