

Phases Of

WORLD CONNECTED LEARNING

PHASE

1

SCHOOLS

Phase 1 Schools have off-campus programs, experiential experiences, and community partnerships that have accumulated over the years and may seem external or “tacked on” to the school’s mission.

Programmatic Design:

- Off-campus programs are driven mainly by faculty interests and not always connected to school mission.
- Partnerships do not repeat regularly and destinations vary.
- Programs compete at times to recruit students, which can generate conflict between faculty.

Risk Management:

- School feels “busy.”
- Teachers leading off-campus programs are overtaxed or difficult to recruit.
- There is no centralized oversight or school-wide risk protocols for off-campus programs.
- Behavioral issues are common on off-campus programs because classroom learning is not linked to program design, giving certain programs a “spring break” feel.

Diversity, Equity, Inclusion & Belonging (DEIB):

- There is no clear link with DEIB work at the school.
- Behavioral issues related to DEIB may happen during off-campus program.
- Community engagement may take a “deficit-based” approach by focusing on the problems or challenges that partners face.

Test: Do your school’s off-campus programs feel pieced together or do they have a clear scope and sequence?

PHASE

2

SCHOOLS

Phase 2 Schools have a disciplined portfolio of off-campus programs based on institutional partnerships (local, domestic and international) and clearly stated learning goals.

Programmatic Design:

- Experiential off-campus programs are owned by the school, not a particular teacher, and are part of a larger scope and sequence anchored in the school’s mission.
- Teachers offer pre-program curriculum to help students prepare for an off-campus program.
- Programs have clearly stated learning goals or are organized around a driving question.

Risk Management:

- Global or Experiential Learning Director has direct oversight over off-campus programs.
- Programs have approval processes, risk protocols, yearly reviews, and debrief protocols.
- Trip leaders receive annual training that includes an emergency response plan.

Diversity, Equity, Inclusion & Belonging (DEIB):

- Programs are reviewed prior to approval to ensure that DEIB and community engagement criteria established by the school are met.
- Community engagement takes an asset-based approach by building off the strengths partners have to offer.
- Financial aid is offered for off-campus programs at the same ratio as financial aid for tuition.

Test: If the faculty who founded an off-campus partnership leaves the school, will the partnership continue?

PHASE

3

SCHOOLS

Phase 3 Schools have a portfolio of equitable institutional partnerships and provide professional development so that teachers use programs to drive classroom innovation.

Programmatic Design:

- School provides coaching, workshops, and other forms of professional learning so that teachers integrate programs with classroom learning.
- Teachers are provided the time and space to collaborate and are celebrated for taking risks.

Risk Management:

- School-wide risk management protocols are co-created with faculty.
- Annual trip leader training includes a manual and required first aid certifications for trips.
- School culture allows teachers to be vulnerable, exchange feedback, and be transparent about risk concerns, incidents, and near misses.

Diversity, Equity, Inclusion & Belonging (DEIB):

- DEIB and asset-based engagement are lenses through which programs are designed.
- Prior to travel, students and faculty explore identity, privilege, and systems of inequity in order to prepare themselves for working with diverse communities.
- Faculty leaders are equipped to interrupt racist or deficit-based narratives.
- Financial support is available to allow all students to participate in the program of their choosing.

Test: When students venture off campus, do they feel the “seam” between classroom learning and the off-campus experience?