



## Design Principles

*Expeditionary Learning, or EL, Education is built on ten design principles that reflect the educational values and beliefs of Outward Bound. These principles also reflect the design's connection to other related thinking about teaching, learning, and the culture of schools.*

### **1. The Primacy of Self-Discovery**

Learning happens best with emotion, challenge and the requisite support. Individuals discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. In learning opportunities, individuals undertake tasks that require perseverance, fitness, craftsmanship, imagination, self-discipline, and significant achievement. A support's primary task is to help individuals overcome their fears and discover they can do more than they think they can.

### **2. The Having of Wonderful Ideas**

Effective coaching fosters curiosity about the world by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

### **3. The Responsibility for Learning**

Learning is both a personal process of discovery and a social activity. Everyone learns both individually and as part of a group. Every aspect of a job coaches relationship with the individual encourages the learner to become increasingly responsible for directing their own personal and collective learning.

### **4. Empathy and Caring**

Learning is fostered best in environments where coach's and individual's ideas are respected and where there is mutual trust. The learning environment is based one on one, with an educated and engaging coach looking after the progress and acting as an advocate for each individual. Coaches mentor individuals whereby individuals feel physically and emotionally safe.

### **5. Success and Failure**

All individuals need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for individuals to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

## **6. Collaboration and Competition**

Individual development and group development are integrated so that the value of friendship, trust, and group action is clear. Individuals are encouraged to compete, not against each other, but with their own personal best and with rigorous standards of excellence.

## **7. Diversity and Inclusion**

Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. Individuals investigate and value their different histories and talents as well as those of other communities and cultures. Individuals are exposed to and are part of work environments that are heterogeneous.

## **8. The Natural World**

A direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Individuals learn to become stewards of the earth and of future generations.

## **9. Solitude and Reflection**

Both the individual and the staff need time alone to explore their thoughts, make their own connections, and create their own ideas. They also need to exchange their reflections with other individuals and staff.

## **10. Service and Compassion**

We are crew, not passengers. Individuals and supports are strengthened by acts of consequential service to others, and one of the job coach's primary functions is to prepare individuals with the attitudes and skills to learn from and be of service.