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## Opportunities and Experiences

While schooling is about learning, to be purposeful, learning must be based on as many opportunities and experiences as possible. And yes, to increase learning impact, ensure student choice reflects each learner's priorities. Ideally, this occurs within the classroom and in extracurricular activities. Additionally, activities should reflect real life to be meaningful to students.

Ten years ago, or more, specific experiences often occurred due to field trips and excursions to the capital or major regional centres to visit museums, galleries, major industrial sites, and performances. The further your school was from these major urban areas, the more restricted the experiences became. However, technological advances and COVID have enabled virtual experiences in lieu of long and expensive trips since then. Significant world sites and experiences are as close as your computer (or mobile phone.)

Technology has now made it possible to provide unlimited opportunities for learning across the key learning areas. The key to benefitting from technology will be cohesive curriculum planning to include these resources in curriculum-learning activities.

To fulfil the potential of each student, a school must enable as many experiences as possible for students. These experiences should include academic, cultural, sporting, and service opportunities. Larger schools should be able to provide more experiences for students due to their larger number of staff and resources. As I say to students who may be reluctant to try new

experiences, you may be a talented champion badminton player, but you will never know if you never try it.

As I mention in another chapter, “Boarding Schools,” these environments have a distinct advantage over day schools when offering after-school experiences because, at the end of the school day, boarding students change and then head to their nominated after-school activity for an hour, the same time day students may spend travelling home in many cases. At TIS, we have a requirement that students must engage in a minimum of three after-school activities each week. These activities will usually satisfy the Duke of Edinburgh International Award requirements if completed satisfactorily over one to three semesters, depending on the award level. For day schools, an effective after-school program is extremely difficult because of the numerous competing options in so many fields. If a school does not have teams in the local community sporting competitions, then there will be local sporting clubs that students may join.

Students’ future success will correlate with the number of opportunities and experiences they enjoy during their school years.