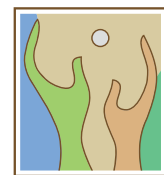


HERITAGE XPERIENTIAL LEARNING SCHOOL

Formerly known as The Heritage School, Gurgaon

AN INVITATION TO JOIN THE HERITAGE COMMUNITY



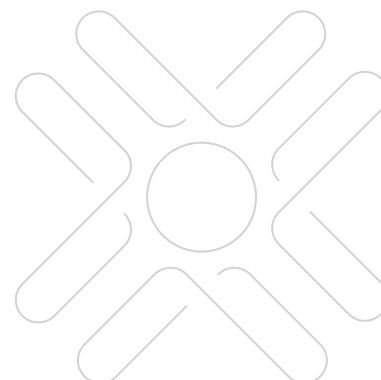
**HERITAGE
XPERIENTIAL
LEARNING SCHOOL**

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ABOUT US

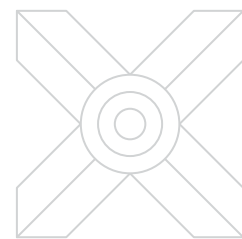


Heritage Xperiential Learning School (HXLS) is focused on deeper, authentic and inter-disciplinary learning. Founded in 2003 as a not-for-profit private co-educational school, our school today is a community of over 3000 students and an enviable student to staff ratio of 9:1. Although the school is 14 years young, it is consistently been ranked among top 5 day schools in India. Known for its progressive pedagogy and community bound curriculum, our school is also one of the few inclusive schools in India with a well integrated special needs program. Although the school offers 3 curriculums (National Board, IGCSE and IBDP), it attempts to be curriculum agnostic through its own organically developed curriculum that stretches the boundaries of prescribed national and international curriculums. Housed in a beautiful 18-acre campus, HXLS today is one of the reputed learning communities for educators. Read on to know more about us.





LEARNING PRINCIPLES

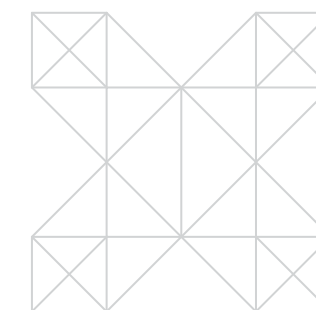


Being an experiential learning school, the 3 R's we emphasise on are: Relationships, Relevance & Rigour (in the same order). We are deeply inspired and committed to the philosophies of Kurt Han, Vygotsky, Rudolf Steiner, Sri Aurobindo, Mahatma Gandhi, J Krishnamurthy etc. Our curriculum has been designed and curated organically over the years and they reflect some of

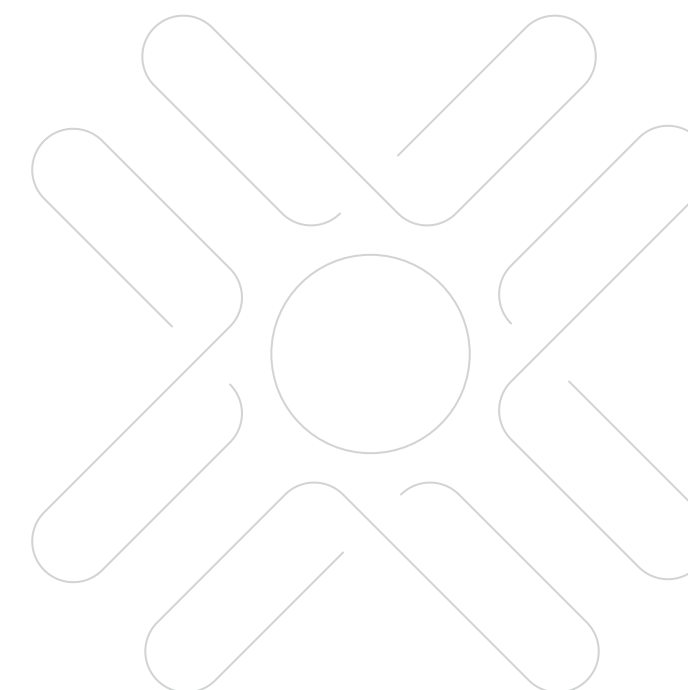
these core learning principles - for our Students, Parents and Teachers. Some of the key features of our curriculum are as follows:

- Children Learn by Doing
- Connected to the real world through community bound projects
- Content is an excuse to build Craftsmanship, Culture and Character
- Productive and Creative work as a medium of teaching and learning
- Children as active partners in learning
- Real freedom, empowerment and citizenship through classroom pedagogy and corridor culture
- Children learn from each other. Power of Crew Work
- Learning about life through life
- Integrated and whole-child development
- Parents/Community as partners





OUR PROGRAMMES





JUNIOR PROGRAMME

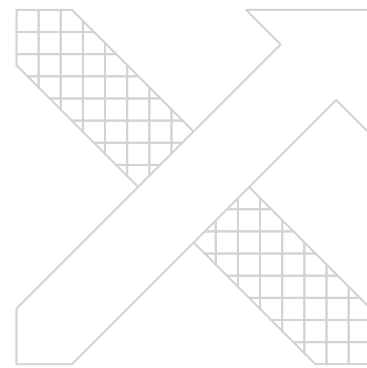
Nursery – Grade 3

The aim of the Junior Programme is to create a joyous vibrant space for children to feel comfortable in with themselves and their new environment. Key focus is on:

- Inquiry based learning/teaching
- Foster & nurture curiosity
- Experiential learning integrated units
- Focus on rhythm, movement and music (Fusion of Waldorf and Kodaly method of music)
- Dialogue with art, literature, poetry
- Jodo Gyan math curriculum (Real Mathematics Education movement from Hungary)



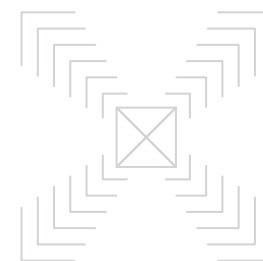
MIDDLE PROGRAMME



Grade 4- 7

The middle years are the critical period when the child might develop an enduring and joyful relationship with learning or come to view it as a detestable chore. The challenge for educators is to create the right contexts and experiences for learning that resonate in the student's mind. Some key traits are as follows:

- Construct concepts, knowledge and skill sets modelled around interdisciplinary learning expeditions based in the real life contexts
- Projects are inter-disciplinary and provide a context, problem or purpose that children can relate to
- Well-designed Outbound Learning Expeditions (Khoj Annual Expeditions)
- Focus on key skills like observation, reflection, analyse, synthesis and understanding from multiple perspectives
- Helping students understand systems as a whole and think systemically
- Child is an agent of societal change





SENIOR PROGRAMME

Grade 8-12

The Senior Programme bears witness to the coming of age of young adults, with insecurities and issues related to the teenage years. Accordingly, the ambience at the Senior Programme is unfettered and constantly buzzing with the energy and creative drive of the learners. Opportunities are curated with a view to build citizenship and make our students change agents. Focus is also on building critical 21st century and college ready skills. Some key traits:

- Dialogic and participative pedagogy
- Deeper learning, authentic assessments through live and integrated projects (or expeditions). Multiple ways to express understanding, assessments and assignments
- Create a wider awareness of the world and providing space for the development of the aesthetic, moral, ethical and emotional dimensions
- Coaching and mentoring. Active psychological and mental support
- Building Student leadership through student led events, societies/clubs, and programs
- College and career counselling based on psychometric, aptitude assessment and mentoring
- Building college readiness skills through independent research work, internships and projects
- International exchange programs

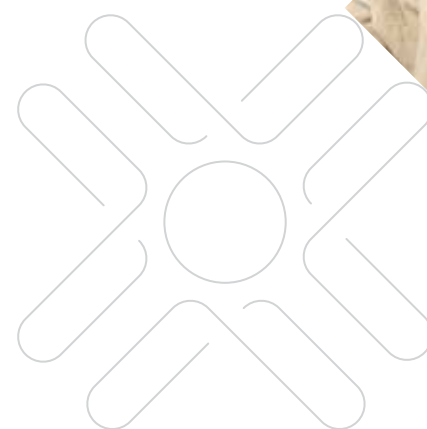


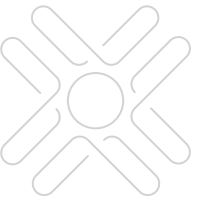


ARTS – PERFORMING AND VISUAL

At HXLS, art thrives in its visual and performing forms, encompassing a diverse range of activities and modes of expression. We believe in providing students with an art education that gives them an opportunity to understand their legacy and combine it with a vision of the future. Some key traits are as follows:

- Helping students nurture a passion for specific arts and crafts
- Inculcate aesthetic appreciation and creativity within them resulting in a refinement of the senses and a desire to conserve one's heritage and environment
- Curriculum is designed as to integrate with other subjects that helps in the development of artistic skills, creativity, problem solving, communication and critical thinking skills
- Active participants in activities such as the organisation of events like Kala Parv, our annual art festival

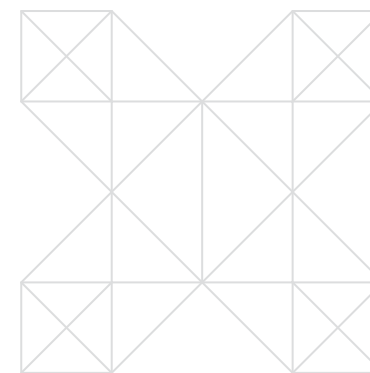




PHYSICAL EDUCATION

Physical Education is a significant indicator of robustness of spirit. The Primary goal of HXLS sports program is physical fitness for all. Relying on the NASPE Standards for Physical Education, we believe in educating students through physical activities. Some of the key traits are as follows:

- Physical demonstration of motor skills and movement patterns
- Cognition and understandings of movement concepts, strategies and tactics of the application and learning of these skills
- Understanding, maintaining and developing fitness concepts, leading to a health enhancing lifestyle
- Development of responsible personal and social behaviour that respects self and others in physical activity settings
- Valuing physical activity for health, enjoyment, challenge, self-expression and/or social interaction
- Age appropriateness of activities and expectations drive the vertically aligned curriculum



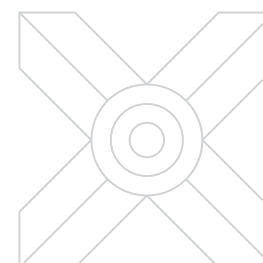


INTEGRATING MAKER-CENTERED LEARNING INTO EXPEDITIONS



To make the the project- based 'Expeditions' more authentic, engaging and more relevant to the 21st century, HXLS has embarked on creating a 'Making and Engineering' strand to integrate innovation in Expeditions. This curriculum embodies maker-centred practices and it enables cross-disciplinary curriculum initiatives. **Design Thinking, Engineering Practices, Digital Literacy and Rapid Prototyping** stand out as highlights of this curriculum. The objective of initiating classroom integration of maker-centered learning include the following:

- To mobilise the shift in the role of learners from being consumers of technology to that of creators and engineers



- To institutionalise 'Design Thinking' and to promote the culture of 'Making' and 'Learning through Prototyping'
- Provide students access to new literacies such as Digital/Information/Design/Media and Critical Literacy
- To prepare future innovators by providing opportunities for learners to create, fail & reiterate efficient solutions to real-time problems and to inspire innovation that serves as a catalyst for grassroots invention



A LEARNING COMMUNITY



HXLS has a vibrant teaching community representing various cultures across the country.

Over
60%
of our teachers are
post graduates

Over
50%
have more than
8 years of experience

Over
300
hours
of professional development
per educator per year



Its leadership team constitutes over 425 years of cumulative experience of working and leading good schools. Some of them are alumni of prestigious universities like Harvard and Cambridge. Teacher empowerment is considered to be the backbone of learning at HXLS . Apart from the mandatory Cambridge and IB workshops, Our School focuses on curating some world class learning experiences round the year primarily on the following four strands:

- **Teachers as self-aware individuals**
- **Teachers as facilitators**
- **Teachers as curriculum designers**
- **Teachers as contributors to individuals**

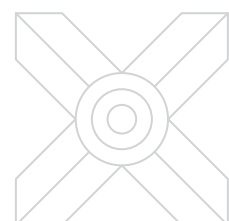
Our mentors and trainers include workshop leaders from Expeditionary Learning System (USA), Big Picture Schools (USA), Boston Teacher Residency, Waldorf Network, National Outbound Learning School (NOLS-USA), Waters Foundation (USA), Hi Tech Hi Schools (USA), Kolbs LSI (USA), Adhyayan, ABA and other leading education experts. The school also has annual retreats focused on reflection and self awareness.

HXLS actively supports teachers to be certified accreditors, trainers and workshop leaders.

A GREAT PLACE TO WORK

Many in our community have been with us since the time the first brick was laid. And over 60% of our recruitment is through internal referrals. This is a testimony to our endearing work culture and our sense of camaraderie. Many of our former Teachers have moved on to be a school leaders, researcher and workshop leaders. This is a testimony to our rigorous PD and learning opportunities. In the recent employee satisfaction survey organised by The Great Place to Work Institute, our school has been a certified "Great Place to Work". The following were our top three areas of strengths as against all India scores of top 50 organisations

Statement	Heritage	India top 50
I'm proud to tell others I work here.	94%	91%
My work has special meaning: this is not 'just a job'.	89%	84%
I am offered training or development to further myself professionally.	83%	79%





Addie Louise Christian, Junior Programme Leader,
Heritage Xperiential Learning School

From the moment I visited the website of Heritage Xperiential Learning School, I was excited about the prospect of joining such a unique learning community. I was fortunate to make it through the initial interviewing process and was invited to visit the school. During that visit, my initial feelings were confirmed. Students' joy of learning was evident as they sang and moved their bodies to mimic the shape of letters. Through conversations with teachers, I learned that they loved teaching at HXLS because of the focus on the child as whole. I was offered the position of Junior Programme Leader and I accepted and joined HXLS in July. I received a very warm, personalized welcome from the teachers. Several meet and greet sessions with parents were arranged where I was not only welcomed, but also offered their support. Parents also conveyed their trust and belief in the school. This resonated strongly with me as many of them have been part of the Heritage family for years. In the last couple of months, all of my interactions with everyone here has confirmed that my journey at HXLS will profoundly touch me both personally and professionally!



Rayna Dineen,
Mountain Region School Designer

"It has been my great pleasure to work as an EL Education consultant with Heritage Xperiential Learning School. I have had the opportunity to facilitate numerous professional development workshops for teachers, and model classes with their dedicated students. I have had the honor of working with some incredibly passionate teachers to enhance their strategies for engaging and challenging children. The school is committed to implementing the EL Education model, a comprehensive approach which addresses every aspect of a school's instructional program, culture and leadership. EL Education partners with schools to create communities of respect, perseverance, courage and compassion with a focus on high academic achievement and active citizenship. The school's commitment to deep and active learning is truly impressive. The Heritage teachers are a stellar team and I'm proud to be working with them!"



Elodie Froc, Ex educator,
Heritage Xperiential Learning School

"I worked at Heritage Xperiential Learning School from June 2012 to March 2015. As a French teacher and Senior program educator, I benefited from good counselling and coaching support (The school offers a good deal of pedagogical workshops linked with international education, pedagogical material, project based pedagogy), within the Senior School as well as within my own department (Languages). Overall, my work experience at the school was very fruitful and highly contributed to my growth as a professional and a human being."



Kaye Jacob, Ex-Principal,
Heritage Xperiential Learning School

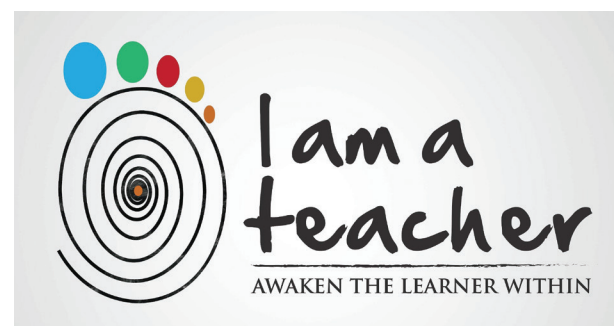
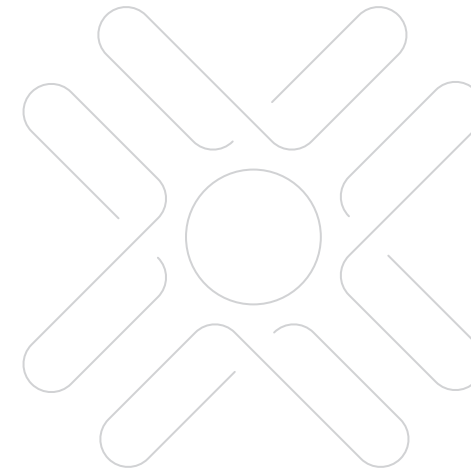
"On a personal front this has been a warm and supportive community. Foreigners have come and gone, as teachers as well as resource people, and I believe they have always had positive experiences. We have a pretty cosmopolitan staff; several of our teachers have themselves spent years living abroad and are actually relieved to connect with others who have shared their experiences as Global Nomads. Gurugram as a city is also well-appointed when it comes to foreigner-friendly amenities, and this keeps improving over the years, rapidly. It is easy to shop to cook at home with imported goods widely available and to eat out with internationally branded options in restaurants, pubs--and of course name brand options for shopping, appliances, etc"



Noora Noushad, Lead - Design and Technology
Heritage Xperiential Learning School

"While I was heading the research about integrating mobile learning into mainstream curriculum at UPenn, I often thought about the possibilities a maker centered curriculum would make in Indian Schools. I was under the misconception that it would be a while before educators took notice of the lack of focus on Computational Thinking and Innovation in classrooms. In the last couple of months I have been here, Heritage has educated me on the the limitless possibilities of bringing Innovation into classrooms. Teachers have successfully championed design thinking challenges in mainstream subjects like biology and physics. I have never worked with a more passionate group of teachers. They are committed to empowering the students with 21st century skills. Heritage ensures my life long learning process."

OUR RESOURCES



'I am a Teacher', a not for profit organisation, aims to build an alternate and a practice-based model for teacher education. This model has the potential to transform and reinvent teacher education in India, and thus, reform school education.

PGDLT is an innovative, practice-based, one year, full-time programme, launched in June 2014. Our residents (student teachers) are placed in HXLS where they spend a whole year in classrooms teaching alongside experienced collaborating teachers who model best practices for novices. Residents are intensively mentored and guided through the year by a clinical teacher educator, who is present on the field. Besides classroom practice, residents have course work through the year that helps them integrate theory and practice and earns them the diploma in Learning and Teaching.

In 2018, American School of Bombay invited I am a Teacher to Launch Post Graduate Diploma in Learning and Teaching (PGDLT) in Mumbai. The two premier educational institutions in the country are collaborating to pool in their experiences and expertise, their passion and energy to fuel a globally acclaimed model of excellence in teacher preparation.

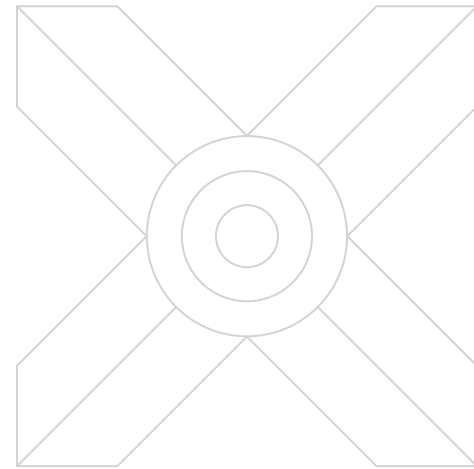
For more information visit: www.iamateacher.in



HERITAGE
CENTER FOR ACTIVE
C I T I Z E N S H I P

A platform, the first and only one of its kind, to build capacities and skills of students to practise active citizenship. Changing the approach of a generation from blame and apathy to engagement and dialogue on a variety of civic issues. Students of grade 8 onwards get exposure for dialogue and collaboration with media, bureaucrats, authorities, NGO's and experts from the field.





The Special Child Trust launched the Autism Centre for Excellence in 2014 to create a program for children on the Autism Spectrum from ages ranging from 3 to 15 years. The program is the first of its kind in India, it is completely data driven and is based on the principles of Applied Behaviour Analysis (ABA).

ACE has been included as a specialised programme within HXLS campus.

The ACE Teacher Training Programme is a robust one and implemented in two parts - an initial 2 weeks of intensive training for all incoming teachers and staff that includes all day training for that period, followed by ongoing training on a daily basis for an hour each day throughout the working days of the year.

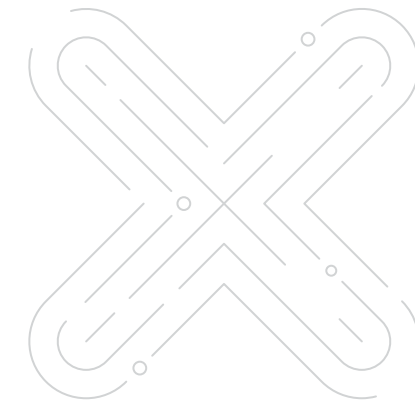


FCBESCOLA
SOCCER SCHOOL
ÍNDIA

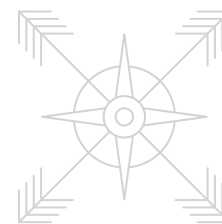
Conscient Football (An Initiative of HXLS Group) has an exclusive partnership with FC Barcelona soccer club to run FCB Escola Soccer program in India. The FCB Escola reflects the famed youth development system of FC Barcelona in Spain, globally recognized for its ability to identify, groom and nurture talent such as Lionel Messi, Xavi Hernandez, Gerard Pique and Andres Iniesta among others. The club plays an integral role in its country's global football success, with many players currently in the Spanish national team. Under the project, different programs are offered that are tailored for all age groups, skill levels and type of youth development possible. The Escola students have specially designed Health, Nutrition, Fitness and Conditioning sessions as well as participation in various domestic and International tournaments.



ABOUT DELHI NCR

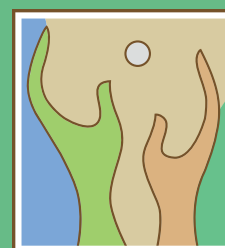


- Delhi NCR, especially Gurugram is the hub for progressive and International education in India.
- Gurugram is centre for more than 250 Fortune 500 companies in India
- Thriving communities for expats – easily commutable, accessible, safe and well-planned
- World-Class medical facilities
- Just 30-minutes from the international airport
- Hub for world-class malls, pubs and restaurants
- Local meet-up groups for community building
- Epicentre for culture, history, theatre, arts and literature.
- Strategically located near tourist hot spots and wildlife reserves/parks



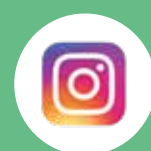
**CHANGEMAKER
SCHOOLS**

Recognition of HXLS as an Ashoka Changemaker school is a validation of our cultivation of empathy, teamwork, leadership, and changemaking skills in students. These Changemaker skills have the power to enable our children to bring about a lasting change not just in their lives but also in their communities, organizations and the society at large.



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WATCH OUR STORY ON



www.heritagexperiential.org | joinus@xperientiallearning.org