

DISCOVERY BAY INTERNATIONAL SCHOOL



ENDEAVOUR CURRICULUM HANDBOOK

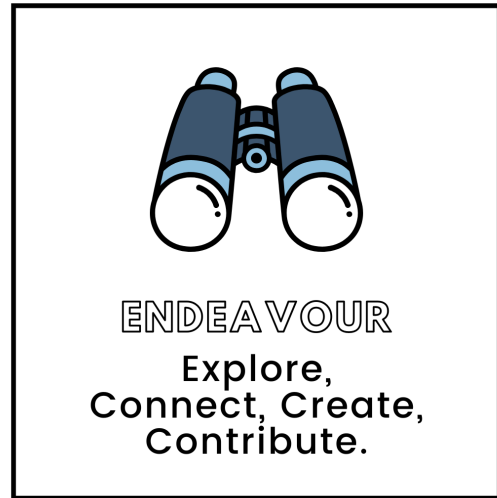
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THE ENDEAVOUR CURRICULUM

Endeavour is DBIS Secondary's interdisciplinary, skills-based learning curriculum. It provides students with opportunities to explore important ideas, develop transferable skills and apply their learning through practical projects, collaboration, presentations and experiences beyond the traditional classroom.

Rather than being organised around a single academic subject, Endeavour brings together knowledge, perspectives and skills from different disciplines. Students engage in a series of carefully designed projects connected to broader themes, real-world issues and experiences.



Each project has a clear purpose and leads towards a meaningful outcome such as a presentation, investigation, exhibition, video, podcast, written response or collaborative product.

At the heart of Endeavour is the DBIS Learner Profile. Projects are intentionally designed to help students develop and demonstrate the attributes of being a:

- Confident Communicator
- Creative Thinker
- Problem Solver
- Committed Learner
- Effective Collaborator
- Responsible Citizen
- Balanced Individual
- Mindful Leader

Endeavour also provides students with opportunities to develop the skills they will need within school, beyond school and in an increasingly connected world. Students learn how to research and evaluate information, communicate ideas, solve problems, think creatively, collaborate effectively, make connections, reflect on their learning and respond to feedback.

As they progress through the curriculum, students are encouraged to become increasingly independent and confident in applying these skills in unfamiliar contexts.

Learning Through Projects

Endeavour is organised around a sequence of focused interdisciplinary projects. Some may take only a few lessons, while others develop over several weeks and culminate in a larger piece of work. In Year 7, for example, students begin by exploring the DBIS Learner Profile before undertaking an archaeological investigation into Ötzi the Iceman, using evidence and competing theories to develop their problem-solving and reasoning skills. Later in the term, students investigate sustainable tourism in Yangshuo, working collaboratively to research, plan, create and present a travel video.

In Year 8, students explore different perspectives on education, considering questions about the purpose of education and different approaches to schooling before designing and presenting their own school. The curriculum then connects directly with students' experiential learning in Kanchanaburi, where students investigate the experiences of people connected to the Death Railway, undertake research before their trip, reflect on what they observe during the experience and ultimately create a podcast for an exhibition.

These experiences illustrate an important feature of Endeavour: learning is not confined to the classroom. Wherever possible, projects connect with students' wider experiences, including experiential learning, service learning and opportunities to engage with authentic people, places and issues.

A different kind of learning

Endeavour is designed to complement the specialist knowledge students develop within their individual subjects.

It gives students opportunities to make connections between disciplines and to practise applying what they know in new situations. Students might investigate evidence like a historian, communicate through digital media, consider geographical and environmental perspectives, debate ethical questions, analyse different viewpoints or design a solution to a real-world problem. The emphasis is therefore not simply on what students know, but on what they can do with what they know.

Through Endeavour, students are expected to become increasingly confident in:

- exploring different ideas, perspectives and disciplines;
- thinking critically, creatively and independently;
- researching and evaluating information and evidence;
- collaborating effectively with others;
- communicating ideas through writing, discussion, presentation and digital media;
- creating purposeful products for authentic audiences;
- reflecting on their learning, contribution and personal development;
- connecting classroom learning with experiential and service opportunities;
- contributing positively to their community and the wider world.

Ultimately, Endeavour asks students not simply What do you know? But rather, What can you do with what you know?

Purposeful and Structured

Although Endeavour encourages curiosity, creativity and student agency, projects are carefully planned and structured.

Students are provided with clear learning intentions, resources, milestones and guidance so that they understand both the purpose of each project and the skills they are developing.

Teachers act as both instructors and facilitators: providing direct instruction where necessary, asking questions, supporting collaboration, offering feedback and helping students to become increasingly independent.

This structure ensures that Endeavour is not simply time for students to “do projects”. It is a rigorous and purposeful part of the Secondary curriculum, deliberately designed to develop the DBIS Learner Profile, transferable skills and global perspectives.

THE ENDEAVOUR EXPERIENCE

Four ideas sit at the heart of every Endeavour experience:

Explore → Connect → Create → Contribute

These are not simply four stages to complete. Together, they describe the way we want students to approach learning.

Explore

Endeavour encourages students to be curious. Students explore questions, ideas, cultures, perspectives and real-world issues that may not sit neatly within the boundaries of a traditional academic subject. They learn to ask questions, investigate evidence, challenge assumptions and consider different points of view.

Exploration might involve:

- research
- discussion and debate
- field experiences
- interviews
- case studies
- observation
- investigation
- experimentation
- considering different perspectives
- working with information from a range of disciplines

Students are encouraged to approach unfamiliar situations with curiosity and an open mind. In Endeavour, you might:

- investigate evidence to reach a conclusion
- explore an issue from local, national and global perspectives
- compare competing viewpoints
- investigate the causes and consequences of a problem
- explore cultures and communities
- learn directly from an experience beyond the classroom
- examine the experiences of people different from yourself

Connect

Endeavour helps students make meaningful connections. Learning does not happen in isolated boxes. The challenges we experience in the real world rarely belong to just one school subject, and some of our most powerful learning occurs when we recognise relationships between different ideas, people, disciplines and experiences.

Students are therefore encouraged to make connections:

- Between subjects
- Applying knowledge and skills developed across different disciplines.
- Between ideas
- Recognising relationships, patterns, causes, consequences and different perspectives.
- Between people
- Learning through collaboration, discussion and interaction with others.
- Between school and the wider world
- Connecting classroom learning with authentic issues, places, organisations and communities.
- Between experience and learning
- Thinking carefully about what experiences beyond the classroom can teach us.
- Between learning and action
- Considering how knowledge and understanding might lead to responsible choices, service and contribution.

Making connections helps us understand that learning is more than collecting separate pieces of knowledge. It is about recognising how ideas, experiences, people and places relate to one another.

Create

Endeavour asks students to do something meaningful with what they learn. Rather than simply completing a test, students frequently work towards an authentic product, presentation, performance or solution. Creating requires students to make choices.

They must decide how best to communicate their ideas, organise information, solve problems and respond to the needs of their intended audience.

Depending on the project, students might create:

- presentations
- podcasts
- videos
- exhibitions
- proposals
- campaigns
- written investigations
- designs
- performances
- digital products
- solutions to problems

Creation therefore becomes a way for students to demonstrate both their understanding and their skills.

Contribute

Endeavour encourages students to recognise that learning can have a purpose beyond themselves. Students consider how their knowledge, skills, decisions and actions can contribute positively to their school, community and wider world.

This may happen through:

- service learning
- collaboration
- raising awareness
- responding to an authentic issue
- helping others
- sharing learning
- working with community partners
- creating something for a genuine audience

Contribution also means recognising the responsibility students have towards the people with whom they work. Students learn that effective collaboration requires listening, reliability, empathy, compromise and taking responsibility for their role within a team. As Endeavour develops, opportunities for meaningful service learning and community engagement will increasingly form part of the curriculum.

The aim is for students to move from simply learning about the world towards considering how they might participate responsibly within it.

THE PROJECTS

Endeavour is built around a series of carefully designed interdisciplinary projects. Each project begins with a central idea, question, challenge or context. Students then develop the knowledge and skills they need to investigate that area before applying their learning towards a purposeful outcome.

A typical Endeavour project may involve:

- **Explore**- Encounter a question, challenge, issue or unfamiliar context.
- **Connect**- Make links between ideas, subjects, people, places and experiences.
- **Create**- Use knowledge and skills to develop a response, product or solution.
- **Contribute**- Share learning, communicate to an audience or use learning to make a positive difference.
- **Reflect**- Consider what was learned, how learning happened and what could be improved.

Some may be short investigations completed over several lessons, while others develop across a number of weeks and connect directly with experiential learning opportunities, trips or service activities.

The outcome is important, but the learning process matters just as much as the final product. Students are therefore encouraged to think not only about what they have created, but also about:

- how they approached challenges;
- what connections they made;
- how they worked with others;
- how they responded to feedback;
- what they learned about themselves;
- how they developed as learners.

A Different Kind of Learning

Endeavour is designed to complement the specialist knowledge students develop within their individual subjects. It gives students opportunities to make connections between subjects and to practise applying what they know in new situations.

Students might:

- investigate evidence
- analyse data
- communicate through digital media
- design a solution
- investigate a significant real world issue
- consider local and global perspectives
- communicate to a real audience

Project Management

As students progress through Endeavour, they become increasingly responsible for managing their own work.

They develop skills in:

- planning
- prioritising
- meeting deadlines
- dividing complex tasks into manageable stages
- allocating responsibilities
- monitoring progress
- adapting plans when necessary

These skills are valuable across every area of school life and beyond.

Reflection

Reflection helps students understand how they learn.

At different stages of a project, students may be asked to consider their progress, identify strengths, recognise challenges and determine their next steps.

Reflection is therefore not simply something completed at the end of a project. It is part of the process of becoming a more capable and independent learner.

LEARNING BEYOND THE CLASSROOM

One of the ambitions of Endeavour is to connect classroom learning with students' wider experiences. Experiential learning provides students with opportunities to encounter people, places and issues directly.

Endeavour can help students:

- **Prepare-** Develop background knowledge, ask questions and understand the context before an experience.
- **Experience-** Observe, participate, collect information, communicate and engage with a place or community.
- **Connect-** Relate the experience to classroom learning, other subjects, previous experiences and wider issues.
- **Reflect-** Consider what was learned and how the experience may have challenged or extended existing thinking.
- **Create-** Use the experience as the basis for a meaningful product, response or action.
- **Contribute-** Share learning or consider how the experience might lead to positive action.

The Term 1 curriculum demonstrate these connections with explicit links to the Week Without Walls Expeditions.

Year 7 students connect their sustainable tourism project with their Yangshuo experience, including planning for the collection of footage and photographs that can contribute to their final travel video.

Year 8 students prepare for Kanchanaburi by investigating the experiences of individuals connected with the Death Railway. Following their experience, students interview one another and reflect on what they observed and learned before creating their final podcast.

Through connections such as these, the experience itself becomes part of a wider learning journey rather than a standalone event.

Service Learning and Endeavour

Endeavour also provides an opportunity to connect learning with meaningful contribution. Service learning is not volunteering.

It brings together: Learning + Action + Reflection

Students identify or learn about a genuine need, develop relevant understanding and skills, take meaningful action and reflect upon both their contribution and what they have learned.

As the Endeavour curriculum develops, service learning may provide opportunities for students to:

- work with community organisations;
- investigate local or global challenges;
- advocate for an issue;
- raise awareness;
- design resources;
- support community initiatives;
- develop solutions;
- contribute their skills to an authentic need.



The aim is not simply for students to do service, but to understand the relationship between learning, responsibility and meaningful action.

ROLES AND RESPONSIBILITIES

The Role of the Student

Endeavour gives students opportunities for greater independence. With that independence comes responsibility.

Students are expected to:

- arrive ready to participate
- approach projects with curiosity
- ask questions
- contribute positively to group work
- listen to and respect different perspectives
- make connections between ideas and experiences
- manage their time and responsibilities
- meet agreed deadlines
- seek and respond to feedback
- take appropriate creative risks
- reflect honestly on their progress
- take pride in the quality of their work

Perhaps most importantly, students should be willing to have a go. Endeavour will sometimes place students in unfamiliar situations.

You may need to:

- present to an audience
- collaborate with new people
- investigate an unfamiliar topic
- make decisions without being given every step
- solve a problem without an obvious answer
- create something you have never created before
- respond when your first idea does not work

That challenge is intentional. Growth often happens when we move beyond what is already comfortable and familiar.

The Role of the Teacher

In Endeavour, teachers are both instructors and facilitators. At different points in a project, teachers may:

- explicitly teach knowledge or skills
- introduce new ideas
- model a process
- provide resources
- help students make connections
- challenge students' thinking
- ask questions
- provide feedback
- support collaboration
- help students reflect on their progress

As students become more confident, teachers increasingly support them in taking responsibility for decisions themselves.

The role of the teacher is therefore not to provide every answer. It is to create the conditions in which students can:

- ask better questions
- make meaningful connections
- make informed decisions
- overcome challenges
- learn from mistakes
- produce work they are proud to share

The Role of Collaboration

Learning in Endeavour frequently involves working with others. However, collaboration does not simply mean sitting together or dividing a project into separate pieces. Effective collaboration requires everyone to contribute.

A successful collaborator:

- listens
- contributes ideas
- asks questions
- completes agreed responsibilities
- supports others
- communicates respectfully
- responds constructively to disagreement
- recognises the strengths of others
- helps the group move forward

THE ENDEAVOUR MINDSET

Be Curious

Ask questions. Explore unfamiliar ideas. Consider perspectives different from your own

Be Connected

Look for relationships between subjects, ideas, experiences, people and places. Recognise that learning does not happen in isolation

Be Courageous

Try something new. Share your ideas. Accept that mistakes are part of learning.

Be Collaborative

Listen. Contribute. Support others. Recognise that the best ideas often develop through working together.

Be Purposeful

Understand why your work matters and who it is for.

Be Reflective

Think about how you learned, not simply what you produced.

Be Responsible

Consider the impact of your choices on your team, your community and the wider world.

