

UP for Learning presents

MASTERMIND GUIDES

FOR MIDDLE SCHOOL

2019/20



Unleashing the Power of Partnership for Learning

Fostering this development with middle level learners helps to "...ensure that students move to the next schooling level with their eyes wide open and ready to take on the challenges."

—Colin Andrews & Penny Bishop,
Middle School Journal,
September 2012



Building an Understanding of Learning with M3: Mindset, Metacognition & Motivation

What is the opportunity?

The M3: Mindset, Metacognition and Motivation "Mastermind Guides" initiative supports youth as peer-to-peer messengers to empower each other to influence and affect their learning. During advisory sessions, youth facilitators teach their peers how, why and when our brains learn. Knowing how to drive their own learning instills students with confidence and competence.

Teachers simultaneously become a learning community, taking a deeper dive into these concepts and relating them to their classroom practices. The goal is to support student engagement and self-efficacy, build intrinsic motivation and metacognitive skills, and develop a growth mindset for students to drive their learning.



Why does it matter?

Building an understanding of how we process information and our ability to increase our knowledge and skills provides an opportunity for middle level learners to take a more active role in their education. This is central to their ability to personalize their learning.

The Mastermind Guides for Middle School initiative helps equip students with knowledge of the key components of learning to foster their motivation and academic success. Students learn how, why and when our brain learns. Thus, they build their confidence and competence in learning.

Developing their fluency in the language of learning - mindset, metacognition and motivation - ensures that all students are able to optimize their learning (Mitra, 2001; Dweck, 2006; Hattie, 2012). It creates a bridge between learners and teachers, fosters shared responsibility for learning and increases student ownership. Research has shown that although all students benefit from mindset and metacognitive skill development, those students challenged by poverty are most positively impacted.

Building an understanding of learning provides a foundation for students' long term growth. Mastermind Guides enables and empowers each and every individual to reach their greatest potential.

Initiative components

Mastermind Guides begins with professional development (a minimum of 6 hours) where faculty are introduced to the concepts of M3, and how they are reinforced in learning.

Youth and adults will form a Mastermind Guides team. Students are recruited (2 youth facilitators per advisory) to partner with adults (minimum of 2). The team participates in 2 days of training to provide the core knowledge and skills needed to implement approximately 6-8 advisory sessions. The team will facilitate a faculty meeting midway through to help reinforce M3 concepts and practices. They will also meet with the faculty at the conclusion of the sessions to identify next steps to further embed M3 in their learning experiences.

The Mastermind Guides team commitment

- Meet weekly to plan and implement all aspects of this initiative, including regular check-ins with facilitator pairs to ensure their confidence and competence.
- Assist the advisory faculty in understanding their roles and responsibilities in partnering with the youth facilitators.
- Offer youth facilitators credit and/or evidence of proficiency in transferable skills toward graduation. (Learning targets linked to transferable skills are available.)
- Communicate regularly with UP faculty and provide written documentation as requested.

UP for Learning will provide

- Faculty in-service training
- Training for the Mastermind Guides team
- On- and off-site coaching throughout the initiative
- Graduate course or professional development hours for adult lead partners and advisory faculty

Costs

\$2,000 for each participating school.

All lead adult partners (minimum of 2 per school) will be enrolled in either the graduate course (3 credits; \$1,992) or the Professional Development hours (45; \$1,656) option. Advisory faculty have the option to pursue one graduate credit (\$664) or 15 Professional Development hours (\$552).

Note: this initiative is generously co-sponsored by the Vermont Department of Health. Participating schools may be eligible for School-based Substance Abuse Services (SBSAS) grant funding consideration.

For more information

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