



Unleashing the Power of Partnership for Learning

## Welcome to our *packed* September 2019 UPdate!

*In this issue ...* an exciting collaboration with UVM Upward Bound, our 2018-2019 Annual Report, Restorative Practices, Getting to 'Y,' the *Teeter-Totter Effect*, The Edge Academy, YATST, VTLFF Occasional Paper, and more!

### UP Collaborates with UVM's TRiO Upward Bound

This past summer, UP for Learning's Bruce Perlow had the opportunity to work with youth at **UVM TRiO Upward Bound Summer College**. [UVM TRiO Upward Bound](#) is a federally-funded program that helps low-income/first generation high school students prepare themselves for college. The UVM UB students come from Burlington and Winooski High Schools.

The Summer College is a six-week program for rising 9th - 12th graders, consisting of an intensive academic enrichment curriculum taught by college faculty, high school teachers, and other qualified professionals in the community. Bruce introduced core concepts of **M3: Mindset, Metacognition & Motivation**, including neuroplasticity, self-talk and its connection to growth mindset, and effective learning strategies.



[Learn more about M3](#)

*"I used to think intelligence can't be changed much, but now I think everybody has the ability to improve their intelligence with ..."*



# New: UP for Learning's 2018-2019 Annual Report is now available!



## Restorative Practices

**Starts October 2!**

**There is limited space still available  
for middle or high school teams!!**

UP for Learning is proud to offer a yearlong professional learning community for youth/adult teams. Restorative Practices are a positive, disruptive force to realizing greater equity in education. When implemented holistically, RP helps develop a culture where everyone's voice is heard and valued. Instead of top-down punitive practices, RP puts the emphasis on strong relationships, collaborative problem-solving, and collective responsibility. For more information, contact Program Director [Lindsey Halman](#).

[Restorative Practice Flyer](#)



## Getting to 'Y': Youth Bring Meaning to their YRBS Data

**Training for High Schools and Middle  
Schools set for October**

There are still slots available for a few more schools to participate in this year's Getting to 'Y' program. If you are not sure about what GTY is about, check one of the links below or contact UP GTY Coordinator, [Sharon Koller](#).

[Getting to 'Y' Training  
for Middle Schools](#)

[Getting to 'Y'  
Training for High Schools](#)



## Education Reimagined's Voyager Weekly publishes The Teeter-Totter Effect

"The journey from an adult-dominated teacher-student relationship model to a youth-adult partnership model requires a recalibration of norms, including mental

## The Teeter-totter Effect

about making a shift that we move from one extreme to the other—creating yet another imbalanced system." -Helen Beattie

### The Innovative Edge Academy

What would you do if you were given the time and space to create a school where students could tell you exactly what and how they wanted to learn? Lindsey Halman, UP Program Director, shares a decade of her professional journey with the Edge Academy as part of the Tarrant Institute for Innovative Education's podcast series: "The 21st Century Classroom."



[Listen to the Podcast](#)



### Lamoille YATST Team *Youth and Adults Transforming Schools Together*

The Lamoille YATST team focused on improving their school's transition to proficiency-based grading practices this past year. The team identified through a survey that students didn't fully understand how the new system was working. They did two things with this information: ran dialogues with teachers

and students to find out what parts of the transition were difficult for them. They went on to develop a "Bill of Rights" with information and rights students need regarding grading. The Bill of Rights includes articles asking that students have grading scales or learning targets on every assignment, that teachers enter grades quickly, and that students should be able to meet learning targets in their chosen way. For more information about the work of YATST teams, please contact [Harry Frank](#).

*Did you know ...*

Since 2008, over 2700 youth have taken on active leadership roles in UP programs!

**First VTLFF Occasional Paper  
Published by Dr. Kathleen Kesson:**

**PROJECT-BASED LEARNING AS AN  
ENTRY POINT TO AUTHENTIC  
PERSONALIZED LEARNING**

Dr. Kathleen Kesson researched and wrote this paper



supporting future Occasional Papers (writer's stipend available - contact [Kathleen Kesson](#) for more information).



## **Murmurations: Invigorating VT Education Changemakers Through Site Visits to Our Sister Schools (Are you interested?)**

We believe that education changemakers (learners, teachers, administrators, etc.) thrive when provided access to other innovators who are engaged in groundbreaking practices that support learners in accessing their full potential.

We believe that sharing collective knowledge, experience, and skills will move education in Vermont towards joyful, sustainable, equitable opportunities for youth to come to deeply know themselves and be deeply known by individuals in their community resulting in every youth accessing their full potential.

*A collaboration between Vermont Learning for the Future (VTLFF), Personal Learning Collective, Vermont Folklife Center, UP for Learning, and Big Picture Learning*

**Murmurations Project**

**Visit the UP for Learning website!**

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