

What is EduGuide?

- Online training program to strengthen your core learning skills
- A personal space to build a support network of teachers and mentors
- Weekly activities raise your academic achievement in the classroom and beyond

Why use EduGuide?

Discover

- Ways learning is connected in and outside of the classroom
- How to break down your goals into simple steps for success
- Resources to help you build your strengths to accomplish your goals

Develop

- Strategies to overcome future obstacles by preparing for them now
- Strong leadership skills you can practice using now for the future you want
- A plan, look for opportunities, and measure progress on your personal path

Connect

- With teachers and other mentors to create a network of support
- By reflecting on the past to learn more about yourself and others
- New ideas through critical thinking and questioning to become stronger each day

How It Works

- ✓ Can be used on computer, netbook, tablet, or smart phone
- ✓ Private account through email so can be accessed anywhere with internet connection
- ✓ A weekly 15 to 20-minute activity is released in your own personal path
- ✓ Explore articles, videos, music, games and more in individual activities
- ✓ Reflect & respond to questions to explore thoughts, feelings, and new ideas
- ✓ Team Coaches, teachers & mentors, engage & interact online with students
- ✓ Explore new thoughts or ideas with those in your support network online
- ✓ Commit to changes & make them during the week to take EduGuide offline
- ✓ Participate in class discussions & complete projects on selected weekly topics
- ✓ Research weekly topics further by studying bonus blended learning options

EduGuide's curriculum is spaced, spiraled and self-paced to for greater learning impacts (Son & Simon 2012).

- Spacing activities once a week for time to connect learning to life and make changes.
- Spiraling students back to sharpen mindsets, habits and skills key to learning.
- Self-pacing empowers students to build a solid foundation before advancing further.
- Because some students may start the sequential activities at a different time, they will be at different places in the Path, so comprehension of the content is ensured.
- Each student has an individual Core Learning Path journal archived online.
- An online dictionary, translator and vocabulary builder to support learner autonomy.

Optional blended learning activities can be found in the Team Library.

- Students can review EduGuide lessons individually, in pairs, small groups, or as a class to create dynamic interactions with the content.
- Blended learning activities open students up to different perspectives and engage in reflection together.

EduGuide's curriculum is focused on delivering experiences that reframe the way students approach learning and life to boost achievement.

- In examining past experiences, reflecting on current challenges, and planning for the future, students practice skills essential for personalized success.
- Written reflection on the past, present, and future in response to guided questions gives students insight into ways in which to process and react to events.

Challenges are presented at the end of activities in the online Core Learning Path.

- Each week, learners are encouraged to put the Core Learning Skills into action.
- Each challenge correlates with learning objective to create positive habits.
- Practicing ways to confront challenges guides students in knowing how to best approach difficulties or obstacles.

A common framework referencing specific learning skills, vocabulary and concepts enables communicate with learners and nurtures relationship building.

- The focus is on creating catalytic experiences for growth through new attitudes, behaviors and strategies to overcome challenges and achieve goals.
- An online mentoring tool is used to guide students through open-ended questioning.

1st Quarter

Transcendent Purpose. Students identify personal motivations to persevere in developing their potential, driven by how they want to contribute to their world.

Mentor Training. Students develop a metacognitive perspective, thinking about how to help others learn and grow by practicing on Quinn, whom they imagine as their younger self.

Growth Mindset. Students learn how the brain grows through challenges and develop self-talk skills to reframe their mindset for growth when they face obstacles or setbacks.

2nd Quarter

Smarter Learning. Students identify and practice key strategies for accelerating their learning and growth, even when a subject is hard.

Stress Management. Students practice tactics to control stress that interferes with learning.

Social Persistence. Students gain confidence to persevere by learning that it's normal to go through periods of feeling like an outsider and a failure, but it is also normal for students to improve over time with persistence.

3rd Quarter

Help-Seeking. Students learn to proactively seek the resources around them to tackle challenges.

Question Framing. Students practice reframing questions to open more doors to learning.

Gratitude. Students learn ways to stay positive and growing even when they face negative events.

4th Quarter

Self-Control. Students practice developing their willpower to improve achievement. High-Performance. Students learn tactics to perform under pressure.

Values for persistence. Students reflect on the values that motivate them to persist under pressure.

Essential Concepts for Team Coaches

1. **Introduce EduGuide:** Before students get started on the online activities in the Core Learning Path, use materials in the Team Library to share what EduGuide is and how the platform works. Have a conversation with learners about the purpose of implementing the program for a foundational understanding about the goals and objectives of EduGuide at the beginning.
2. **Tips & Tools:** The Coaches' Core Learning Path includes suggestions for Team Coaches to continually develop mentoring skills. Complete activities for a greater awareness of how work on EduGuide connects to teaching and learning in the classroom and to personal goal setting for the future. Uncover ways to actively model the core learning skills for students in the classroom and discover how to streamline the coaching process and target areas for growth.
3. **Communicate & Collaborate:** Use tools on the platform to connect with other Team Coaches. Take the time to review progress made, identify areas for improvement and build a community of purpose focused on modelling these skills. An EduGuide Results Coach will be assigned to your team to encourage this practice through the platform and coaching sessions.
4. **EduGuide Support:** Use the online 'Help & Feedback' or 'Chat With Us' tools to reach out for assistance. Contact your EduGuide Results Coach or give the office a call to resolve any issue.
5. **Cultivate Relationships:** Learning is built on trust and understanding. Regularly communicate with students about the objectives of EduGuide. Give updates, discuss concepts or reference skills learners are practicing. Consistently use the online mentoring tool to review what students are sharing, to offer support and to communicate with students.
6. **Blended Learning:** Use resources and materials in the Team Library to focus together on an activity. Investigate concepts on EduGuide together in small group or whole class discussions to nurture a positive classroom culture focused on understanding one another's perspectives.
7. **Feedback:** At the end of each activity in the Core Learning Path, Team Coaches have a chance to offer a reaction or suggestion to the activity. This provides a chance to reflect upon what was learned, how it is applied and gives everyone a chance to share ways improvements can be made to the Core Learning Path or the EduGuide platform for stronger implementation.
8. **Notifications:** Communication on the EduGuide platform is facilitated with email notifications. There are daily and weekly email updates outlining progress of teacher and student activity. If Team Coaches would like to opt out of these updates, revisions can be made under 'My Settings' in the Main Menu. Daily email updates are sent to coaches assigned to follow a group. Weekly updates show who is engaging in the activities online. Weekly email updates, give coaches a rundown of what all groups on the team have done for the week. When a Team Coach mentors a student, the learner receives an email notifying them of their coaches' comment. They can respond by email, or the next time they login, students will have an opportunity to respond to mentoring interactions at the start of the next activity.

Essential Concepts for Students (Review with Learners)

- 1. Self-Paced Learning:** Move through activities in the Core Learning Path at one's own pace. The work is setup for students to individually progress when ready. There is 1 activity per day available and a total of 20 activities each year. The suggested completion of 1 activity per week or every other week with blended learning activities is recommended to solidify learning and give students time to put the core learning skills into practice each week. Every activity progressively builds upon previous work done in the Core Learning Path. Learners can review activities together as a class outside of the online progression to have a chance to reflect on some of the ideas together. Students can take notes and either use them when they come to the activity on their own, or they can use the Path Journal tool to review growth through the work done and further personal reflection by making additional comments in the Path Journal. Additional comments to the questions in EduGuide can be added at any time.
- 2. Safe Space:** The Core Learning Path on EduGuide is a personal space for students to write private thoughts, ideas and feelings free from interruption from other students. Only Team Coaches have access to the work done in individual student's Core Learning Path. Coaches can create a classroom account, so students can work together to discuss key concepts. Exploring the activities together, classes can begin mentoring one another in groups as the coach guides discussions shared and the process of learning and coaching one another.
- 3. Deciding What to Share:** Each learner has control over what they choose to disclose in response to questions asked in the Core Learning Path. Students are not required to share anything they do not feel comfortable sharing. They can choose what to reveal in response to questions asked on EduGuide. Learners can select information they feel comfortable revealing to coaches who will be interacting with them through the online mentoring tool. Coaches will follow up on comments that are concerning using the protocols and procedures set forth for their learners at the school or organization.
- 4. Online Dialogue:** Team Coaches will ask students questions when they are responding to learners' comments in individual Core Learning Paths. These open-ended questions are meant to prompt students for further reflection about what was written and shared on EduGuide. Once again, students can choose whether they want to respond when coaches ask questions. Participating in an online dialogue allows targeted conversations to happen, so Team Coaches can guide students in achieving their personal goals, provide support through challenging obstacles and cheer students on towards individual success. If learners want more interaction, they can ask Team Coaches questions too in response. Develop interpersonal skills and strengthen relationships with your support network.
- 5. Mentor Training:** Students develop a metacognitive perspective (the ability of being able to think about your own thinking or planning), to understand more about how to help others

learn and grow by coaching Quinn. Quinn could be a younger version of oneself, or could be a younger brother, sister, cousin or a friend you are guiding and influencing. Quinn could represent somebody in a student's life who they would like to provide support. Or they could be someone they would like to share what they have learned on EduGuide with. In most of the activities there is at least one or several questions related to explaining a concept or mentoring Quinn, these questions provide learners with an opportunity to explain what they have learned and practice giving suggestions or guidance using the skill reviewed.

6. **Challenges:** Participate in experiential learning connected to the core learning skills by putting them into practice. Each activity presents students with exercises to do and put into action during the time available between their activities in the Core Learning Path. This time gives learners the chance to actively begin training. During this time students can put the concepts and competencies to use in the classroom or when interacting with others outside of school. Select from easy or hard challenges and track progress throughout the Core Learning Path.
7. **Feedback:** At the end of each activity in the Core Learning Path, there is an opportunity to share one's opinion, ask questions or offer suggestions for improvement. Use these questions as a place to think about ways each activity has impacted your learning in the classroom and the world beyond. The more EduGuide knows what students are thinking and feeling about the activities and experiences they are having with the program, the better it can become.
8. **Develop Leadership Skills:** Leaders lead by example. Begin to recognize and identify the skills that leaders use to achieve objectives. EduGuide gives students many opportunities to start practicing skills that leaders use to accomplish personal and community goals. Take what has been reflected upon and shared in the activities in the Core Learning Path and put those thoughts and ideas into action. Practicing the core learning skills prepares students for leadership, since leaders are modelling ways to continually approach challenges and failure as a part of the future path towards their success. Perseverance is an endless process.
9. **Reflection & Planning:** Learners will be asked to reflect on their past, reflect on their current experiences, and plan for the future to achieve long-term goals. This includes being able to identify and persevere through the completion of many little steps that must be taken in order to accomplish the larger goal. Other valuable aspects of the Core Learning Path, include identifying those who are there to support us, what we want accomplish, when we need to take specific actions, where we need to go to get resources, why we want to succeed in our self-selected goals and how to move forward in realizing those goals to completion.
10. **Lifelong Learning:** The skills related to social and emotional learning (SEL) on EduGuide give students the power to cultivate the character strengths needed to thrive in school and life. Examining the power of relationships, learning connections and the belief in infinite growth, offers students a chance to control and direct their own personal development.