

Mastery



We strive to graduate students who are “confident because they excel in a particular passion,” and through Mastery, we provide students in grades 6–12 with the space, time and resources to identify and then pursue that passion in depth, over multiple years. Mastery empowers students to develop exceptional knowledge and skills—often at levels not experienced until college or beyond—in a field of their choosing. With the freedom to pursue what is most important to them, the program asks each student to point to a dream of his or her future and say courageously, “I am going there.”

Now in its tenth year, Avenues Mastery is a global leader in the field of self-determined learning. We see the sophisticated project work that students have completed on our campuses not as endpoints, but as points on a learning journey started at Avenues and extending well into our students' futures.

How it works

In 6th, 7th and 8th grade, students may take short intensive Mastery experiences during J-Term where they attempt to reach a set goal with the assistance of Mastery Faculty.

In 9th grade, students may take Intro to Mastery which examines the research on achieving mastery and provides time for students to identify and explore domains of interests.

Upon acceptance in to the Mastery program, 10th and 11th graders take at least one Mastery Workshop where they set and work on advanced project goals.

In 12th grade, students enroll in Mastery Seminar: Creativity where we investigate models of creativity and conduct intensive project work.

“Whenever I see students working at these advanced levels in Mastery, I inevitably begin to wonder, ‘where are the limits to this type of work?’ The answer is, we haven’t found them yet. As educators, we have to constantly ask ourselves what we can do to push the learning, the projects and the experience even further next year. We have an obligation to seek those limits with our students.”

Mark Gutkowski
Global Academic Dean

Mastery around the world

Mastery has been a distinguishing feature of an Avenues education since our first campus opened in New York in 2012. To date, students in New York, São Paulo and most recently, Shenzhen, have embarked on and completed ambitious Mastery projects that have propelled them into college and beyond. Below are just a few examples.



1 AVENUES NEW YORK

LAW: The country's first high school law review

Olivia founded the Avenues Law Review, believed to be the first high school law review in the country. She received letters of congratulations from four US Supreme Court Justices, including Chief Justice John Roberts.

ENGINEERING: Building a drone from scratch

Michael designed and built a programmable quadcopter from scratch. He later published an article about his project on the Ultimaker website titled “How the Tools We Use Influence the Designs We Make.”

Isadora checks the tension on the student-built Hangprinter, an open source 3D printer that is suspended from the corners of the room.

2 AVENUES SÃO PAULO

VISUAL ARTS: Mural painting

Luca painted three large murals on campus highlighting the historical displacement of Guaraní indigenous communities from rural São Paulo state.

DESIGN: A sustainable bamboo bike

Gui developed an updated version of a sustainable bamboo bike, complete with a mobile phone charging station powered by the motion of the rear wheel.

3 AVENUES SHENZHEN

ENGINEERING AND A.I.: Self-driving cars

William, Josh and Henry are collaborating on a multi-year AI project to build a self-driving vehicle platform that responds to the needs of young drivers.

PROGRAMMING AND DESIGN: An animated feature film

Edison is working on a feature film, using programming language Python and open source 3D animation suite Blender to create original visual special effects.

