

Developing Growth Mindsets



Growth Mindsets

This programme is designed to enable teachers and leaders to harness the power of

Growth Mindsets theory and research by turning it into practical classroom and whole school actions that make a difference to pupil outcomes. The fantastic work and research of Professor Carol Dweck, and others in the field of psychology, has given us new insights into how mindset impacts on the progress and attainment of pupils. This programme is not for the faint hearted. Creating a Growth Mindset culture and changing pupil mindsets takes time, commitment and determination. Solid foundations need to be built across the whole school for impact to be achieved and sustained.

The programme typically takes 12 months to deliver and many schools make plans that span two to three years.



I am an independent consultant specialising in teaching and learning, and leadership development. Over the last few years I have gained substantial experience in enabling schools to turn research from the field of psychology into practical programmes for developing Growth Mindsets. Schools have chosen to use my consultancy time in a variety of ways, from whole school twilights and full training days to large scale events attended by teachers from a range of different schools. I am passionate about mindset research and how the ideas can be implemented in schools and classrooms, as I have seen firsthand the impact it can have on pupil outcomes. In addition, it can also be an effective strategy for closing the gap for disadvantaged pupils.

The data shows substantial gains can be made when schools put their full commitment behind training and staff development, as well as devoting leadership time to planning and leading the changes required. Outlined in this booklet is a full programme of support designed to enable schools to launch a successful Growth Mindset initiative.

The training that I provide is always very practical and solution focused. It is supported by a range of electronic materials to make implementation easier. Please get in touch to discuss your specific requirements.

Vicky Crane, Independent consultant and trainer



Who receives the training and who implements the plan?

Strategic Lead

The school needs to identify a senior leader whose role it will be to provide overall strategic direction for the initiative. This provides a key link between myself and the school for regular meetings across the year.

Implementation leads

The school needs to create a team of teachers and leaders who will take responsibility for developing, driving and delivering the launch programme to pupils. Ideally this will be Key Stage leaders, senior leaders and early adopters.

Whole staff launch

Training is provided for all teachers (and potentially other adults such as teaching assistants). This ensures there is a whole school approach as well as a key launch with pupils. Teachers will consider how they will create a growth mindset ethos in their classrooms and support whole school developments.

Brain team

A group of teachers from identified subject areas will lead and implement a brain and deep thinking 'week' or series of events across a term or year. Older pupils in the school can also be part of the delivery team.

Specialist support

In addition to the main programme it is often useful to provide 1:1 support or small group support for specific members of staff, particularly where they hold specialist roles. For example, learning mentors, the librarian, SEND leader, Head of Post 16 .



Programme outline

What is covered during the input and development sessions:

- The theory and research behind fixed and Growth Mindsets, enabling all colleagues to understand the implications for learning and progress.
- Strategies that can be used to teach pupils' about fixed and Growth Mindsets.
- An opportunity for teachers and leaders to consider where on the mindset scale individual and groups of pupils currently are. How does this manifest itself and what are the implications? How do we target specific types of fixed mindset?
- The characteristics of successful learners. How are interventions linked to these characteristics? Looking at the barriers for specific groups, such as disadvantaged pupils and SEND.
- Growth mindset language, interactions which encourage Growth Mindsets, the effective use of praise and the implications for whole school policies, such as reward systems.
- The language of challenge and how pupils can assess their own level of challenge. The learning pit, learning lines, step ladders, roller coasters, caterpillars and more! Increasing the accuracy of self-assessment and how to support pupils in selecting the right level of challenge. This includes links to Ofsted reports about challenging more able pupils, particularly in KS3.
- What does challenge look like in the classroom? How can teachers offer challenge? How can we build pupils' ability to problem solve, be more independent and enjoy challenge? Practical suggestions for ensuring challenge is available for pupils.
- Strategies for creating a culture of Growth Mindsets. Sharing of practical ideas for creating this through assemblies, form times, curriculum mapping, displays and more.
- Learning and mistakes, 'embrace the shake' and teaching optimism.
- Marking and feedback : the link to Growth Mindsets and developing pupil reflection.
- Learning about the brain : hundreds of different activities that can be used to create a brain and deep thinking week or series of events across a term or year.
- Parental impact on mindsets. Practical tips for parents and support for the school in raising parental awareness and understanding of fixed and growth mindsets research.

The programme content will be flexible and reflect the needs of the school.

In addition, some schools may wish to build in a parallel programme or a subsequent programme focusing on the development of metacognition.

Programme outline

Three full days and 6 twilights to support development & implementation plus meetings with the strategic lead and individual support for specific members of staff

Programme set up & tracking implementation:

Time is allocated to working closely with the strategic lead to set up, monitor and quality assure the training and development programme. Adapting and modifying the programme as necessary to ensure high pupil impact.

Prior
to
launch

Day 1 and Day 2 & twilight 1: Development sessions

Two full days and a twilight devoted to training and action planning for the **implementation lead team** at the start of the term. The implementation team will then break into sub groups to work on specific issues and preparing for pupil and teacher launch.

Half
term 1

Day 3 : Whole staff launch

A full day whole staff launch. For large schools, a separate TA launch may also be required. The theory and practice is shared with all staff. The day also includes action planning in subject areas to ensure a dovetailed, whole school approach.

Half
term 2

Twilight 2 for implementation leads

Following the whole staff launch, an opportunity for the implementation leads to come together and share developments. Final action planning for the pupil launch and a chance to examine any issues that may have arisen. Planning for a parental information programme.

Half
term 2

Pupil launch & parental programme

Launched by the implementation lead team, all pupils are introduced to the concepts of fixed and growth mindsets. Across the term a number of events and curriculum opportunities are combined to implement phase 1 of the Growth Mindset programme.

Half
term 3

Twilights 3 & 4 : supporting implementation and development of phase 2

Following the launch, further input and development sessions for the implementation lead team in preparation for launching the next phase of the Growth Mindset programme. As not everything can be achieved at once, the team will have broken down the developments into different phases.

Half
term 3

Twilight 5 : Brain and deep thinking week

A 2 hour twilight with key members of staff / subject areas who will lead on a brain and deep thinking 'week' or brain and deep thinking 'events'. The team may also include older pupils.

Half
term 4

Twilight 6 : Whole staff 'keeping up momentum'

A 2 hour twilight for teaching staff focused on keeping up momentum. This is an opportunity to extend teachers thinking and understanding of growth mindset and action plan in subject areas how they can continue to contribute to the implementation of the programme.

Half
term 5

An additional flexible half day is built into the programme to support individual members of staff. Additional time can be added in to customise the programme.



A range of facilitation techniques are used to support the implementation team to design and deliver a programme that meets the needs of the school



“Thank you, as always the course will be instrumental in helping us to continue to move our school forward and raise standards.”

Headteacher

“Excellent to have the whole SLT together and real clarity of purpose.”

Headteacher

“Exciting delivery with useful tools to aid our development of strategic leadership”

Headteacher

“The training was brilliantly constructed. One of the best courses I have attended in years. I wanted to be challenged and provoked, but also given some new ideas to work with and the day achieved all of this.”

Headteacher

“A range of engaging, useful, purposeful activities which have inspired me to develop as a leader.”

KS2 Phase Leader

“Excellent ideas and suggestions, especially when dealing with tricky issues. I would recommend this training to others.”

Deputy Headteacher

“Thank you for another fantastic session that really got me thinking. Thoroughly enjoyed the action planning and prioritising.”

Ass.Headteacher