

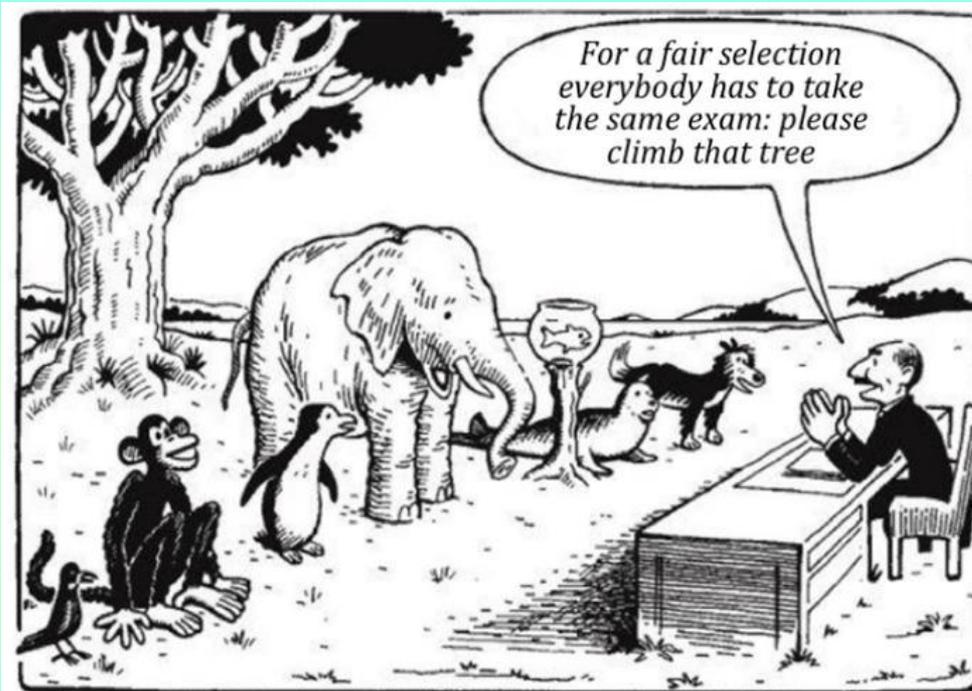
# Working Together at the Downley School

## OUR New Curriculum and Growth Mindsets



15<sup>th</sup> July  
2014

# THE NEW NATIONAL CURRICULUM

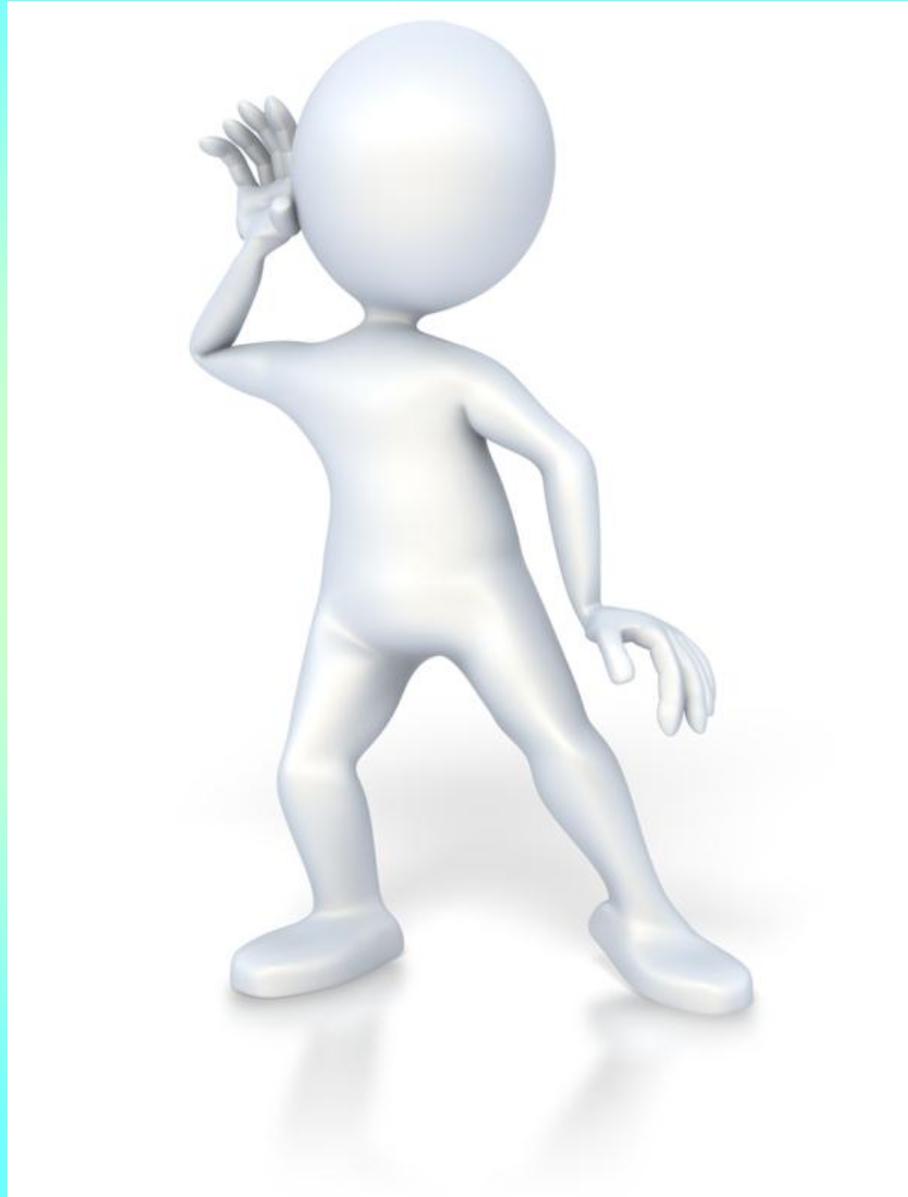


## Our Education System

*"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."*

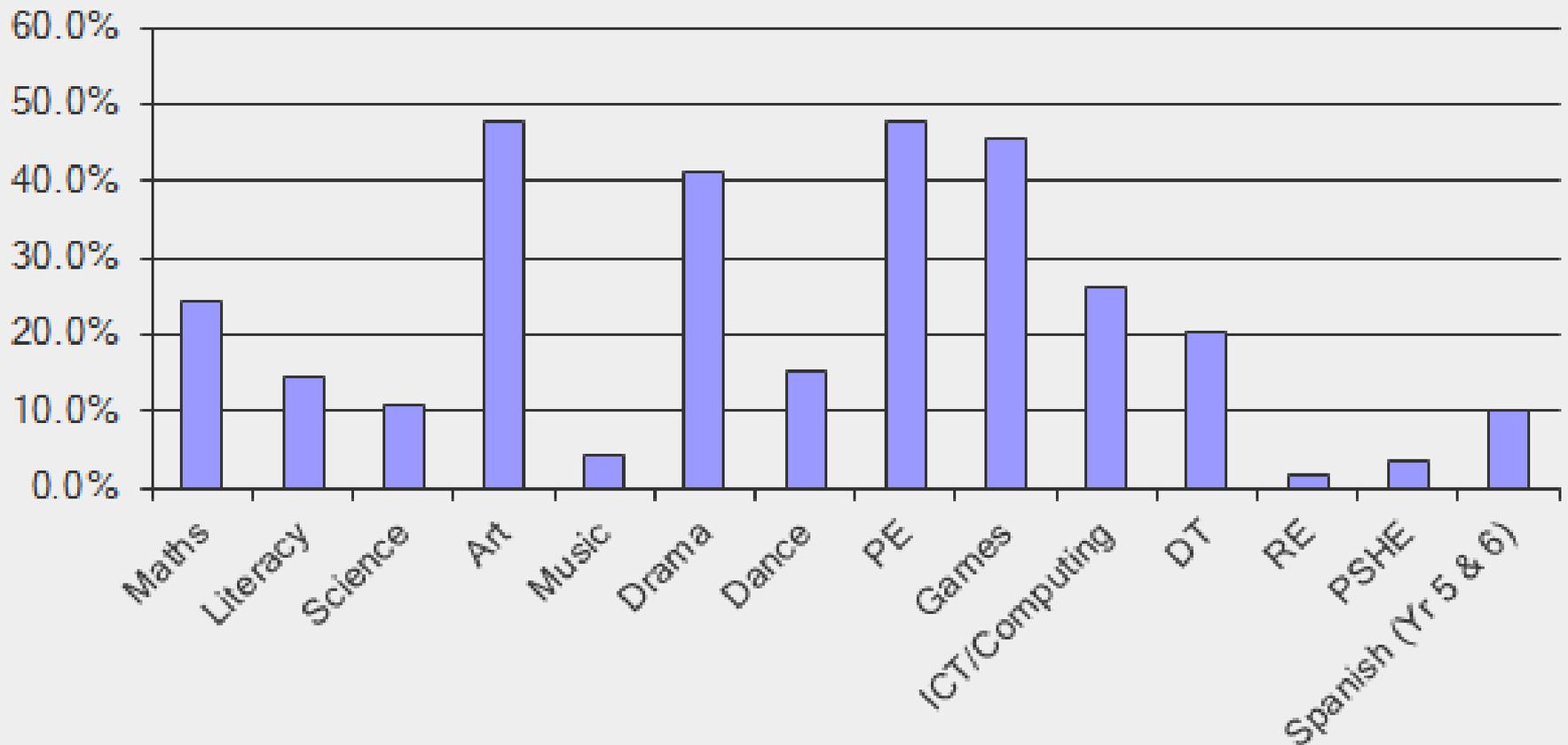
*- Albert Einstein*

# FEEDBACK FROM SURVEYS



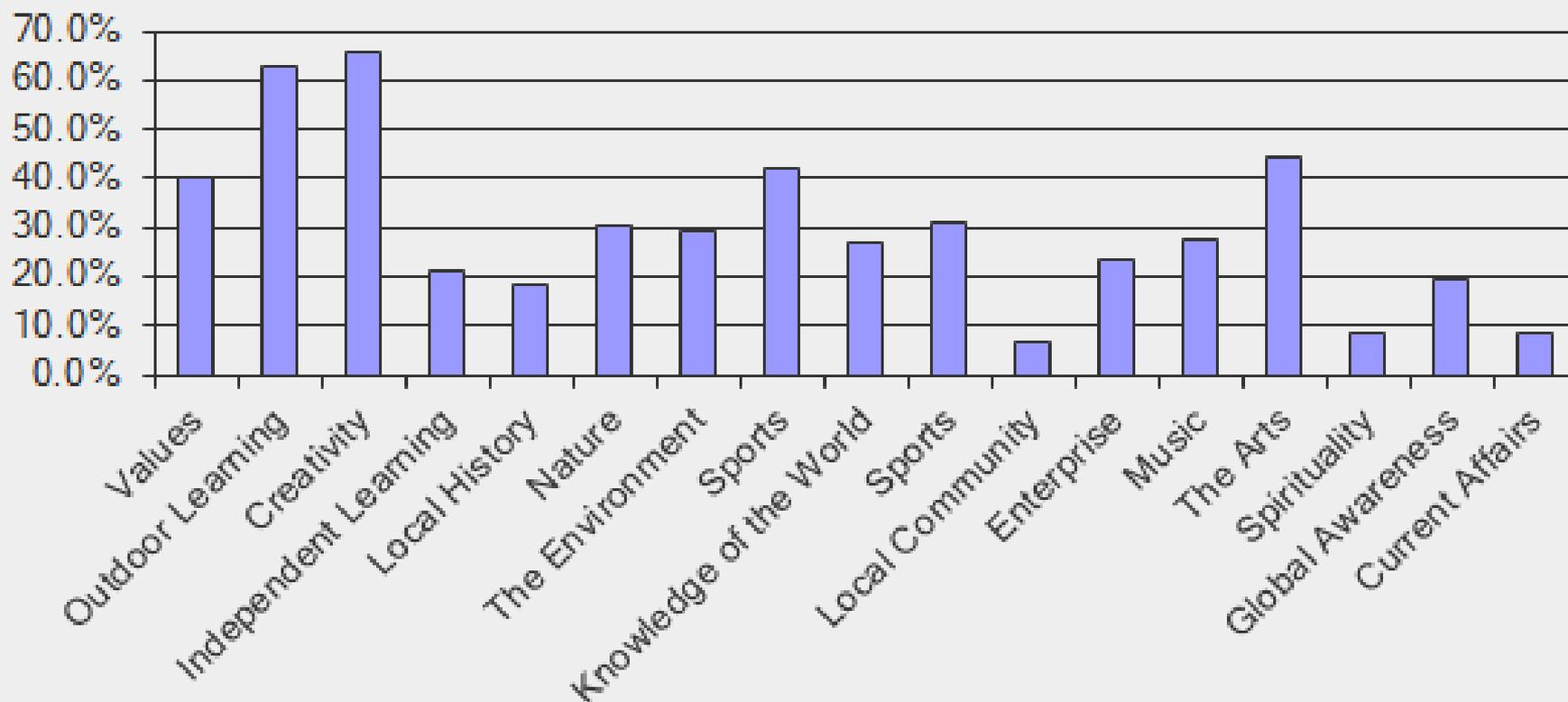
# What's important to our pupils?

What are your 3 most favourite subjects



# What's important to our pupils?

What do you think is important to our school and your learning? Choose the 5 that are most important to you.



What inspires/helps you to learn?

*'AWESOME' TEACHERS*

*Teachers confidence in me*

*Teachers motivating me*

*Teachers making lessons fun*

*My teacher helps me by being funny and making me happy before learning*

*SPECIALISTS  
COMING IN*

*INTERACTIVE  
LESSONS*

*OUTDOOR  
LEARNING*

*FRIENDS*

What is the best thing your teacher does to help you with your learning?

MAKES  
LESSONS  
FUN

IS KIND

ENCOURAGES  
ME

ALWAYS THERE  
TO HELP  
WHEN I'M  
STUCK

EXPLAINS  
THINGS  
CLEARLY

*SHE TEACHES US THINGS AND INSPIRES ME*

What would you like to do more of?

COOKING

DRAMA

DT

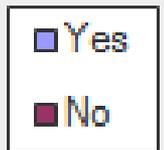
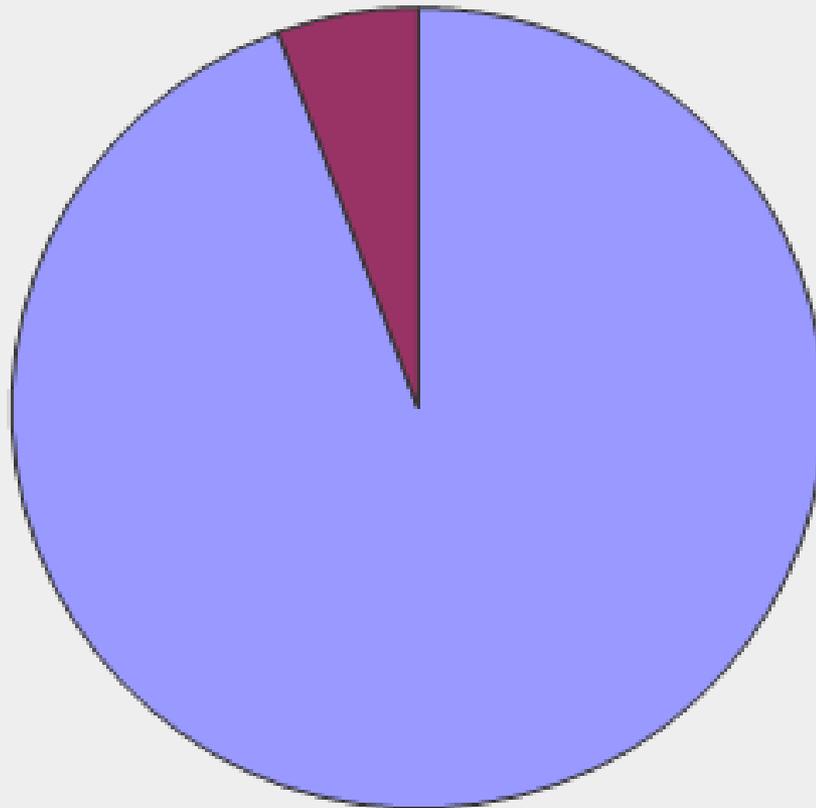
PE AND  
GAMES

ART

LANGUAGES

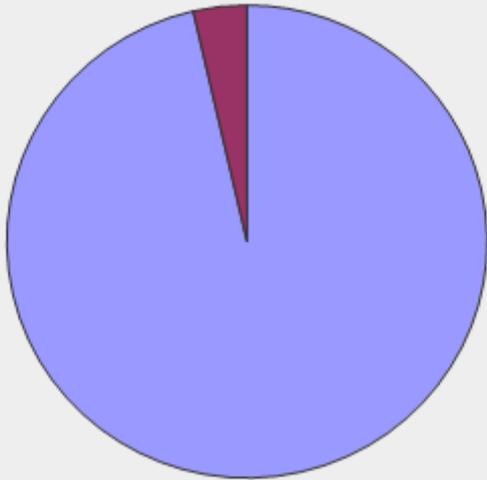
# What's important to our pupils?

Would you like to do more learning outdoors?

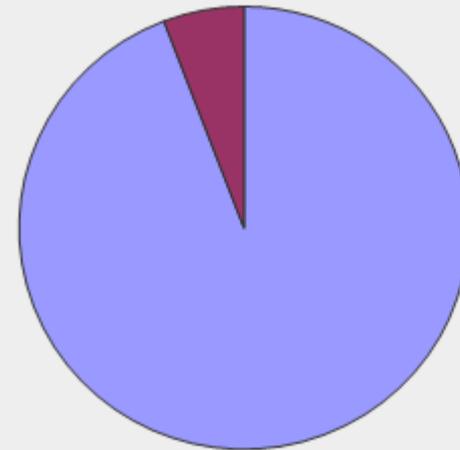


# What's important to our pupils?

Do you think going on school visits helps you to learn?



Does working with creative professionals/experts in school help you to learn?



# Parents

Answer Options	Response Percent	Response Count
Reception	19.4%	18
Year 1	22.6%	21
Year 2	24.7%	23
Year 3	26.9%	25
Year 4	19.4%	18
Year 5	18.3%	17
Year 6	12.9%	12
<b><i>answered question</i></b>		<b>93</b>
<b><i>skipped question</i></b>		<b>1</b>



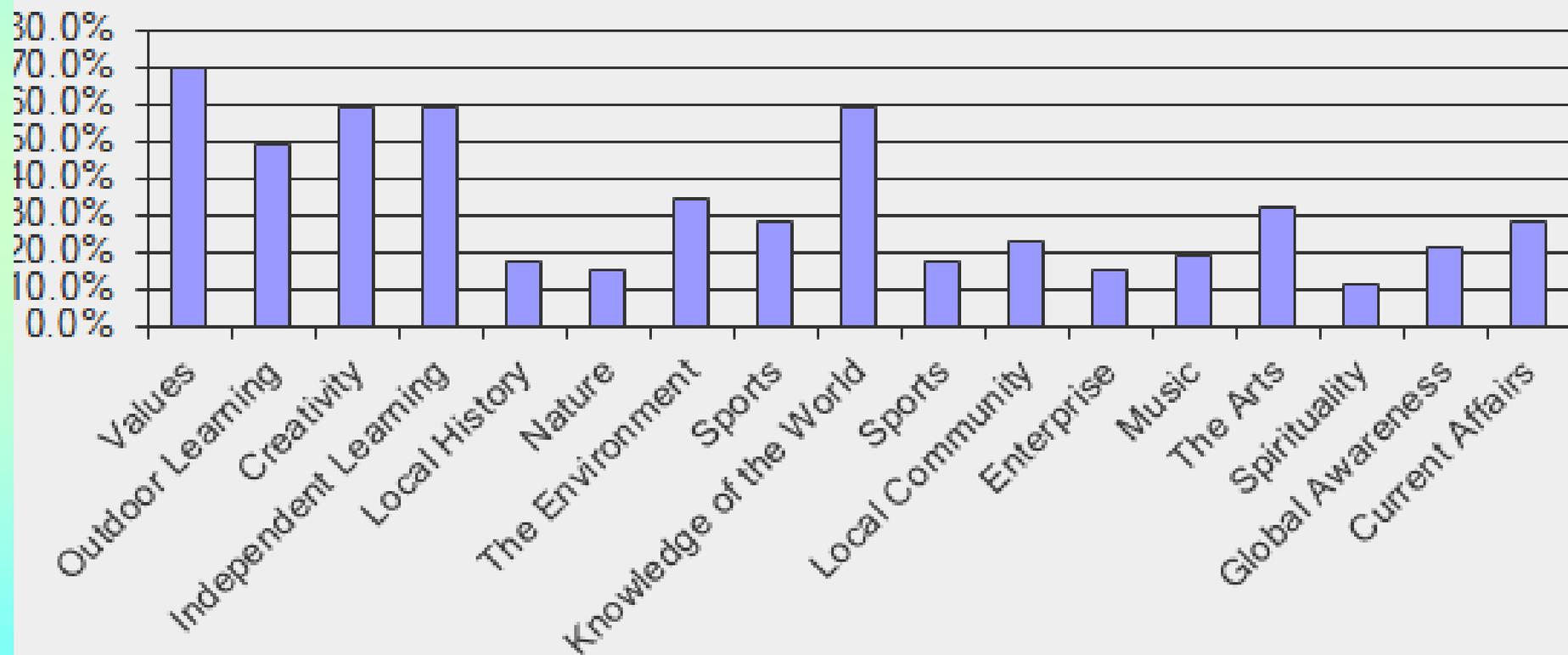
# What's important to the parents of our pupils?

Please tick the factors you feel most important for your child in developing a new curriculum:

Answer Options	Response Percent	Response Count
My child enjoys learning	98.1%	53
My child makes good progress	88.9%	48
My child feels successful	66.7%	36
My child is confident	87.0%	47
My child knows how to lead a healthy life	33.3%	18
My child knows how to keep themselves safe	44.4%	24
My child is a responsible citizen	48.1%	26
My child makes a positive contribution to society	42.6%	23
My child is a creative learner and thinker	57.4%	31
My child is artistic	13.0%	7
My child is an independent learner	59.3%	32
My child is a resilient person who can deal with	74.1%	40
My child understands and use values within their daily	61.1%	33
Are there any others you would like to suggest?		8
	<i>answered question</i>	<b>54</b>
	<i>skipped question</i>	<b>40</b>

# What's important to the parents of our pupils?

What do you see are the most important 'drivers' to the school curriculum (ie the things that make our school special and which we should focus on within the curriculum). Please tick your top 5.



What are the strengths of our current curriculum?

**VALUES**  
**LITERACY**

**OUTDOOR  
LEARNING**  
**MATHS**

**WIDE RANGE  
OF TOPICS**

**SPORTS**

**HELPING EVERY CHILD TO ACHIEVE  
THEIR POTENTIAL**

**Do you think there are any weaknesses in our current curriculum?**

*Too much emphasis on values and non academic subjects*

*Too much emphasis on academic intelligence*

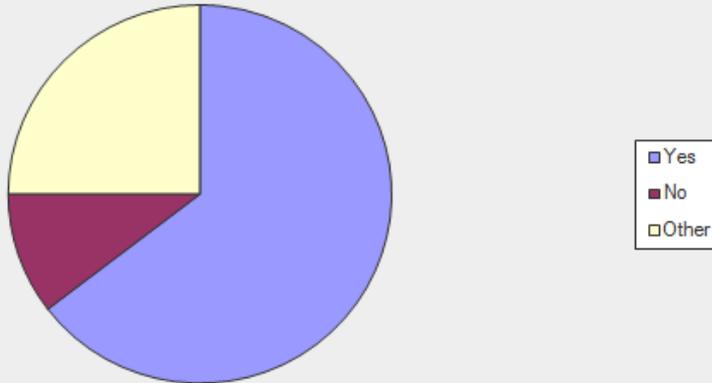
**MUSIC  
SCIENCE  
LANGUAGES  
SPELLING**

Is there anything missing from our current curriculum which you would like to see in the new one?

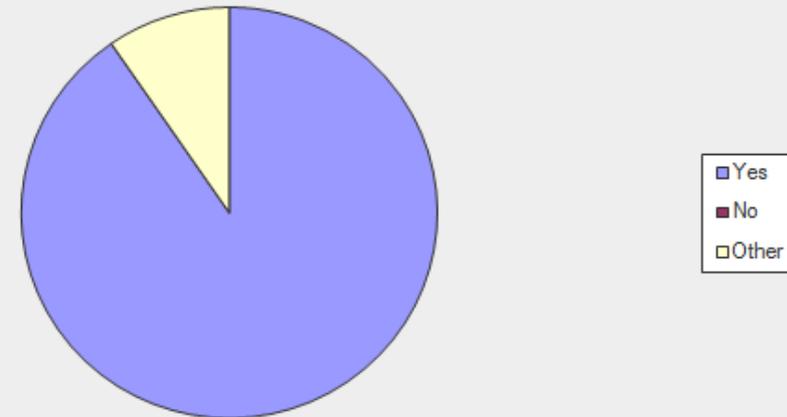
*FOREIGN LANGUAGES*  
*MUSIC*  
*KNOWLEDGE OF THE WORLD*  
*MORE ART*

# What's important to the parents of our pupils?

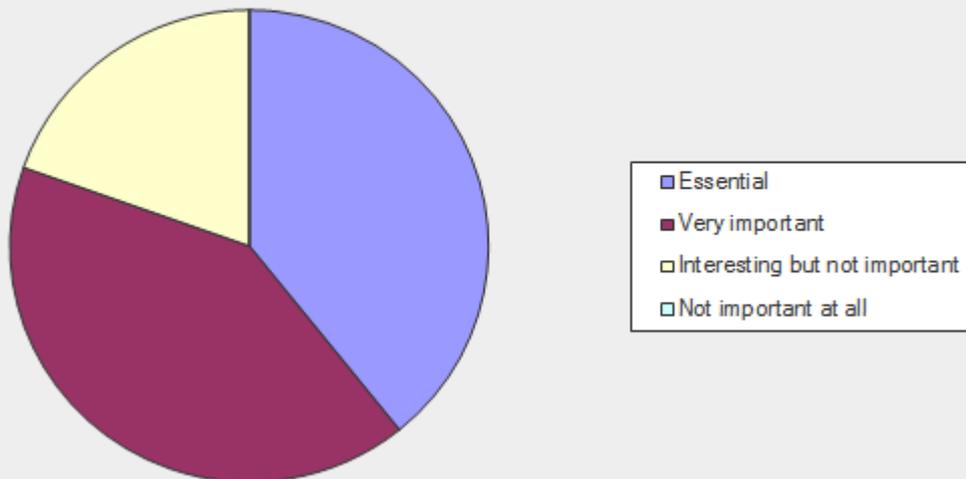
Do you think a Project Based curriculum is a good idea? Projects would include in-depth cr



Do you think bringing creative professionals/experts into school to work with children and staff is a good idea?



How important do you feel school/educational visits are?



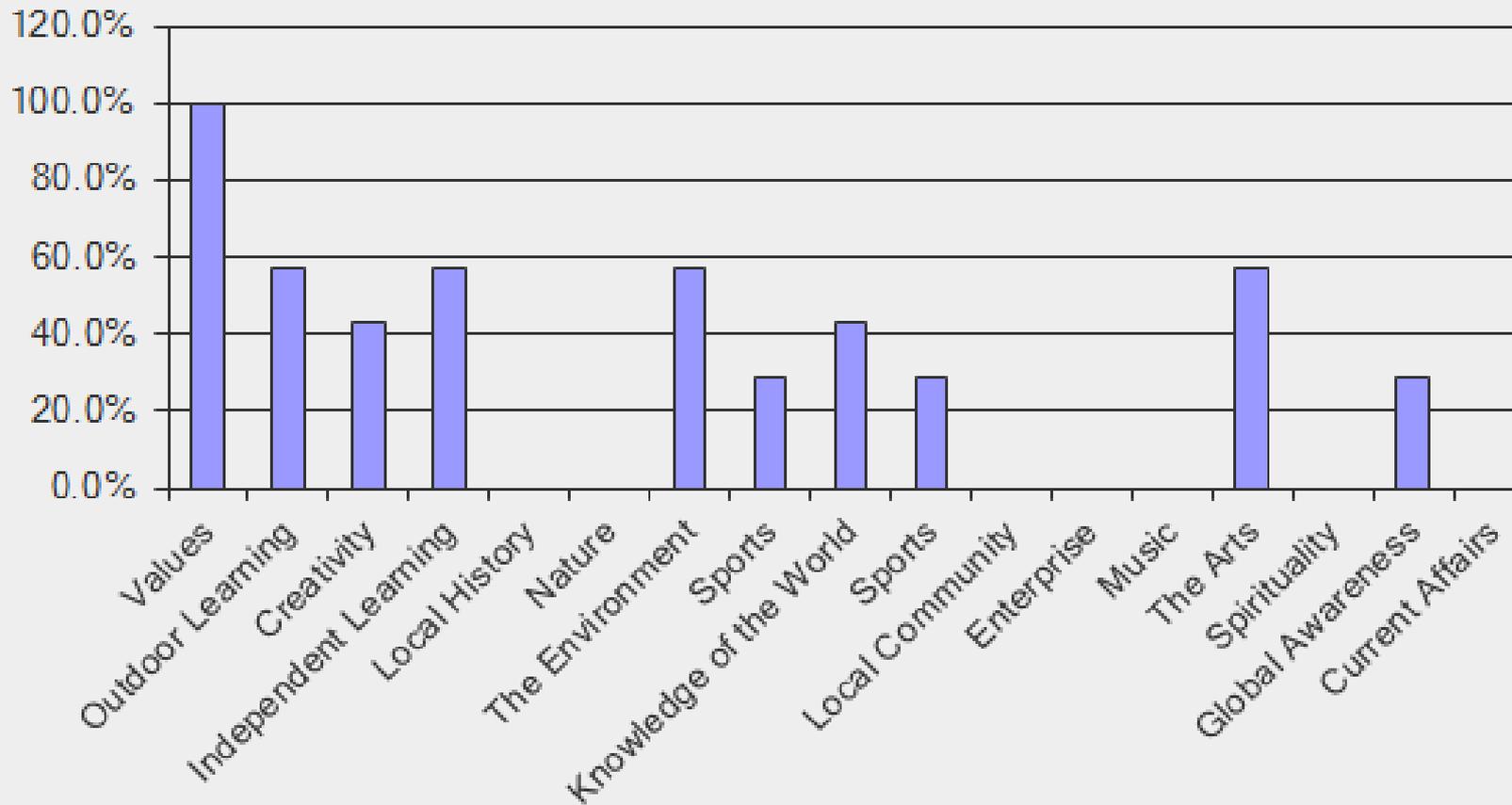
## Governors' Views on the New Curriculum

Please tick the 5 most important factors to you in working towards developing a new curriculum:

Answer Options	Response Percent	Response Count
Pupils enjoy learning	85.7%	6
Pupils make good progress	85.7%	6
Pupils feel successful	28.6%	2
Pupils are confident	71.4%	5
Pupils know how to lead healthy lives	14.3%	1
Pupils know how to keep themselves safe	14.3%	1
Pupils are responsible citizens	14.3%	1
Pupils make a positive contribution to society	28.6%	2
Pupils are creative learners and thinkers	42.9%	3
Pupils are artistic	0.0%	0
Pupils are independent learners	28.6%	2
Pupils are resilient people who can deal with	42.9%	3
Pupils understand and use values within their daily	57.1%	4
Are there any others you would like to suggest?		1

# What's important to our governors?

What do you see are the most important 'drivers' to the school curriculum (ie the things that make our school special and which we should focus on within the curriculum). Please tick your top 5.



# What's important to our staff?

Answer Options	Response Percent	Response Count
Pupils enjoy learning	83.3%	10
Pupils make good progress	50.0%	6
Pupils feel successful	75.0%	9
Pupils are confident	41.7%	5
Pupils know how to lead healthy lives	0.0%	0
Pupils know how to keep themselves safe	16.7%	2
Pupils are responsible citizens	16.7%	2
Pupils make a positive contribution to society	8.3%	1
Pupils are creative learners and thinkers	41.7%	5
Pupils are artistic	8.3%	1
Pupils are independent learners	66.7%	8
Pupils are resilient people who can deal with challenges	41.7%	5
Pupils understand and use values within their daily lives	25.0%	3
Are there any others you would like to suggest?		2

# Where do we want to go?

- We all wish for every child to **enjoy** their learning, feel **successful** and **confident**, make **good progress** and develop more skills in **creative thinking**, **independent learning** and **resilience**
- Our curriculum needs to be **values based** and have a large emphasis on **outdoor learning/the environment** , **the Arts** (visual art, music, drama, dance), **sports**, **ICT** and **knowledge of the world**
- **Visits** and **visitors motivate** children and give **meaningful experiences** and opportunities for **deep learning**. We need lots of these!

# Where do we want to go?

We all wish for every child to **enjoy** their learning, feel **successful** and **confident**, make **good progress** and develop more skills in **creative thinking, independent learning** and **resilience**



# GROWTH MINDSETS

A Brief Introduction

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# WHAT ARE MINDSETS?



YOU



How many of these terms and expressions have you heard, or used?

God-given talent

Certain to do well

Like father, like son

Perfect pitch

Innate gifts

Tone deaf

Natural athlete

# The Evidence Base

- Open to challenges and constructively critical feedback
- Resilient in the face of obstacles and initial failure
- Convinced that individual effort makes a difference
- Likely to attribute success and failure to their own efforts
- Able to learn well with and from others
- Likely to rise to the top – and stay there

# Why do mindsets matter?



**Rowan** sets to it with gusto. He's good at this sort of task and values his reputation as someone who gets things right, fast. He finds the task unusually tough and quickly becomes disheartened, worrying that he's coming across as 'slow'. He tells his classmates the task is 'boring' and he disengages from it.

**Naz** sets to it with gusto. He finds the task tough and his intellectual arousal is heightened. His initial attempts lead nowhere and he laughs when he realises he's going down a blind alley. He tries a new strategy and engages classmates in a task-focussed discussion. He shows curiosity and steadily makes progress.



<b>Mindset</b>	<b>Intelligence is fixed (eg Rowan)</b>	<b>Intelligence is growable (eg Naz)</b>
<b>Priority...</b>	Prove my learning (show I am clever).	Improve my learning (become brighter).
<b>Seeks out...</b>	Quick wins, easy successes, less able competitors (these all show that I'm intellectually well-endowed).	Challenges, smart friends and other opportunities to learn and improve (all these assist my development).
<b>Avoids...</b>	Tough challenges, effort, difficulty, higher-performing peers.	Tasks and situations that I've already mastered – no new learning there.
<b>When things get tough...</b>	I become flaky, flustered and flounder, or simply walk away from the task, doubting my capacity to accomplish it. Or maybe I'll cheat.	I try harder or revise my strategy. I show resilience, creativity and grit – and thereby become a better learner.

Don't most people have growth mindsets?

**'Of course effort makes a difference!'**

40% of us have a fixed mindset

40% of us have a growth mindset

20% of us have a mixed mindset

**Which one are you?**

# What about the children in our school?

Fixed and growth mindsets seem to be fairly evenly distributed across populations irrespective of race, gender, age, class & ability.

# Mindset origins

	Fixed Mindset	Growth Mindset
<b>1. Praise and other rewards</b>	Rowan has always been praised for getting things right , and quickly – ‘Clever boy!’ He now does things in measured proportions to the praise he receives	Naz hasn’t had much praise from his parents, but they do notice and comment on his hard work and show interest in his activities. They give helpful feedback.
<b>2. Over-valuing ‘self-esteem’</b>	Rowan’s parents are effusive about his every action. Why not? To be critical (or even neutral) would crush his fragile ‘self-esteem’.	Naz’s parents don’t see it as their job to donate self-esteem. Instead, they help him to see problems as interesting, and to value effort not easy success.
<b>3. The ‘hidden curriculum’</b>	Rowan notices how interested his parents are in his performance relative to his peers. Labels like ‘clever’ and ‘slow’ are used to describe people.	Naz notices how his parents value the effort and dedication that go into people’s achievements, and how seldom people are described in terms of their ‘natural abilities’.

# The role of parents

So are parents to blame for their children's fixed mindsets?

**NO! Of course not!**

- None of us set out consciously to create non-learning children
- We are products of our own upbringing and society's influences
- These are new findings and we are all learning together

# Dangers of being 'clever' – or 'not being clever'

**'What's wrong with being clever, and  
being told that you're clever?'**

**If my smartness explains my successes, then my lack of smartness must explain my failures. So how can I best protect my self-image from threat? By choosing tasks and activities that lead me to easy success, and by avoiding tough challenges at all costs.**



# Dangers of being 'clever' – or 'not being clever'

**'What about being told you're clever  
when actually you're only averagely  
clever, or maybe not that clever at all!?'**



Are mindsets changeable?

**Mindsets aren't themselves  
fixed.**

**They are beliefs and beliefs are  
changeable.**

The

- Learn event
- Our for events
- All even

**F**irst

**A**ttempt

**I**n

**L**earning

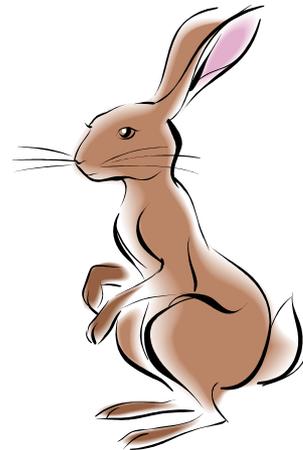
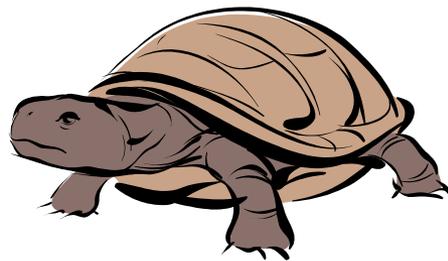
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# The importance of being challenged

- For those with fixed mindsets, challenges carry with them the prospect of 'failure' and the possible 'exposure' of a limited intelligence
- For those with a growth mindset, challenges are ideal learning opportunities – a chance to extend their knowledge and skills beyond their current level

# Understanding effort

- People with growth mindsets know that effort is where it is at
- Many children see effort as a 'hard slog', preferring more immediate gratification



Where I am now



Good enough to play for the local team

Learned how to shoot under pressure

Learned how to defend corners

Learned how to keep fit

Learned how to run fast with the ball

Learned how to hit a good cross

Learned what a football is

Learned how to kick a ball

Learned how to be part of a team

Learned how to pass the ball



Where I started

# Giving effort status

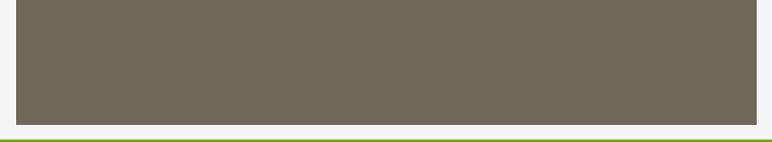
Well done for trying different approaches when you were stuck

I like the fact that you saw the difficulties as an interesting challenge

Well done for keeping going and not giving up – that's what we want to see!

Excellent persistence on this piece of work – as shown by the crossings out.

The way you tried harder when things became more difficult was excellent

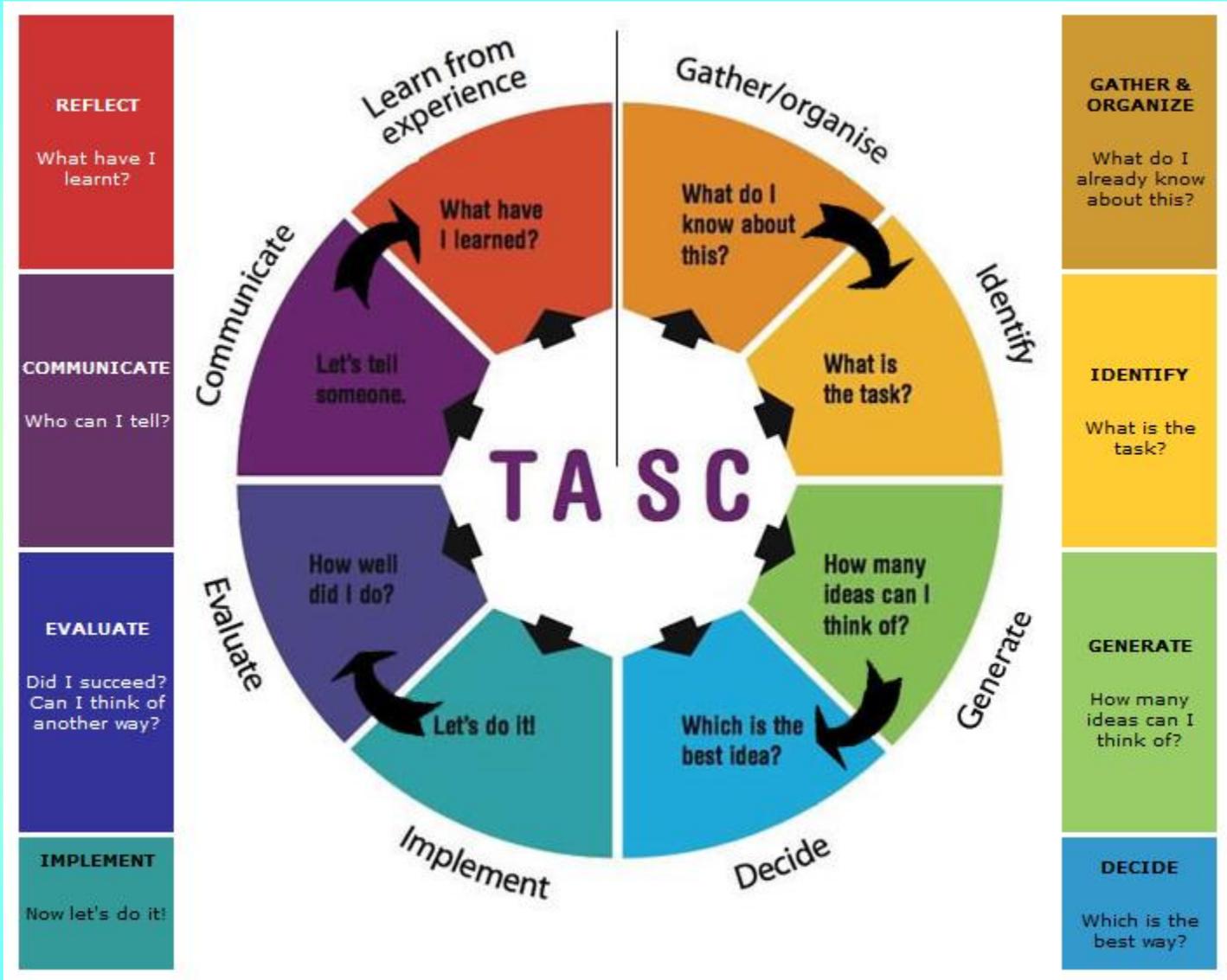


Use praise wisely

**But kids love praise!**

Praise, prizes and performance grades all act as extrinsic reinforcers, focusing on the outcomes of learning rather than the intrinsic satisfaction of the task itself.

**PROJECT  
BASED  
LEARNING**



**Thinking** - We are all capable of thinking, and improving our thinking! Thinking makes us human, capable and caring.

**Actively** – We all need to be active and do our own thinking: no-one can do our thinking to us! We need to be involved and interested and to do our thinking for ourselves - but with appropriate guidance of course!

**Social** – We learn best when we can talk and work with others. We do a lot of learning when we share activities, testing out our ideas, listening to alternative ways of doing the task, often copying 'better' ideas.

**Context** – The context needs to be relevant to our background and stage of development. We all learn when we understand not only what we are learning but also why we are learning and where it will lead us.

### Learn from experience

What have I learned?  
How have I changed?  
What do I think and feel now?  
How can I use what I learnt?  
How would I do this again?

### Gather/Organise

What do I know about this?  
Where have I met this before?  
What information do I have?  
How much do I understand?  
What questions can I ask?

### Communicate

Who can I tell?  
How can I tell or present?  
What should I say?  
How can I explain?  
How do I interest others?

### Evaluate

What have I done?  
How well did I do?  
How could I do better?  
Did I solve the problem?  
Did I work well in my group?

### Implement

Let's do it  
How do I check my progress?  
Am I doing it correctly?  
Is my plan working?  
What do I do next?

### Decide

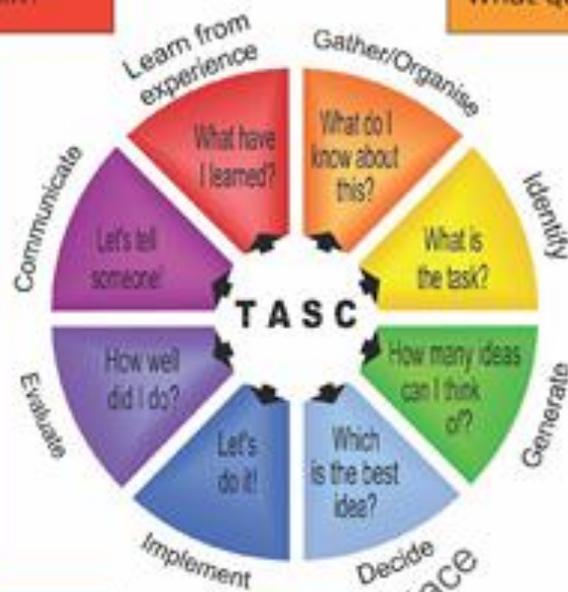
Which ideas are important?  
Which is the best idea?  
What will happen if...?  
What is my plan?  
What else do I need to do?

### Identify

What is the task?  
What are my goals?  
What are the obstacles?  
What do I need to know?  
What do I need to do this?

### Generate

How many ideas can I find?  
Who can help me?  
Where can I find out more?  
What do other people think?  
Is there another way?



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# What Might a Project Look Like?



# Working Together at the Downley School

**Thank you very much for your time and support – we look forward to seeing you in September!**

