

# S4 Core Period

Mindsets 2

31st of August 2016

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## Learning Intention

- To identify S4 challenges and see how growth mindsets will be helpful in overcoming these
- To consider ways in which we might develop a growth mindset to meet these S4 challenges

## Mindsets 2

- This is NOT just about “having a positive attitude”
- It’s about this . . . and more.

# Mindsets 2

- A **Fixed** Mindset
  - “People are born with a certain amount of intelligence”
  - “This can’t really be changed or improved, no matter what we do”
- A **Growth** Mindset
  - “Our skills and talents are developed through hard work and perseverance”
  - “We can *always* improve”

# To start us off today

- Here's a video about a school that has tried to develop growth mindsets in its pupils . . .
- <https://www.youtube.com/watch?v=DKM6QwQpe3g>

# S4 Challenges Term 1

## How can we make the most of . . .

- September
  - Choosing a focus for AVUs/Assignments/Portfolios?
  - Class Unit assessments?
  - Interim Report 1?
- October
  - Progress on AVUs/Assignments/Portfolios?
  - Class Unit Assessments?
  - Study Skills Evening?
  - Preparing for Study time on October holiday?
- November
  - Further progress on AVUs/Assignments/Portfolios?
  - Class Unit Assessments?
  - S4 Report?
- December
  - Targeted Parents' Evening
  - Continued progress on AVUs/Assignments/Portfolios?
  - Preparing for study time on December-January holiday?

# S4 Challenges Term 2

How can we make the most of . . .

- **January**

- Final Prelim Preparation?
- Prelim Exams?

- **February**

- SQA final deadlines for AVUs/Assignments/Portfolios?
- Multiple SQA deadlines at the same time?
- Interim report 3?
- Presentation levels finalised?

- **March**

- SQA deadlines for Unit Assessment completion?
- Practical performance examinations?
- Interim report 4 and SQA estimates?

# S4 Challenges Term 3

How can we make the most of . . .

- April
  - Study time on Spring Break?
  - Final SQA deadlines for National 4 and National 5 Unit Assessments?
- May
  - SQA National 5 Examinations?



# For an S4 student, a **growth mindset** means developing a willingness to . . .

- Show optimism and positivity
  - *“I’m capable of achieving my potential this session.”*
- Display perseverance and resilience
  - *“I didn’t pass this time; there’s still time to improve and pass next time.”*
- Take personal responsibility and avoid making excuses
  - *“If I’m going to achieve my potential, I need to do all I can.”*
- Make an attempt when things are difficult
  - *“I don’t think that this is perfect, but it’s the best I can do for now; at least if I hand it in, I can get teacher feedback on how to improve it further for next time.”*
- Take risks and . . . sometimes . . . fail
  - *“I think I’m capable of being presented at National 5, even though I know it’ll be difficult at first. If I push myself, I can get there.”*
- Seek and take advice from those who can help
  - *“I’m not sure how to do this; I’d better ask my teacher for help. If the teacher says I should do this, I’ll give it a try.”*
- Plan ahead
  - *“I know what’s coming up soon. Here’s what I need to do to get ready for it.”*
- Identify the problems, and work out step-by-step solutions
  - *“I find this particular part of the course difficult; I’m going to gather as many past paper questions on this as possible, ask my teacher for a reminder of how to do it, attempt the questions, then ask my teacher for feedback on my attempt. Then I’ll gradually improve.”*



# For an S4 student, a **fixed mindset** means an unwillingness to . . .



- **Show optimism and positivity**
  - *“I’m probably going to fail, and there’s nothing I can do about it*
- **Display perseverance and resilience**
  - *“I didn’t pass this time, and I never seem to pass. That means I probably never will.”*
- **Take personal responsibility and avoid making excuses**
  - *“There are too many distractions for me to concentrate on my homework. And anyway, I’m just no good at this subject.”*
- **Make an attempt when things are difficult**
  - *“I don’t think that this is very good, and there’s no point in handing it in if it won’t pass. The grade’s the only thing that matters, and my grade will be a fail.”*
- **Take risks and . . . sometimes . . . fail**
  - *“I used to pass this subject, but I’m finding it more difficult now since the questions got a bit harder. I’ll just stick to the easy bits I know I can definitely do, so I don’t get embarrassed when I get it wrong. Or I’ll focus on the other subjects I know I’m good at.”*
- **Seek and take advice from those who can help**
  - *“I’m not sure how to do this. If I keep quiet, no-one will know I can’t do it.”*
- **Plan ahead**
  - *“I’m not sure what’s coming up soon. I’ll just take it as it comes. Anyway, people will remind me a bit nearer the time.”*
- **Identify the problems, and work out step-by-step solutions**
  - *“I find this particular part of the course difficult; it’s probably just too hard for me and I’ll never get any better at it, no matter what I do.”*

# Task A – Identifying the Challenges and Planning to Meet These Challenges

- You are now going to further develop our growth mindsets by identifying challenges we are likely to face this session, and planning how we might meet these;
- Your teacher will give you a table which will allow you to think about the challenges you will face in some of your subjects;
- You might want to think about some of the discussions you had in your Personal Development Activity in last week's P.S.E. Lesson.

# Task A – Identifying the Challenges and Planning to Meet These Challenges

## Key Points

- Identify the **Subjects** where you will meet challenges
- Identify a **Key Challenge** you will face in this subject as clearly and precisely as possible
- Think of the **Step-By-Step Actions** you will need to undertake to help you overcome these challenges; these Step-By-Step Actions should be practical and achievable
- Mr Mochan or your S4 Core Period teacher will **Review** what you have written over the coming weeks to check that you are doing what you said you would.

Subject	Challenges	Proposed Actions	Review
English	<ul style="list-style-type: none"> <li>Need to improve in Close Reading element – my scores are lower here.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>First</u></b>, I'll look over my notes on different question types to check what I know and what I don't know yet;</li> <li><b><u>Then</u></b>, I'll use BBC Bitesize in independent study time to review close reading strategies for the different question types;</li> <li><b><u>Then</u></b>, I'll get feedback from my teacher on what I've done;</li> <li><b><u>Finally</u></b>, I'll be able to score more marks for each type of Close Reading question and improve my overall score.</li> </ul>	
English	<ul style="list-style-type: none"> <li>Need to do better</li> </ul>	<ul style="list-style-type: none"> <li><b><u>First</u></b>, I'll try harder;</li> <li><b><u>Then</u></b>, I'll pay more attention in class;</li> <li><b><u>Then</u></b>, I'll get more questions correct;</li> <li><b><u>Finally</u></b>, I'll pass English.</li> </ul>	

# Example

- The first example for **English** above is a good one. The person has thought carefully and precisely about the challenges they're likely to face, and come up with practical and achievable actions that will help them to improve.
- The second example for **English** above is much less helpful, as the person hasn't clearly identified the challenges they'll face; it is therefore much harder to come up with practical and achievable actions to address these.