



Having a Growth Mindset

The key to success at Sixth Form College (and beyond)





Transition from School to College

A time of growth and challenge



- Built on expectations rather than rules
- A diverse learning community where everyone has chosen to be here
- Students are in a transition to independence
- First discussions are with the student
- Useful to have email address for a parent



- Managing study blocks
- Early starts – often combined with long journeys
- 4 lessons per week for a "single" subject
- Flexi timetable

Emotional Change

How do you think a typical student's emotions will change over the year?

Emotionally high

Emotionally low

September

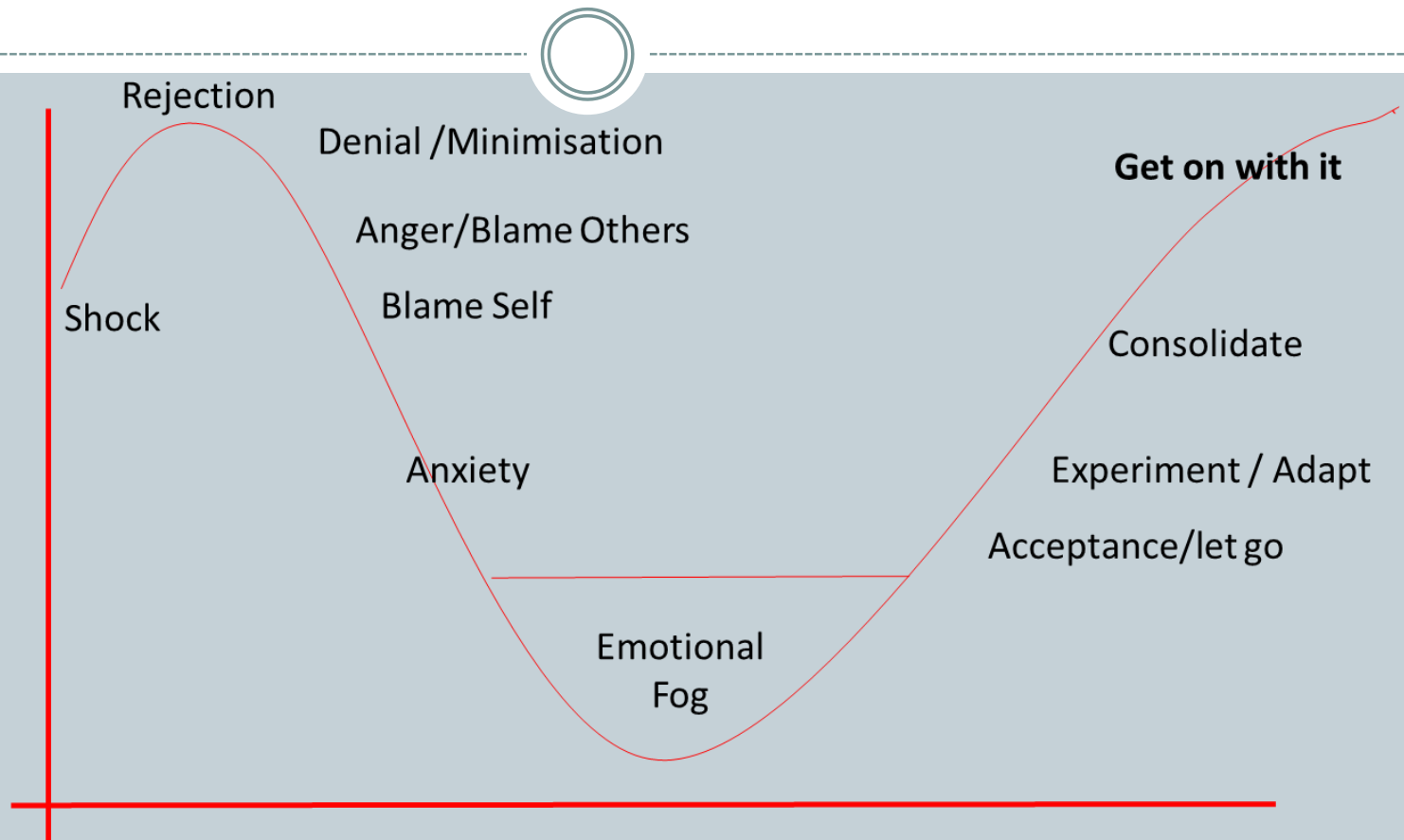
January

June



Emotional Change

The Change Curve – A typical response to change:



Emotional Change



Rejection: “I don’t believe what you’re telling me about A level study. It doesn’t seem any different. I’ll carry on as normal.”

Denial: “I’m fine. It’ll be alright. Stop hassling me about how different it is.”

Anger: “I actually hate this. The teachers are rubbish. The subjects are nothing like they said they would be. I wish I’d never started or gone to that other college.”

Blame self: “It turns out I’m just not clever enough to do this.”

Anxiety: “Everyone else is better than me. I’m not sleeping well. I don’t understand the work. I’m scared I’ll fail.”

Emotional fog: Withdrawing effort. Giving up.

Acceptance: “Things are different now. It’s hard, but I’m getting to grips with it.”

Get on with it: “I’m getting better at this. There are some points of the course that I like.”

Refocusing Thinking

The language of support:

Students might say...	We might respond...
Everyone else is better than me	That's really unlikely. What makes you feel like that? What three things can you do to improve the next piece of work?
I'm really rubbish at this	You're not good at it YET. What steps can you take to improve- who can you ask?
No one else is doing the 5 hours independent study	Name me some names!...talk to some second year students, see what they recommend.
I'll revise nearer the exams	You should begin to revise from week 1 – memory works best when you go over material regularly.

Refocusing Thinking

The language of support:

Students might say...	We might respond...
There's too much work	Have you got an organiser/calendar on your phone with alerts? How can you break it down?
No one told me there was homework	Have you got an organiser/calendar on your phone with alerts?
It's boring/too/hard/not what I expected	What did you expect? Why? Who can you talk to about finding it difficult at college?
I don't know how to study/revise	Ask your personal progress mentor for some pointers.
I'm just seeing how well I do without effort before I really try	That's very likely to not work! – put your best effort in and enjoy the rewards.



- Effective use of student email
- Digital display, WQEOnline, Twitter; ProPortal, texts
- Personal Progress Mentors and subject staff moving towards signposting rather than telling

- A valued partnership – attendance at events such as this BUT.....
- Maybe it will feel a little further removed?
- Finding out with students through ProPortal.
- Personal Progress Mentor as a point of contact- by email or phone.
- Parent/Carer section of the website.

It is in the student's control: results are not already decided

Here's 8 real WQE students all starting Maths last September:

- NM ●
- JH ●
- JJ ●
- IK ●
- AM ●
- JT ●
- HG ●
- IH ●

All got grade 8 in Maths.

All got a average GCSE point score of 6.0 to 6.5.

End of 1st year grade

A

B

C

D


E

U

Change what you can change; work well with what you can't

Factors that can't be changed – some possible examples	Factors that can be influenced – some possible examples
Distance of commute to college	Number of hours studying outside of lessons
Medical issues	Organisation skills
Responsibilities at home	Learning from mistakes / not giving up
Which other students are in your class	Diet
The particular exam boards you studied / will study	Seeking help when needed
What teacher you get	Effective study skills
	Lots of practising of exam questions
	Making friends with people who study effectively
	Hours of sleep

Keeping Track: Reviewing Progress

- 
- MEGs Calculated to set aspirational targets
 - Discussion with students about the grade they are aiming for
 - Progress Points collect assessment grades and indicate whether students are on track
 - Student owned, look at together via ProPortal, plus an overview to Parents/Carers by email
 - Targeted action planning through discussion with the student to keep a growth mindset going

"Failure is an opportunity to grow"

GROWTH MINDSET

"I can learn to do anything I want"

"Challenges help me to grow"

"My effort and attitude determine my abilities"

"Feedback is constructive"

"I am inspired by the success of others"

"I like to try new things"

"Failure is the limit of my abilities"

FIXED MINDSET

"I'm either good at it or I'm not"

"My abilities are unchanging"

"I don't like to be challenged"

"I can either do it, or I can't"

"My potential is predetermined"

"When I'm frustrated, I give up"

"Feedback and criticism are personal"

"I stick to what I know"

Independent Study Time

How much time are you going to spend studying outside of lessons?

0-5 hours

5-10 hours

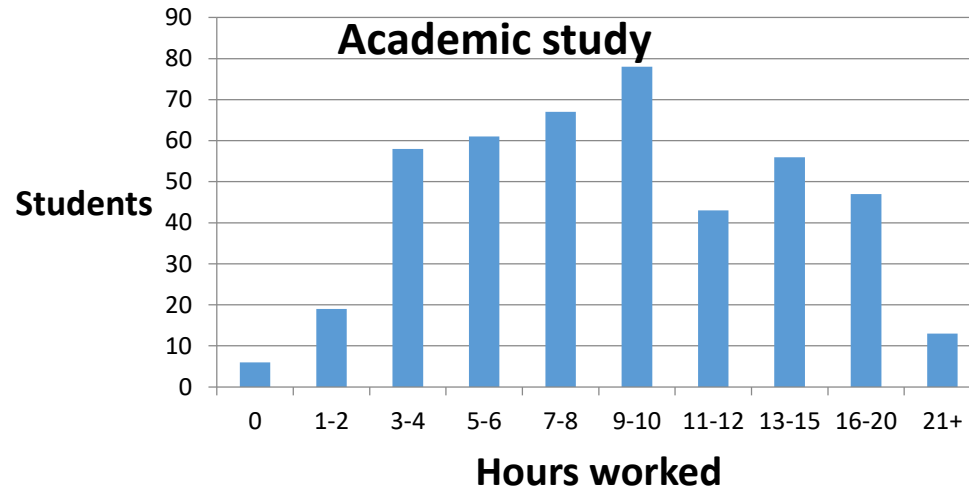
10-15 hours

15-20 hours

Discussion question:

What do you think is a reasonable amount of time to spend studying?

Independent Study Time



- The average student surveyed studies 9 hours per week outside of lessons
- 26% of students estimate they work more than 12 hours per week
- The college expects you to study for as much time out of class as you have lessons. For e.g. approx. 15 hours for a 3 A-level programme

Independent Study Time

A question for students
..... How much will you
pay for your grade? e.g.

- A* 25+ hours a week
- A 20+ hours a week
- B 15+ hours a week
- C 10+ hours a week
- D 5+ hours a week
- E <5 hours a week
- U <5 hours a week



How many hours to get a 4 or
higher in g.c.s.e. Maths or English?

Organisation is key: A question for students

Are you one of these?

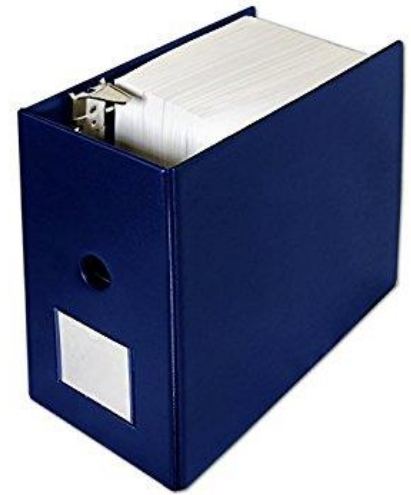
Turn up with only the bare minimum.



Stuff it all in the bag in no particular order; empty occasionally onto the floor.



Bring everything to college, everyday; filed in chronological order.

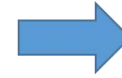
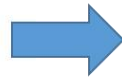


Discussion - is there a better way to organise your college work?

Organisation is key:

SECRET ← 
WEAPON

Organisation is key:



Organisation is key: Good habits



- Student file – making use of this on a daily basis and using this for its purpose
- Filing subject notes on a daily basis into separate folders at home, with dividers to separate different Units
- Diary –up to date with deadlines and work set
- Basics – title and date notes! Hole punch and staple where necessary

Planning for Progression: what comes next?

- A relatively short time with us –
 - Level 3 usually around 20 months!
 - Entry, Level 1 Level 2: 7 months!
- All moving onto different things – unlike school to college
- Need to start thinking early on
- Ongoing process led through group sessions and 1:1 s

Planning for Progression: growth mindset?


- Think about areas of interests
- Base your ideas around what you enjoy
- Look at all the possibilities
- Accept that there can be more than one way to reach a goal
- Accept that it is fine not to know exactly what “the plan” is

Planning for Progression: Possible Routes

- Good progression on to the next level at WQE
- Higher Education (nationally about 75% annually but could change)
- Further Education –foundation degrees, vocational courses etc.
- Employment
- Gap Year
- Apprenticeship/Higher Degree Apprenticeships

Planning for Progression: Things to access.

- Guidance
- Advice
- Signposting
- Support
- Employability Skills:
 - Developing Young Professionals

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- Personal Progress Mentors
 - Welfare & Skills
 - Subject support via teachers and student mentors
 - Specialist Careers advice

Success at Sixth: Thanks for coming

I'm not
telling you
it's going
to be

easy,

I'm
telling you
it's going
to be

WORTH IT.

If you want to ask individual questions or find out more about the support on offer there will be opportunity at the end of the main presentation.