

Meet the **challenges** with **curiosity** and **commitment** as part of a **considerate community**



Having a Growth Mindset

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





Transition from School to College

A time to grow and be **challenged** in a
considerate community

Emotional Change

Curiosity:

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



Emotionally high

Emotionally low

September

January

June

Curiosity

Challenge

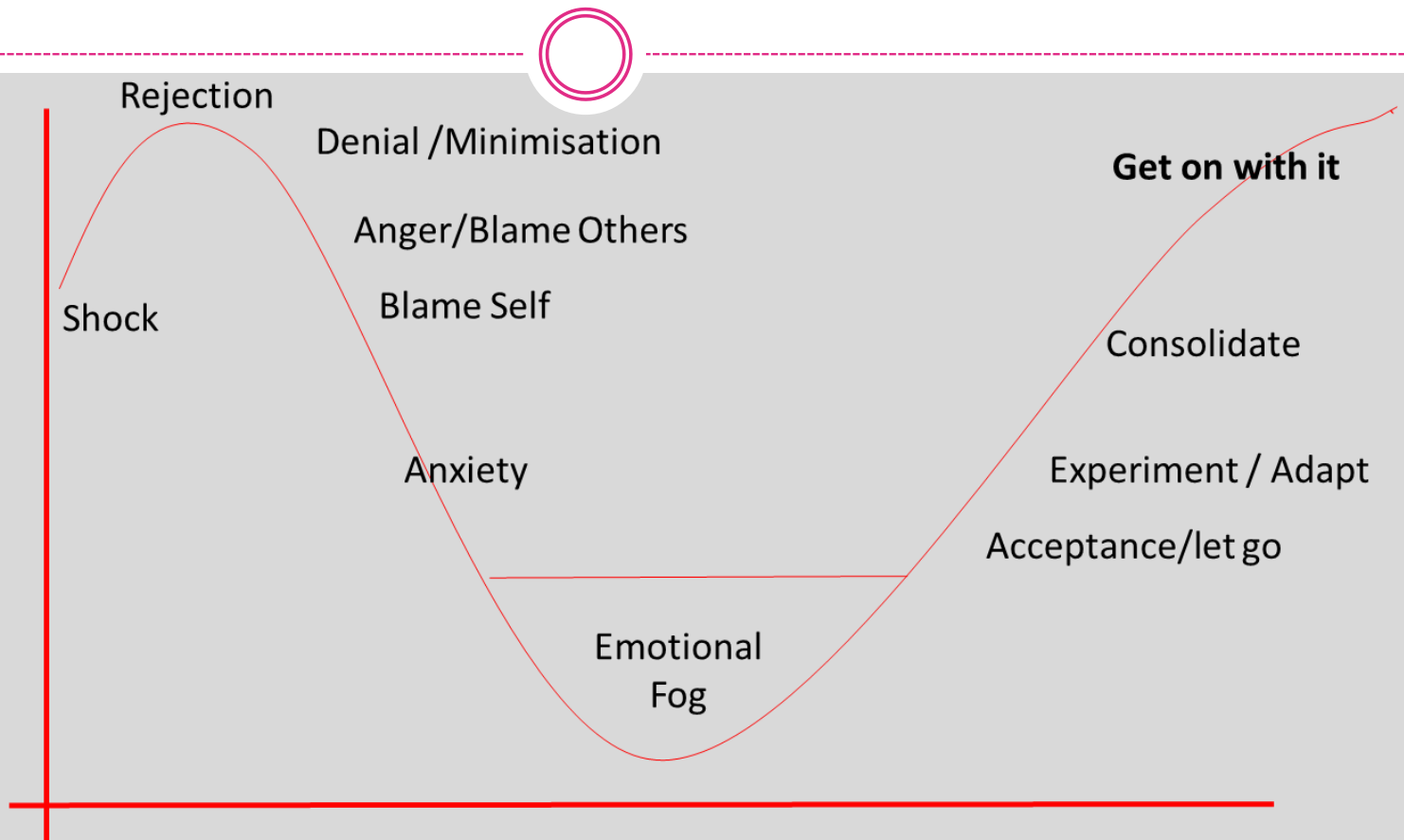
Community

Commitment

Consideration

Emotional Change

The Change Curve – A typical response to change:
Commitment in a considerate community



Rise to the **Challenge: Commitment** in a **considerate community**



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

Be **curious** about how you think: get unstuck

| 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 te 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

Be **curious** about how you think: get unstuck

| 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. |

Communication is key



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



- A valued partnership – part of the WQE **community**
- 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 1 st year grade |
|-----------------------------------|
| A |
| B |
| C |
| D |
| E |
| U |

Meet the challenges with curiosity and commitment

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 |

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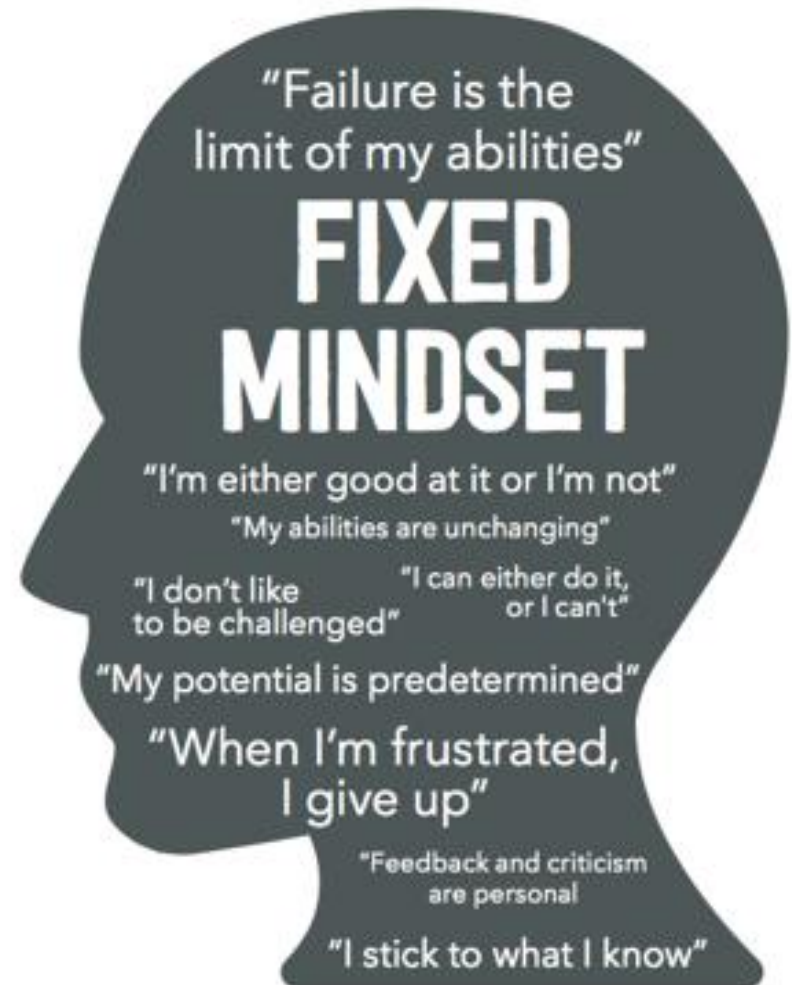
Keeping Track: Reviewing Progress

Challenge and commitment in community



- 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

Be **curious** about how you think: get unstuck



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Independent Study Time



Take part in a learning **community**

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

0-5 hours

5-10 hours

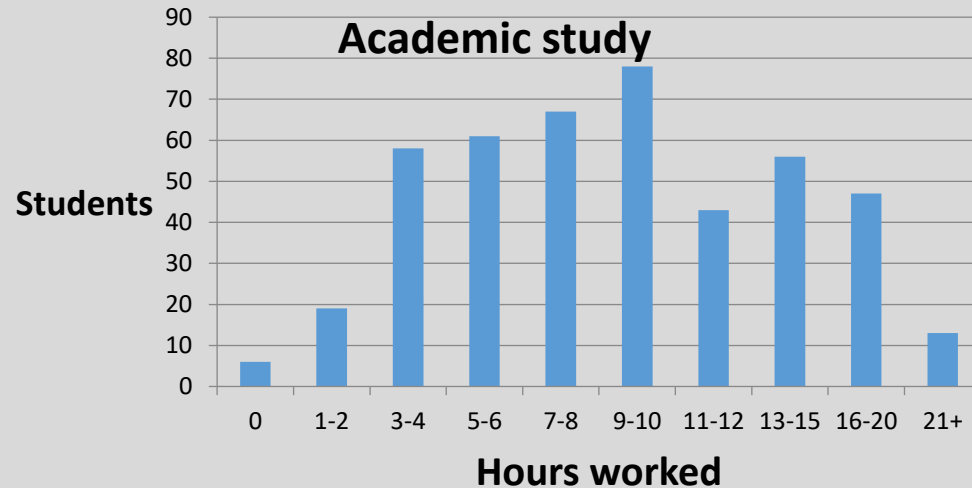
10-15 hours

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?

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Organisation is key:

Meet the challenges with curiosity and commitment



SECRET WEAPON

Curiosity

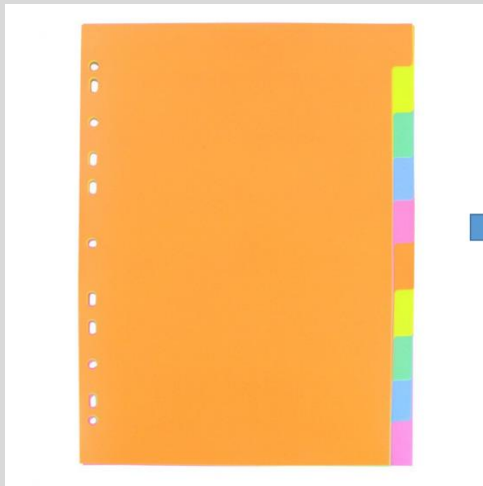
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Organisation is key:



OneNote



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The screenshot shows the OneNote application interface. The title bar indicates the document is 'Tools:reflections - OneNote' by 'Andrew Jackson'. The ribbon includes 'File', 'Home', 'Insert', 'Draw', 'History', 'Review', 'View', 'Help', 'Learning Tools', and 'Class Notebook'. The page title is 'Tools:reflections' with a timestamp of 'Thursday, 8 April 2021 16:56'. The main content area contains a table of contents with the following items:

- Wheel of Anything: really good for structured slowing down and detailed client directed "what's going on?"
Tools booklet page31
- Hot Seat Questioning: good for group sessions getting questions from a range of people without too much exposure.
Tools booklet page15
- Blob Tree good for a deep how are you?
Add. Tools page11
- Pip Wilson and Ian Lang:

Below the table of contents is a logo for 'BAREFOOT COACHING' and a drawing of a 'BLOB TREE' with people sitting on its branches. To the right, a handwritten note on lined paper reads:

Day 2 Questions and C
wheel of anything: what it
is useful at the beginning of the
useful for getting into Equ
what is useful: leadership
relationships
life
open of self
systemic approach a disorganised
being creative, v
draw circle divide into sections
write down notes

The right-hand sidebar shows a navigation pane with a search bar and a list of pages, including 'Tools:reflections' which is currently selected.

Organisation is key: Good habits

Meet the **challenges** with **curiosity** and **commitment**



- Student “filing” – regular and planned
- Separate places for each subject, with ways to identify separate topics.
- Calendar App / Diary –up to date with deadlines and work set
- For paper: watch out for the basics – title and date notes!
Hole punch and staple where necessary

Planning for Progression: growth mindset?

Be **curious** about the options and the not yet known

- 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

Be **curious** about the options and the not yet known

- Good progression on to the next level at WQE
- Higher Education
- Further Education –foundation degrees, vocational courses etc.
- Employment
- Gap Year
- Apprenticeship/Higher Degree Apprenticeships

We are committed to supporting all in the WQE community



- Personal Progress Mentors
- Welfare & Skills
- Subject specific via teachers, tutorial sessions and student mentors
- Specialist Careers advice

Success at Sixth: Thanks for joining us

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

easy,

I'm
telling you
it's going
to be

WORTH IT.

*We will answer
questions of a
general nature via
the Q&A function.*

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