**How good is our growth mindset?**

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In order to help you evaluate your mindset practice we have developed a series of standards for you to consider your practice within school. This standard recognises the journey children and young people make as they grow and develop within a growth mindset culture. It helps set out how children and young people will learn, how supporting and challenging conversations will aid development and how we monitor and evaluate success.

Implementation of this standard will aid improvement of the quality and consistency of learning and development using growth mindset and will in turn improve children and young peoples’ ability to fail, self-regulate and grow through this process.

We give examples of ‘level 5’ qualities for the three main categories:

* **Leadership and management** - how good is our leadership and approach to improvement?
* **Learning provision** - how good is the quality of care and education we offer?
* **Success and achievements** - how good are we at improving outcomes for all our learners?

Teachers who engage in self-evaluation are best placed to be active participants in determining the focus of their learning and its intended outcomes, how their learning occurs and how its success is evaluated. Self-evaluation should help teachers to identify the best way forward for themselves, the children and young people, their school and their wider learning community including associated school groups.

**Leadership and management**

**(How good is our leadership and approach to improvement?**)

* 1. **Self evaluation for self improvement**

Key Themes:

* Collaborative approaches to self-evaluation
* Analysis and evaluation of intelligence and data
* Impact on learners’ successes and achievements

**Level 5**

**Collaborative approaches to self evaluation**

All staff understand that self evaluation of mindset approaches is and integral part of our continuous improvement. We use a range of effective approaches to ensure all stakeholders are involved in activities and discussions on evaluation and developing growth mindset in our school community. Pupils voice is a strong feature of this approach and children and young people play a central role in self evaluation and continuous improvement. We have developed very effective mechanisms to consult with the whole school community and relevant stakeholders and can demonstrate how their views inform change and improvement

**Analysis and evaluation of intelligence and data**

Within the school and learning community,we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations around growth mindset. All staff use evidence to help provide a clear focus on those priorities which have the greatest impact. We have an accurate range of data and use this effectively to plan, deliver and evaluate growth mindset interventions. We ensure that planning, tracking and evaluating procedures is relevant and manageable for all involved.

We use local and national advice and research to help reflect on current practice and evaluate initiatives, ideas and changes which have been introduced.

**Impact on learners successes and achievements**

We can show clear evidence of improvement based actions taken as a result of the self evaluation process in growth mindset. We can demonstrate the impact of improvement arising from self-evaluation on learning, teaching and wellbeing of learners in the context of growth mindset. All stakeholders, including children and young people, have shared ownership of this evidence and use it effectively to plan continuous improvement.

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| **Features of highly effective practice**  | **Challenge questions** |
| Self evaluation of growth mindset is used at all levels and helps inform next steps | How do we ensure improvement for the learner is central when planning for a growth mindset culture? |
| The whole school community has a shared understanding of the strengths and improvement need of developing a growth mindset culture, which is visible in classrooms and, corridors, social media correspondence, letters home and in dialogue with partners | Do all of our school community have up to date knowledge of the local community and circumstances affecting children’s lives and learning and do they understand their role in improvement within a growth mindset culture?  |
| A range of stakeholders take lead roles in aspects of school improvement. | How well do we involve all stakeholders in self evaluating, planning, delivering and evaluating growth mindset approaches within the school community? |

**1.2 Leadership of change**

Themes

* Professional engagement and collegiate working
* Impact of career-long professional working
* Children and young people leading learning

**Level 5**

**Professional engagement and collegiate working**

Across out school community, and ethos of professional engagement and collegiate working is evident. This leads to continuous improvement in learning and teaching and improved outcomes for learners, where a growth mindset culture is truly embedded. There is evidence of strong leadership of learning in growth mindset by staff at all levels and in a range of contexts. Using growth mindset we build and manage in constructive relationships, within our setting and beyond, which foster collective responsibility, challenge and support. Everyone, including pupils, is given the opportunity to take on lead roles to motivate, support and inspire others. Within growth mindset development, we actively encourage peer learning, practitioner enquiry, constructive feedback, coaching conversations, professional dialogue and debate. Everyone in the school community is actively encouraged to work together and learn from one another in moving forward.

**Impact of career-long professional learning**

All staff are actively encouraged and engage in CLPL which develop enquiring and coherent approaches which build and sustain practice in growth mindset. We plan and evaluate the impact of professional learning and can evidence this as a result. We are productive in working collegially to deepen our knowledge and understanding of growth mindset in the school community and have support structures to allow access to high quality professional learning.

**Children and young people leading learning**

We provide a wide range of opportunities and support to ensure children and young people take responsibility for their own learning, challenges and successes within a growth mindset culture. This is enabling us to ensure our learners are developing the necessary resilience, confidence, self-worth and appropriate vocabulary to enable them to make decisions about their own learning and to lead others’ learning and development. This is demonstrated in a wide range of learning contexts within the school and community. Learners actively engage in reflective and pro-active conversations to evaluate progress and set out next steps. They are central to planning learning pathways which meet their needs and aspirations.

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| **Features of highly effective practice** | **Challenge questions** |
| Staff regularly engage in professional dialogue to develop a deeper understanding and support each other. Mechanisms are in place for this to regularly take place  | How effective are our approaches to collaborative learning? Are we using a appropriate range of approaches which enable us to learn with and from each other? |
| Senior leaders facilitate a range of approaches to professional learning to enable staff to learn with and from each other. Staff are actively encouraged to continue their professional learning by taking part in wider opportunities to develop growth mindset approaches.  | How do we know that our professional learning is improving outcomes for learners? |
|  Opportunities for learners to develop through learning partners small and co-operative groups are in place to enable pupil’s to interact and share progress and challenges. | How effectively are we supporting learners to initiate questions about their own learning and progress and how do we know that these approaches are making a difference |

**Learning provision**

**(How good is the quality of care and education we offer?)**

**2.3 Learning, teaching and assessment**

Themes:

* Learning and engagement
* Quality of teaching
* Effective use of assessment
* Planning, tracking and monitoring

**Learning and engagement**

The ethos and culture of our school community reflected a commitment to children’s rights and positive relationships, fostered within a growth mindset culture. Our children and young people are eager and active participants who are engaged, resilient, highly motivated and interact well during activities and learning conversations. Learners’ experiences are appropriately challenging and enjoyable, where there is a culture of respect and support. Children and young people are given the opportunity to reflect, exercise choice and become more independent in their learning within a safe and supportive ethos. They understand the purpose of their learning, to make mistakes and celebrate successes, whilst also actively encouraged to lead the learning. A growth mindset culture and supporting strategies are permeated throughout the school community and are learners’ interactions and contributions are clearly evident. They know their views are sought, valued, challenged and acted upon.

**Quality of teaching**

All learning and teaching is understood by our shared school vision and values, which includes the embedding of whole school growth mindset approaches. This is evident in a wide range of learning episodes, conversations and teaching approaches across the whole school community. Skilled questioning, supportive language and engagement are used to promote curiosity, independence and higher order thinking skills in all learners. Pupils are given opportunities to build relationships, gain trust and work together with their peers to experience both failure and success. Teacher and peer support is evident in all learning situations. Observations are are rigorously used to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.

**Effective use of assessment**

Assessment of growth mindset strategies and approaches is integral to our planning of learning and teaching. We use a variety of agreed assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across their learning. Our assessments in the use of growth mindset strategies and approaches provide us with reliable evidence which we share and use to report on the progress and development of children and young people.

Across our school community we have arrangements for moderation of mindset outcomes across stages and across the curriculum. We are continually creating opportunities through learning partners, co-operative groups to enable pupils to interact, share progress and challenges and work together in a safe and encouraging environment.

**Planning, tracking and monitoring**

We plan appropriately over different timescales to embed growth mindset in order to meets the needs of learners across all areas of the curriculum.

Learners understand their capabilities and are fully involved in setting targets and planning their learning, coupled with appropriate challenge and support. Processes are in place to effectively monitor and evaluate learners’, including those facing additional challenges, progress using growth mindset strategies. This includes the use of existing data, information and other key sources which contribute to the process. This data is used to evaluate the effectiveness of interventions designed to improve growth mindset outcomes for all learners.

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| **Features of highly-effective practice** | Challenge questions |
| The learning environment is built on positive, nurturing and appropriately challenging relationships. This is driven by a steering group consisting of staff, pupil’s, and partners. | How well does the steering group motivate and engage the community in developing a growth mindset culture and how does the group monitor its success? |
| There is a clear plan for growth mindset and processes for assessment and reporting are manageable and effective.  | How well do enable all children and young people to engage in coaching, self and peer-assessment to improve their learning? |
| There are structures in place to quality assure and support the development of a growth mindset culture. Staff are given opportunities for professional dialogue to share and learn from others.  | How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching? |

**2.4 Personalised support**

Themes:

* Universal support
* Targeted support
* Removal of barriers to learning

**Universal Support**

All children and young people are benefitting from high quality and universal support. Positive and trusting relationships are embedded throughout the school community in which growth mindset culture is fostered. Children and young people are at the centre of all planning, as active participants in their learning and development. All children have frequent opportunities to discuss their learning and development with a key adult who knows them well, helping to grow and set appropriate and individualised next steps. Doing this within a growth mindset culture helps children and young people to review their own learning and plan for next steps, be challenged in a supportive environment, gain access to learning activities which will meet their needs and develops the skills to be able to work with other staff, learners, parents/carers, and partners in a variety of situations. Our universal support is planned and coordinated so that growth mindset language is consistently used to help prepare and support learners through changes, challenges and choices as they grow and develop. Learning targets are in place specific to individual needs, built on prior learning and these are reviewed systematically with next steps based on their progress. All staff know and respond to the individual needs of children and young people. Growth mindset approaches are critical to promoting and supporting all and all staff model behaviours and language to encourage and support. Differentiated techniques and materials based on learners’ needs are in place and continuously monitored to ensure appropriate pace and challenge and staff are exposed to opportunities to expand and develop growth mindset approaches and strategies to support this.

**Targeted support**

Our targeted support builds on robust, embedded universal support. Learners’ needs are identified through a valid and reliable system and proportionate and timely support, including specialist support where required. All relevant stakeholders are aware and involved in our growth mindset culture and there is a common approach to the language and strategies used within interventions. Children, parents and partners are fully involved in decisions about learning and support and now that this is done within a growth mindset culture.

**Removal of barriers to learning**

Staff and partners take positive and proactive steps to ensure that barriers to learning are minimised and language, structures and techniques are in place to ensure that appropriate pace and challenge is fostered. This includes all learners with additional needs and barriers to learning, where individualised targets and goals are set and celebrated.

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| **Features of highly effective practice** | **Challenge questions** |
| Both universal and targeted learning and and support is embedded including growth mindset approaches and this is having a positive impact on learners’ development | How well do we know learners as individuals and are there arrangements in place to ensure regular communication and discussions for support and setting targets? |
| Learners and parents/carers are fully involved in decisions about how their needs will be met using growth mindset approaches. | How effectively do we involve parents/carers and partner agencies to ensure learners benefit from the right support at the right time including next steps in learning.  |
| Tasks, activities and resources are effectively differentiated and provide appropriate pace ands challenge white in a safe and supported environment.  | How good is out understanding of differentiation? Do staff and partners use a a range of approaches to best suit the needs of all learners and is growth mindset language and approaches embedded within these? |

**Success and achievements**

**(How good are we at improving outcomes for all our learners?)**

**3.1 Ensuring wellbeing, equality and inclusion**

Themes:

* Wellbeing
* Fulfilment of statutory duties
* Inclusion and equality

**Level 5**

**Wellbeing**

Our school community has a shared understanding of wellbeing and in the dignity and worth of every individual. We demonstrate that wellbeing outcomes are being thought, nurtured and developed within a culture where respect, support and challenge are embedded and language and behaviours are modelled by all professionals. Staff and partners feel valued and supported. A sense of community, values and high expectations are at the core of how we promote wellbeing. We consider each child and young person as an individual, with his/her own needs, risks and rights. We ensure children and young people are active participants in discussions and decisions which may affect their lives and dialogue used is inclusive, supportive, challenging, reflective and proactive.

**Fulfilment of statutory duties**

We comply and actively engage with statutory requirements and codes of proactive. Our staff, learners, parents and partners know what is expected in these areas and are involved in fulfilling statutory duties to improve outcomes for children and young people.

**Inclusion and equality**

We ensure inclusion and equality leads to improved outcomes for all learners. All learners are included, engaged and involved in the life of the school community and our aims, vision and values promote this within a growth mindset culture. All children and young people feel supported, respected and fairly treated. We have effective strategies in place to celebrate diversity and challenge discrimination.

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| **Features of highly-effective practice**  | **Challenge questions** |
| The whole learning community has a shared understanding of wellbeing, children’s rights and growth mindset language and approaches are embedded within this | How well do staff, partners and parents/carers understand their role and responsibility in supporting learners’ health and wellbeing using growth mindset? |
| Staff have created an environment where children and young people feel listened to and are secure in their ability to talk about their thoughts and feelings because of the supportive environment in which they | How well do we ensure that all children feel safe, supported and challenged? |
| Staff and painters model behaviour which promotes and supports the wellbeing of all. | How well do we ensure and inclusive learning environment and how do we know? |

**3.2 Raising attainment and achievement**

Themes:

* Attainment in literacy and numeracy
* Attainment over time
* Overall quality of learners’ achievement
* Equity for all learners

**Level 5**

**Attainment in literacy and numeracy**

We can evidence how growth mindset approaches and strategies are influencing progress in literacy and numeracy. This includes attitudinal improvements, standard of work produced and raised attainment levels.

**Attainment over time**

We are continuously striving to increase attitudes towards learning which will influence attainment over time in all curricular areas using growth mindset. Systems to capture conversations, assessments and targets are embedded and a shared understanding on how to use this information effectively across the school community are in place and reviewed regularly. Tracking information is shares with staff, pupils, parent/carers and relevant partners and continuous interventions, progress reviews and support is in place.

**Overall quality of learners’ achievement**

Overall, our learners are successful, confident excessive responsibility and contribute to the life of the school, the wider community, and as global citizens. They are personally and socially adept and have achieved a range of skills and attributes through a wide range of activities. As them over through their learning pathways they take increasing responsibility for ensuring they continue to grow and add value to their life and learning.

**Equity for all learners**

We have effective systems in place to promote equity of success and achievements, whilst also acknowledging and celebrating failure as a part of growth. All learners are given opportunities to reach their potential and make goals for life after school.

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| **Features of highly-effective practice** | **Challenge questions** |
| Children and young people are fully engaged in their learning and and participate in decision-making about their learning and next steps | How well do we use evidence from tracking data, professional dialogue and assessments to help form the basis of discussions with learners in setting targets and support?  |
| The school empowers children and young people to have a say in the quality of their learning experiences and how to improve within a growth mindset culture | How well are we capturing the impact of pupil voice to inform change? |