Yes we can

Growth mindset in a Secondary School

Bernie Wills & Frances Horne

CORE
uLearn18

HUTT VALLEY HIGH SCHOOL

Co-educational school in Lower Hutt
1750 students 160 staff

Why

- Poor results
- Poor retention
- Courses weren’t catering to range of students ability
- Assessments were driving courses
- Assessments needed high scaffolding
- High literacy demand in reading assessments
- Capable students put off Maths
- Struggling students had lack of Maths ability confirmed

What we did - 2017

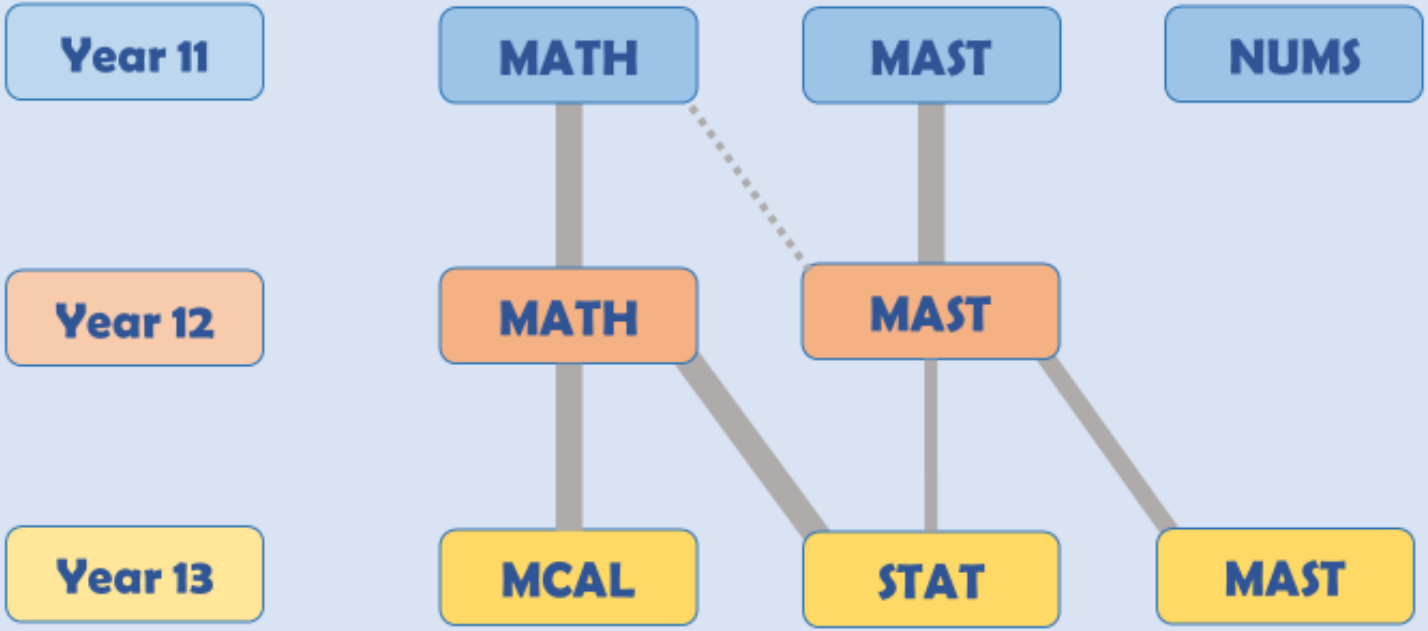
- Trial flipped learning
- Trial combining year groups
- Change three internal assessments to student contexts
- Core Modern Assessment Course

  NZQA and school policies
- Changed furniture
- Planned new course

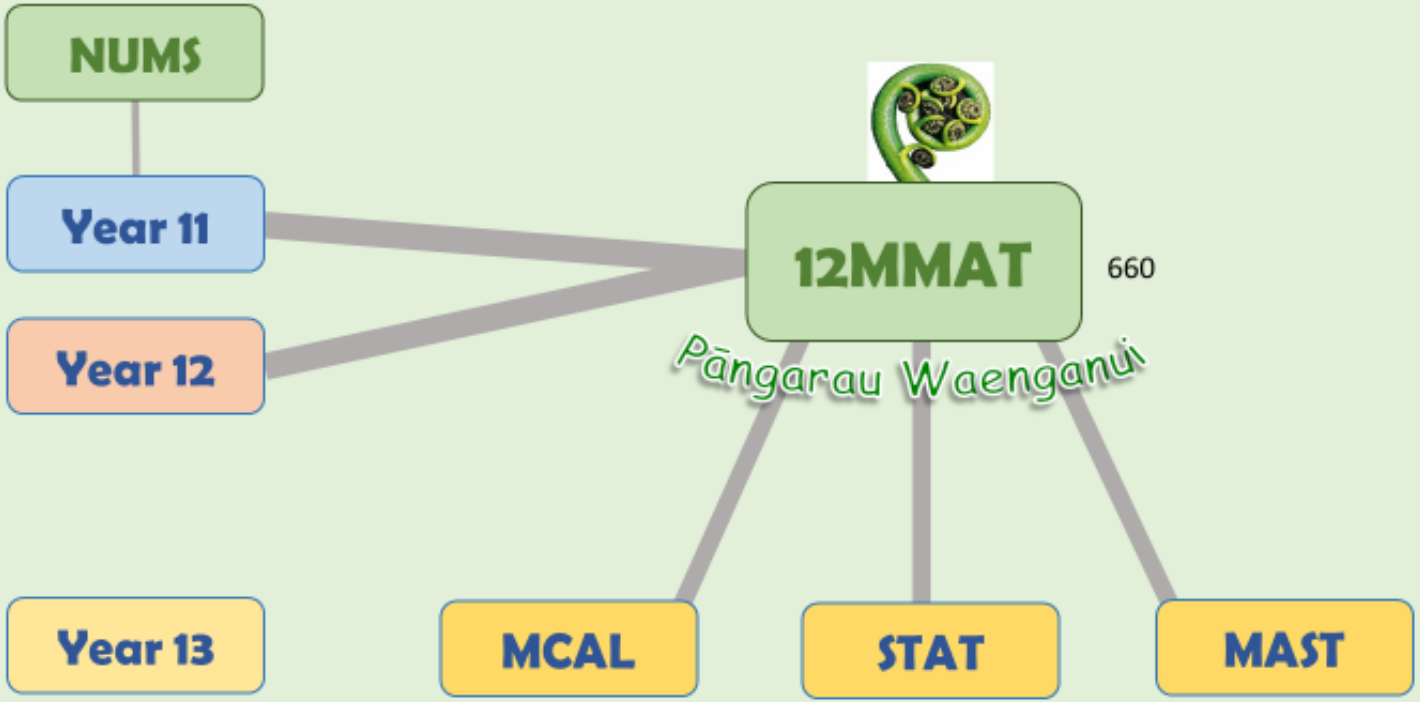
How

- Brainstormed our ‘ideal’ then scaled back
- Presented to our department
    - Staff enthusiasm
- Presented to SLT
- Designed the course
    - Opportunities
    - Obstacles
- Lightboard
- Course evolution

Senior Maths classes pre 2018



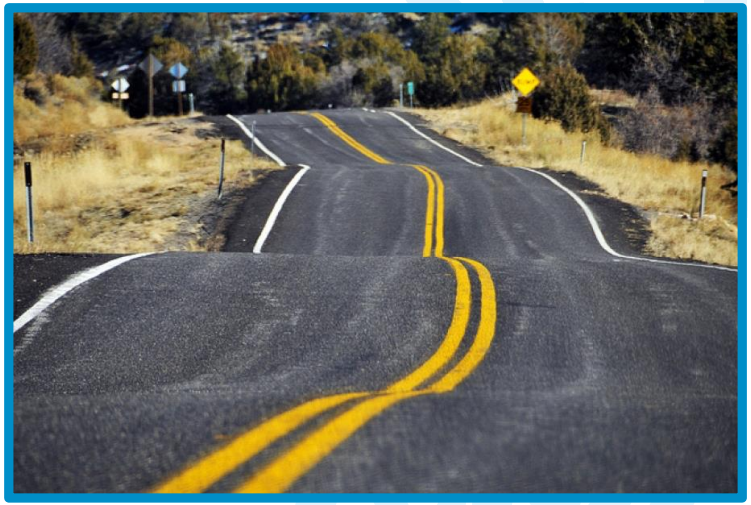
Senior Maths classes 2018



Nuts and Bolts

- Term 4 planning the structure
- Term 4 developing resources
- Term 1 started with basic structure and resources
- Academic mentoring
- Weekly meetings
- Parent information evenings
- Term 1 review
- Term 4 review

Bumps



Staff

- In department
- Outside department

Students

- Year 11
- Year 12

Parents

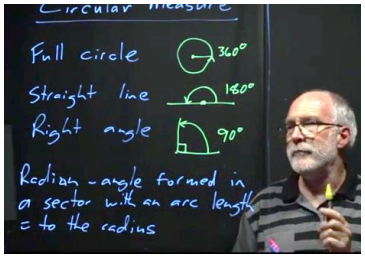
- For
- Against

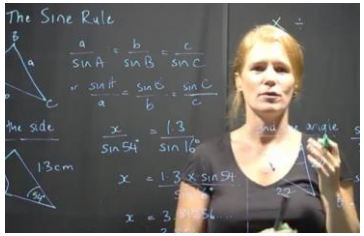
Course

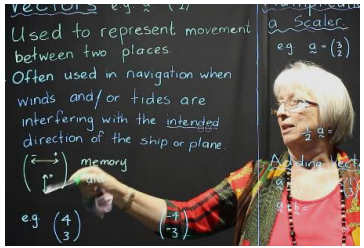
- Standards
- Videos
- Structure

Day to day

- Students working on a range of standards
- Students working on a range of activities
- Students working at their own pace
- Self selected groups and rooms
- Resources the same for all classes
- Practice assessments

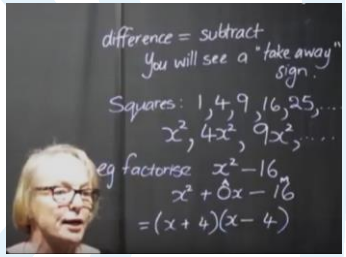


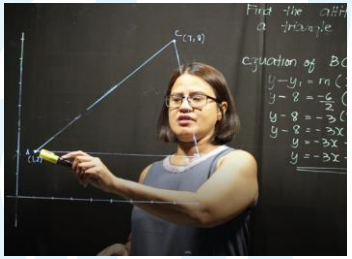


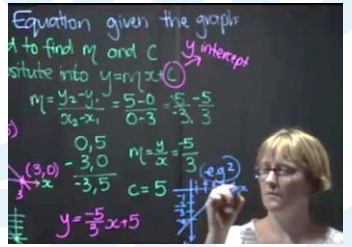


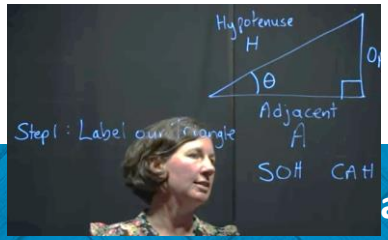
Day to day

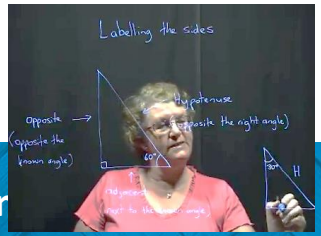
- Writing assessments
- Marking
- Flexibility of rooms
- Teacher strengths and weaknesses
- Off task students
- Devices
- Teacher workload

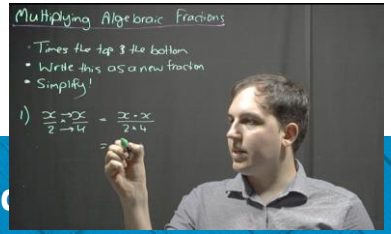


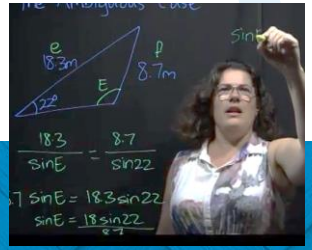


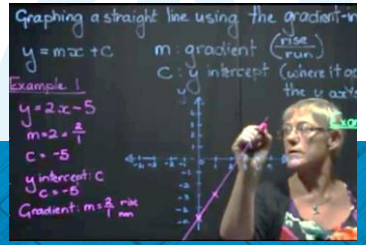












Assessments

- 2017 changed 2.4 Trig and 2.1 Co-ordinate Geometry
- 2018 varying degrees of contextualisation
- Marking panels
- Holistic marking
- Teacher confidence
- Students understanding of the Achievement Standards
- Student confidence
- Results
- Resits

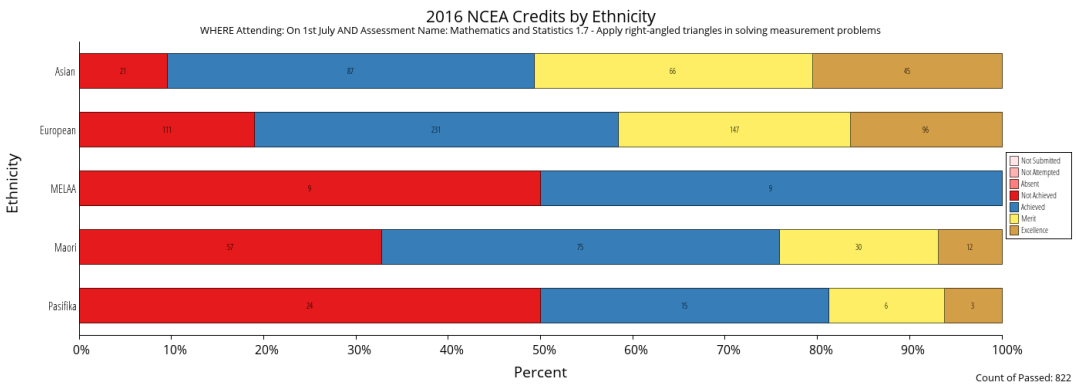
AS 1.7

Right angled trig

2016:

11MATH

11MAST



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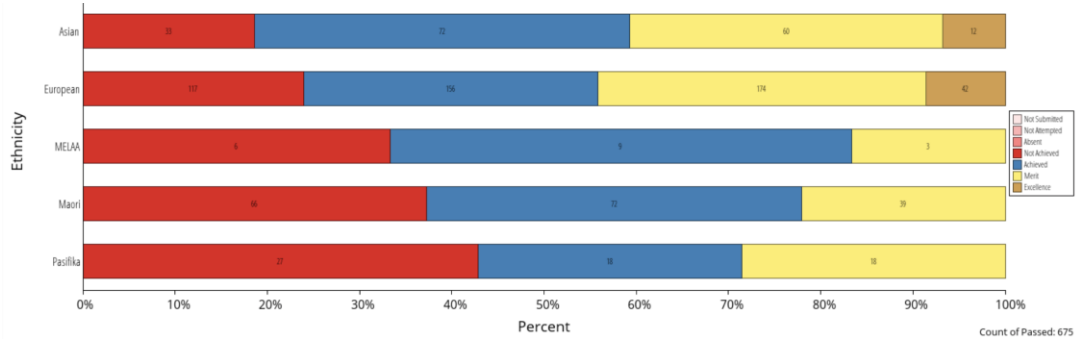
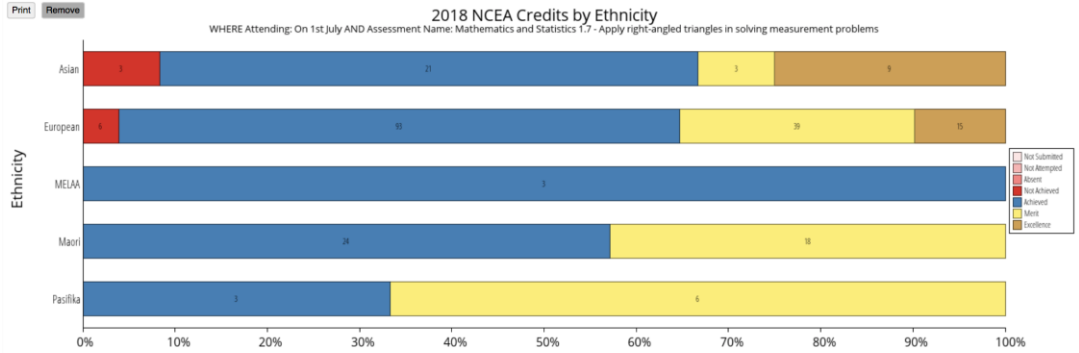


2018:

12MMAT



Not achieved

Achieved

Merit

Excellence

AS 2.4

Non - right angled trig

2016:

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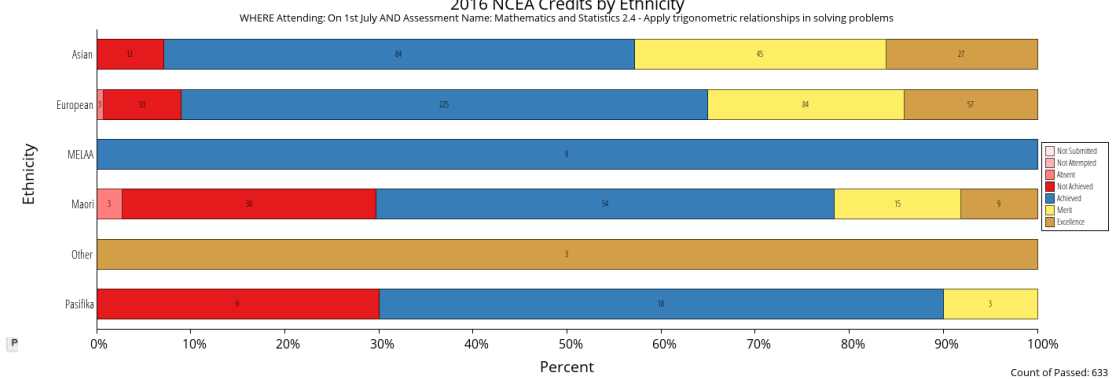
12MAST



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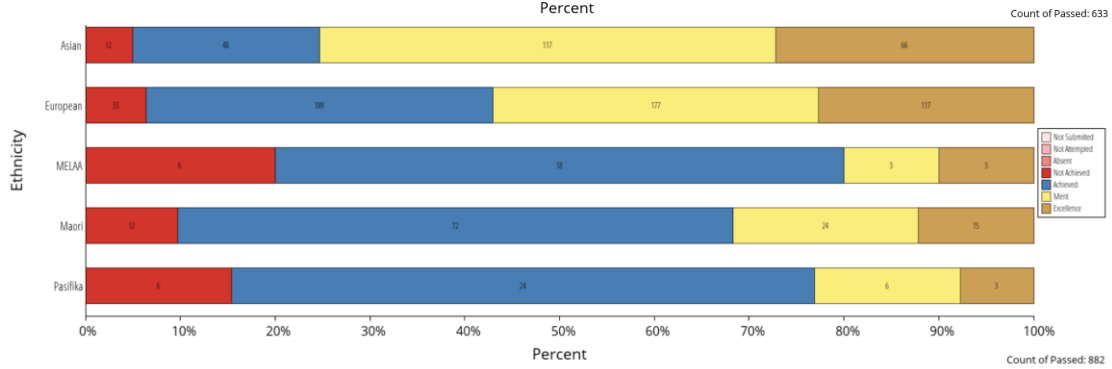

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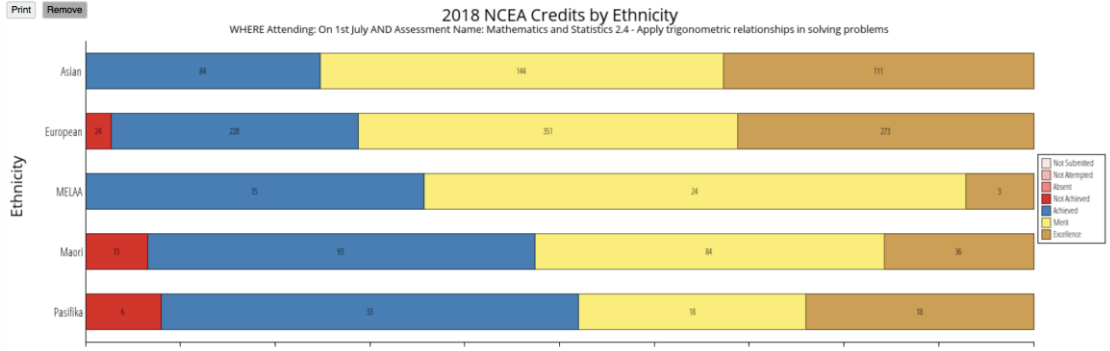

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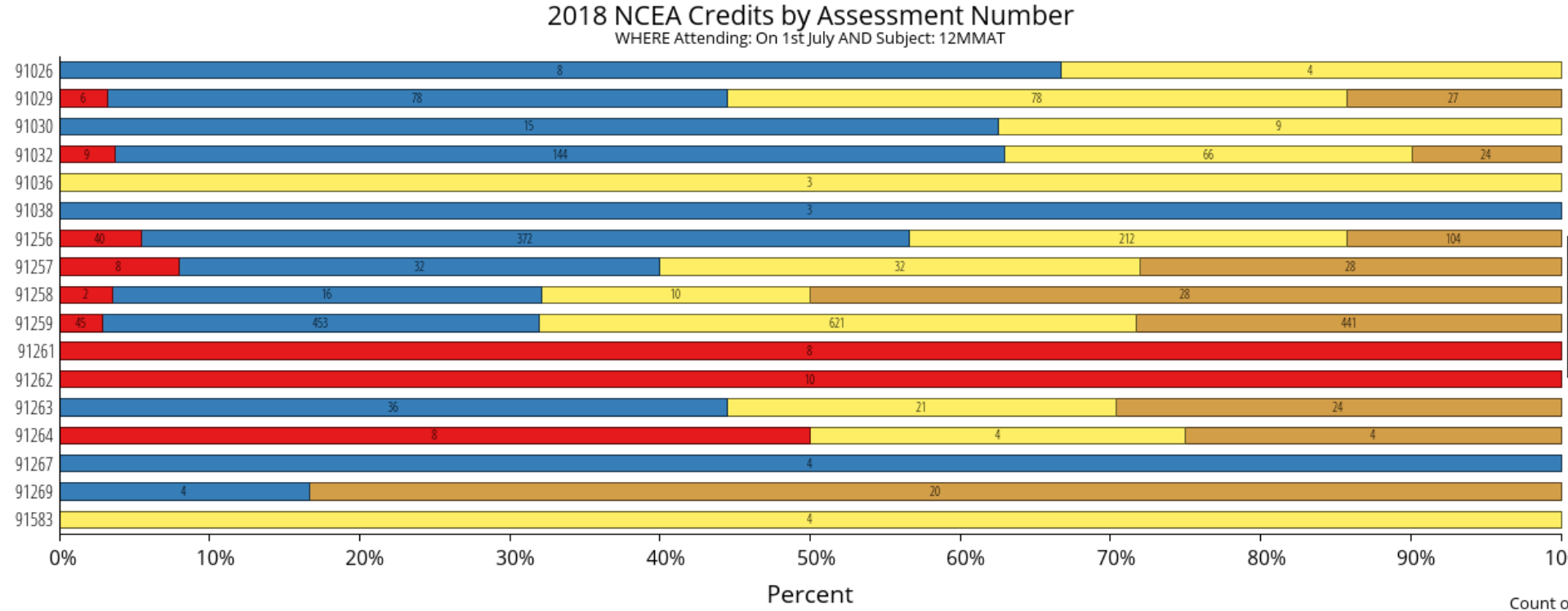

Not achieved **Achieved** **Merit** **Excellence**

Questions ?

We don’t know it all… contrary to popular belief

Thank you
Tēnā koutou
Fa’afetai lava

CORE EDUCATION
Tātai Aho Rau

10 Growth Mindset Statements

What can I say to myself?

INSTEAD OF:	TRY THINKING:
I'm not good at this.	1 What am I missing?
I'm awesome at this.	2 I'm on the right track.
I give up.	3 I'll use some of the strategies we've learned.
This is too hard.	4 This may take some time and effort.
I can't make this any better.	5 I can always improve so I'll keep trying.
I just can't do Math.	6 I'm going to train my brain in Math.
I made a mistake.	7 Mistakes help me to learn better.
She's so smart. I will never be that smart.	8 I'm going to figure out how she does it.
It's good enough.	9 Is it really my best work?
Plan "A" didn't work.	10 Good thing the alphabet has 25 more letters!

(Original source unknown)

@sylviaduckworth