

Mindset Teams Winning Scotland

Impact Report: June 2022
Executive Summary



WINNING SCOTLAND

Winning Scotland is a charity that acts as a catalyst for change. Working with like-minded partners, we build confidence and resilience in all of Scotland's young people. We collaborate with a range of partners to develop innovative resources and practical solutions that improve outcomes for children in Scotland.

A major aspect of our work is to advance the education of Scotland's children using growth mindset psychology. Based on the research of Stanford University professor, Carol Dweck, people with a growth mindset believe their level of success is determined by factors such as effort, application and skills development. Research shows that people with a growth mindset tend to have a much higher ability to develop their skills and abilities over time, as well as being more resilient when faced with challenges.

That's why we believe creating a growth mindset culture in Scotland is so important, and why we formed 'Mindset in Education', a professional learning programme for teaching professionals.

MINDSET TEAMS

Mindset Teams is Winning Scotland's recommended approach to support the development of a growth mindset culture in Scottish education. Formed in 2018, Mindset Teams is a professional learning approach that enables teaching practitioners (Mindset Champions) and senior leadership (Mindset Leaders) in schools to complete a growth mindset learning journey in 'teams' of three or more, ensuring growth mindset is implemented both in the classroom and at a strategic level across the learning community.

Endorsed by Education Scotland, The General Teaching Council for Scotland and accredited by Glasgow Caledonian University to carry 15 credits at level 11 on the Scottish Credit and Qualifications Framework, Mindset Teams encourages learners to reflect on their own school setting, understand change management and develop a mindset culture that meets their own school and community context and importantly consider the work in the context of sustained culture change.

The intention is for the team to work with others in the school community to highlight the merits and benefits of a growth mindset culture and ensure that adopting this approach brings about a step change across the whole school. This unique, two-tier approach to professional development, not only encourages individual teachers to embrace growth mindset but also provides a way of allowing a whole school to develop a growth mindset culture.

This executive summary outlines the combined impact from the delivery of Mindset Teams across 8 local authorities.



IMPACT REPORT 2021-22 EXECUTIVE SUMMARY

Built on over 30 years of educational research growth mindset principles clearly set out that the environmental influences around a young person have a significant impact on their attainment, self-belief and aspirations. Our ambition is for the key elements of mindset research – such as purposeful effort, persistence, setting high expectations, applying strategies and learning from mistakes – to become an embedded and normalised approach within the Scottish education landscape.

Significantly, research has also identified that those students taught by a teacher with a fixed mindset show little improvement to their intellectual skills, whereas those taught by a teacher with a growth mindset show improved attainment.

IMPACT

Winning Scotland's Mindset in Education course allows teaching professionals to:

- increase their knowledge of growth mindset research, principles and practices.
- engage and exchange ideas and approaches with other teaching professionals across Scotland.
- apply their learning and develop proactive, growth mindset strategies within their schools.

This paper outlines the combined impact from the delivery of Mindset Teams, during 2021-22, across 8 individual cohorts (Dundee City Council, Edinburgh Napier University, Northern Alliance Regional Improvement Collaborative, North Lanarkshire Council, Primary Science; Education Scotland, Secondary Maths; Education Scotland, South West Education Improvement Collaborative and West Dunbartonshire Council).

Across these cohorts, in total **85** individual schools across **23** local authorities registered **290** teaching professionals involving **57** primary schools, **28** secondary schools and learners from Edinburgh Napier University, studying for their Professional Graduate Diploma in Education (Mathematics).

Delivery of the Mindset Teams course during 2021-22 was undoubtedly disrupted by COVID-19, however registrations and engagement with teaching professionals have remained high, with feedback that included:

- 90% felt the course improved their knowledge with 84% rating the content to be relevant or very relevant to their teaching.
- 79% felt the course made them a better teacher, and 74% felt their relationship with pupils improved.

Changes in teacher attitudes also highlighted positive shifts, including:

- Prior to the course, **57%** (n=156) of teachers agreed that there will always be some students who simply won't "get it" no matter what they do. This drops to **13%** (n=15) following the course.
- **46%** of secondary teachers agree it is more important to pass the exam than fully understand the subject. This drops to **18%** following completion of the course.
- **53%** of teachers felt that often, pupils coming up from primary school are unequipped with the skills /knowledge required for secondary school, opinions on this do not show much change following the course (50%), identifying an area for further consideration.

Case studies offering further detail of teacher impact are available on on page 6.

MINDSET TEAMS DELIVERY: 2021-22

This paper outlines the combined impact from the delivery of Mindset Teams, during 2021-22, across **8** individual cohorts from:

- Dundee City Council (23 Learners)
- Edinburgh Napier University (16 Learners)
- Northern Alliance Regional Improvement Collaborative (29 Learners)
- North Lanarkshire Council (63 Learners)
- Primary Science; Education Scotland (33 Learners)
- Secondary Maths; Education Scotland (38 Learners)
- South West Education Improvement Collaborative (46 Learners)
- West Dunbartonshire (42 Learners)

Across these cohorts, in total **85** individual schools across **23** local authorities registered **290** teaching professionals involving **57** primary schools, **28** secondary schools and learners from Edinburgh Napier University, studying for their Professional Graduate Diploma in Education (Mathematics).



In comparison to 2020-21 figures this represents an:

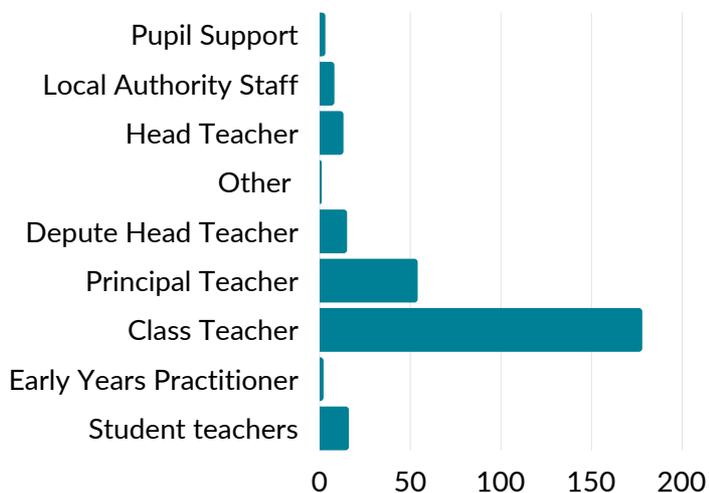
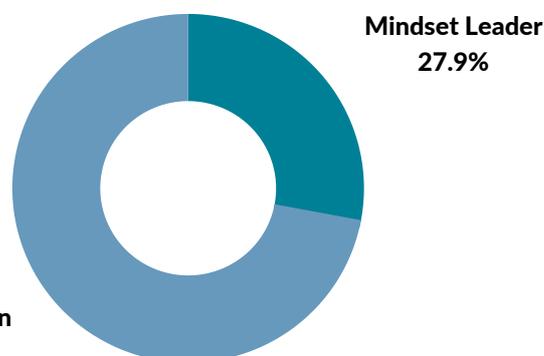
- **18%** increase in registered learners
- **12%** increase in the number of schools involved
- **21%** increase in the number of school senior management on the course

MINDSET DELIVERY MODEL

A Mindset Team is created when schools identify at least one member of leadership staff (**Mindset Leaders**) and two or more classroom practitioners (**Mindset Champions**) to complete their learning together in 'teams'.

Over the 8 cohorts during 2021-22, This 1:2 model appears to be accurate with **81 (28%)** Mindset Leaders and **209 (72%)** Mindset Champions taking part on the course,

Mindset Champion
72.1%



During 2021-22, **178** class teachers were registered, supported by **54** Principal Teachers, **15** Deputy Head Teachers **13** Head Teachers.

Further registrations show; **16** student teachers from Edinburgh Napier University, **3** pupil support staff, **8** members of staff from the central local authority teams, **2** Early Years Practitioner and **1** other.

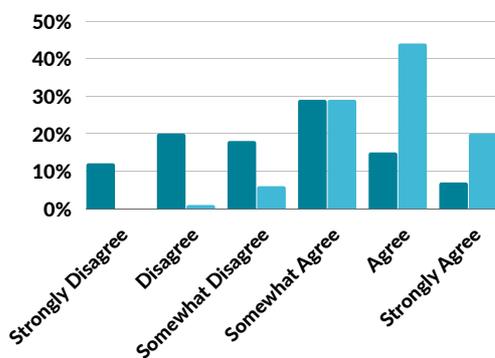
BELIEFS ABOUT LEARNING

Having completed the Mindset Teams course, learners are asked to provide responses that identify any shift in opinion.

The following responses represent the views of teaching professionals that completed the full Mindset Teams learning content.

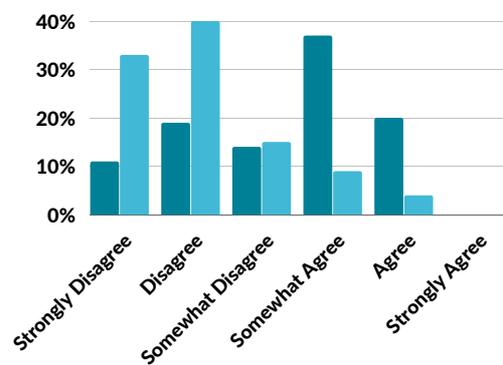
For all the tables below the following key applies: Pre course responses ■ Post course responses ■

All of my students would improve their ability if they worked hard at it



Figures show that prior to the course, **49%** (n=275) of learners disagreed in some form, however post course this shows a drop to **7%**.

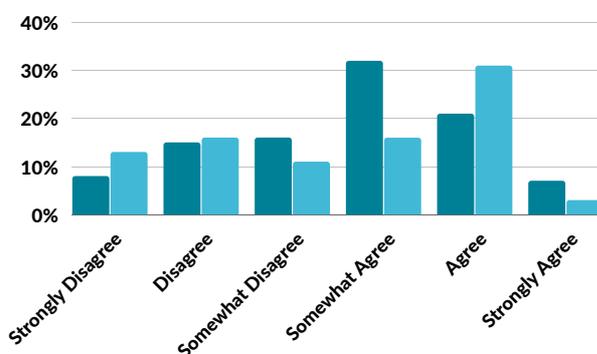
There will always be some students who simply won't "get it" no matter what I do



Prior to the course, **57%** (n=156) teaching professionals agreed in some form with this statement. Encouragingly, **13%** (n=15) agreed from the post course responses

IMPACT DATA: ASSESSMENT AND LEARNING

Often pupils coming up from primary school are not equipped with the skills / knowledge required for secondary school



Learners across all cohorts were asked about primary to secondary transition. This highlighted that **53%** (n=148) felt that often, pupils coming up from primary are not equipped with the skills / knowledge required for secondary school. This showed no change in the post survey responses, again showing **50%** agreement.



Significantly, of the **278** responses to this question, the vast majority of them came from primary school teachers.

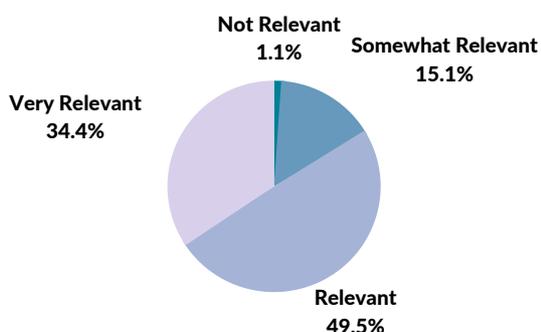
From these responses, there does appear to be an acceptance from primary school teachers that young people are not progressing to secondary school with the necessary skills and abilities.

This may certainly be an area of further investigation.

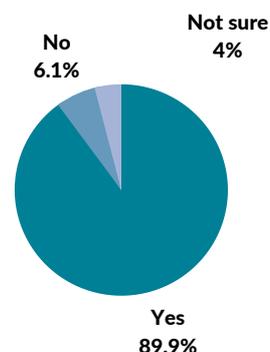
IMPACT DATA: LEARNER FEEDBACK

The post course responses show encouraging results and point to positive shifts in attitudes, of equal importance however is feedback from the teaching professionals to establish their thoughts on the course and impact on their teaching pedagogy.

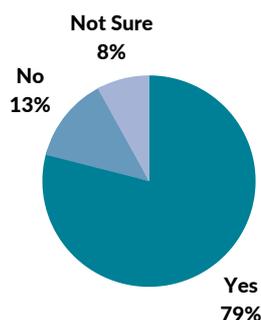
How relevant is the content to your teaching practice?



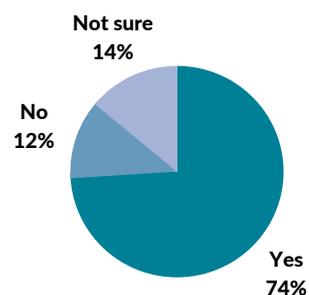
Do you feel the Mindset in Education course has improved your knowledge?



Do you feel the course will make you a better teacher?



Do you feel the Mindset in Education course has improved your relationship with pupils??



IMPACT ON OUR VISION

Written Case Studies

Supported by the Northern Alliance, Joanne Brown took part in Winning Scotland's 'Mindset Teams' programme while serving as head teacher at **Lumsden Primary School** in Aberdeenshire - and as acting head at **Towie Primary School**, seven miles down the road. [Click here for further details.](#)



Staff at **St Brigid's Primary School** in North Lanarkshire used a range of growth mindset approaches to engage pupils in learning. As well as using the 'chilli challenge' in maths, they embraced the concept of celebrating mistakes and learning from them.

As a result, pupils are more enthusiastic in learning and push themselves more. [Click here to view](#)

The full impact report for delivery of Mindset Teams during 2021-22 can be accessed on www.winningscotland.org, along with many more case studies showing impact across Scotland.



We're a small charity with big ambitions for Scotland's young people and to achieve them, partnership is essential.

We work with our partners to understand the issues young people face. Together, we develop approaches to address these and ensure the approach is sustainable and will continue to work once the partnership comes to a natural end.

Throughout 2021-22, Winning Scotland are delighted to have worked in partnership with **Education Scotland**, **Dundee City Council**, **Edinburgh Napier University**, **Northern Alliance Regional Improvement Collaborative**, **North Lanarkshire Council**, **South West Education Improvement Collaborative** and **West Dunbartonshire Council** to deliver our Mindset Teams course.

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