

Mindset Teams

Winning Scotland

Impact Report:
June 2022

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.

We engage and empower the individuals and groups who have the greatest influence on young people, giving them the tools and knowledge to create sustainable impact. For example, a school with a positive learning culture will impart crucial skills for life and learning to its pupils, year-after year. A community with healthy lifestyle habits is more likely to achieve and be aspirational and a child with confidence and resilience is more likely to be successful in life.

Since our inception in 2005, we have impacted many hundreds of thousands of young people in Scotland, working with partners across the public, private and third sectors, and operating in every corner of the country.

We have achieved this by customising proven approaches for a Scottish context, and collaborating with some of Scotland's largest organisations to create the biggest impact.

In everything we do, we're always:

- committed to young people
- collaborative in our delivery
- pioneering in our approach
- innovative in our solutions
- independent

Our mission is to empower all young people in Scotland to be ambitious, versatile and resilient. Whatever the circumstances, we want them to be full of confidence and prepared for the future.

Our approaches are based on robust evidence, developed to be effective in settings where children spend their time – like education, communities and sport.

Young people in Scotland deserve the best chance at achieving success in life. Being confident and resilient will set them on their way, whatever life throws at them.

This report outlines the combined results 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
- West Dunbartonshire

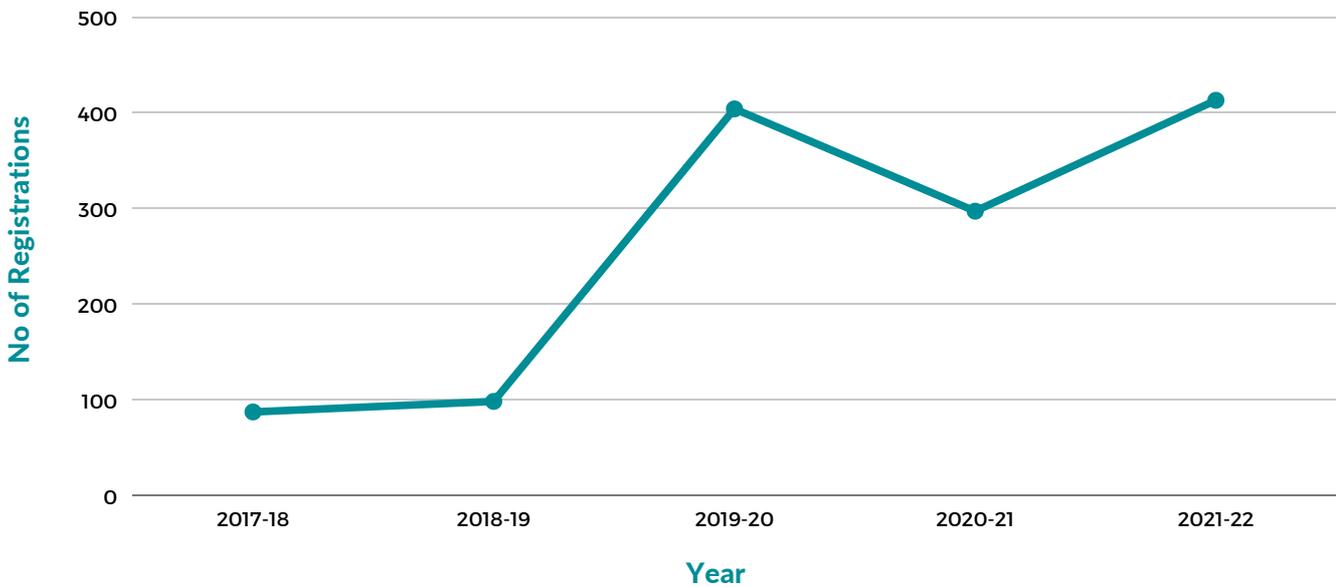


MINDSET TEAMS

Mindset Teams is Winning Scotland's flagship programme to support the development of a growth mindset culture in Scottish education. This is a professional learning approach that enables teaching practitioners and senior leadership in schools to complete a growth mindset learning journey, aiming to impact at both strategic and classroom level.

“Growth mindset has made the biggest difference we've ever had in our school”
Depute Head Teacher
(Dundee)

Since initial delivery in 2017-18, the course has registered a total of **1299*** teachers across Scotland. Delivery figures have grown significantly since initial delivery and whilst the COVID-19 pandemic did have an impact, 2021-22 will see the highest rate of delivery (**413 registrations**) since the course was developed, highlighting both need and desire for growth mindset professional learning.



*Delivery figures include registrations to our newly developed [Limitless Learning course](#)

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. The programme is designed for early years, primary and secondary school staff, with content contextualised to health and wellbeing, numeracy, literacy or STEM, allowing growth mindset to be put into a teaching context.



MINDSET TEAMS

Endorsed by Education Scotland, The General Teaching Council for Scotland (GTCS) and accredited by Glasgow Caledonian University to carry 15 credits at level 11 on the Scottish Credit and Qualifications Framework (SCQF), Mindset Teams encourages learners to reflect on their own school setting, understand the process of 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.

This course has a number of curricular options for learners, tailoring their learning experience to meet their schools needs with the purpose being to equip learners with the knowledge to understand the concepts of growth mindset and consider how to apply this knowledge in their school / learning community.



WHAT IS MINDSET?

Our 'mindset' can be the way we approach a challenge or task, how we think and feel about our ability, and how we behave due to the beliefs we hold.

The research of Stanford University professor, Carol Dweck suggests we, all tend to lean towards one of two mindsets, and this can affect our capacity to learn. People with a fixed mindset believe that we're born with an innate level of natural ability and intelligence – nothing we do can make us smarter or better at something if it isn't in our nature.

In contrast, people with a growth mindset believe our level of success is determined by factors such as effort, application and skills development.

Unsurprisingly, people with a growth mindset tend to have a much higher ability to develop their own skills and abilities over time, as well as being much more confident and resilient when faced with difficult situations.

That's why we believe creating a growth mindset culture in Scotland is so important.

"If you would like to learn about a mindset mathematics approach to education I am proud to endorse the Mindset Teams programme from Winning Scotland."

"It provides a high quality learning experience in key areas that can enable educators to embed a growth mindset in their schools"

Dr Jo Boaler, Stanford University (named as one of the 8 educators "changing the face of education" by the BBC.)



University for the Common Good



MINDSET IN EDUCATION

The development of growth mindset as a concept is based on the work of Dr Carol Dweck. There is now a significant body of evidence about the positive impact of 'growth mindset' in education.

Having a growth mindset is crucial for children and young people to build confidence and resilience to be able to meet the challenges they are facing now and will face in the future. Our aim is to embed growth mindset into not only the Scottish education system, but the entire learning environment of Scotland's young people.

The impact of growth mindset has been studied by many different researchers around the world. The overwhelming majority of them have found that having a growth mindset is associated with getting better grades, including one recent study published in the Nature journal, detailing a national experiment that found growth mindset improves achievement ([available online here](#)).

Winning Scotland's professional learning programme provides teaching professionals with a career-long professional learning opportunity, aligned to the following learning outcomes to:

1. Consider the research to develop a deep understanding of the concept of growth mindset.
2. Reflect on the potential of growth mindset to have a positive impact on young people.
3. Focus and reflect on their own professional learning.
4. Enhance their professional knowledge and understanding.
5. Enhance their professional actions and impact within their educational context.
6. Provide opportunities for their school or college to fully embrace growth mindset.

The course is 'learner led' and supports a practitioner enquiry approach, with participants expected to investigate growth mindset and establish a clear rationale for a group project which will be instrumental in persuading a whole school to develop a growth mindset culture.

The project also forms part of the learner's assessment and subsequent qualification in 'Applied Growth Mindset' from Glasgow Caledonian University.

On successful completion of the course, to continue engagement with the learners, all of the graduates will then become '**Mindset Ambassadors**'.

Four times a year, we'll share new content, helpful tips and handy resources to boost their growth mindset knowledge and support their ongoing journey.

Who?

Growth Mindset Ambassadors are teaching professionals who've completed the learning content of the Mindset in Education course.

What?

A network of teaching professionals from across Scotland who can share growth mindset tips, experiences and learn from each other.

How?

Through events, resources and useful information, as well as a 2-way dialogue to share our research and ideas with Ambassadors for feedback.

Why?

For knowledge exchange, to share examples of good practice, to help pupils reach their potential, and for growth mindset to become truly embedded. The Ambassadors network is there to help inspire teaching professionals on how to do this as they continue on their growth mindset journeys.

DEVELOPING GROWTH MINDSETS ACROSS SCOTLANDS YOUNG PEOPLE

During 2021-22, Winning Scotland have been working in partnership with local authorities, education partners and Education Scotland to deliver a high quality, blended learning course to teaching professionals, promoting the principles of growth mindset, but also encouraging the application of this in their school setting.

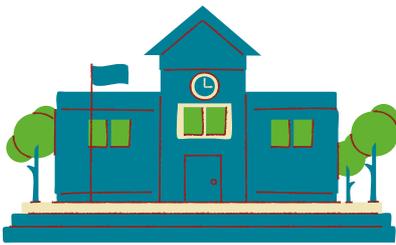
The course is divided into 5 sections:

	Unit	Title
Learning content	1	Understanding growth mindset
	2	Understanding a school context
	3	Applying mindset in your teaching
Projects and assessments	4.1 (Leaders)	Change management and the people side of change
	4.2 (Champions)	How to manage change
	5.1 (Leaders)	Understanding change as a process
	5.2 (Champions)	Sharing project impact

SCHOOL INVOLVEMENT (ACROSS 6 INDIVIDUAL COHORTS)

BREAKDOWN BY SCHOOLS

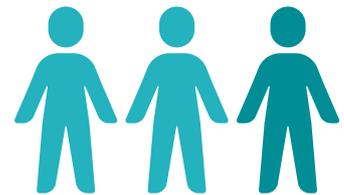
Throughout 2021-22, in total **85*** individual schools across **23** local authorities registered a total of **290** teaching professionals. This includes partnership working with **57** primary schools, **28** secondary schools and learners from Edinburgh Napier University, studying for their Professional Graduate Diploma in Education (Mathematics).



Whilst COVID-19 impacted recruitment to the course, **42** (71%) schools submitted full 'teams' (1 member of SLT and at least 2 teaching practitioners)



The various cohorts had representation from **24** (75%) of Scotland's 32 local authorities



The majority of course participants were female, making up **80%** (n=233) of the learners with **53** males (18%) and **4** (1%) non conforming

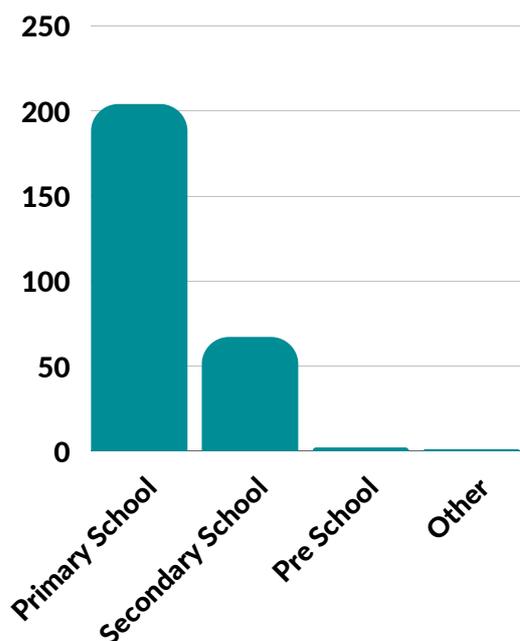
*This figure does not include schools allocated to student teachers taking part in placements

PRIMARY AND SECONDARY SCHOOLS

The vast majority of schools registered on the Mindset Teams course represent the primary school sector, making up **67%** (n=57), with the **33%** (n=28) from secondary schools.

Of the **290*** learners, this is further broken down to show **204** learners from the primary sector, **67** from secondary schools, **2** from pre school and **1** other.

*These figures do not include teaching students from Edinburgh Napier University as they are not allocated schools at this stage of their education.

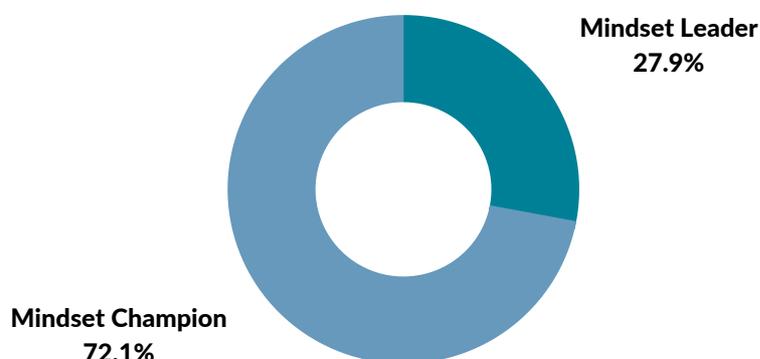


ABOUT OUR LEARNERS

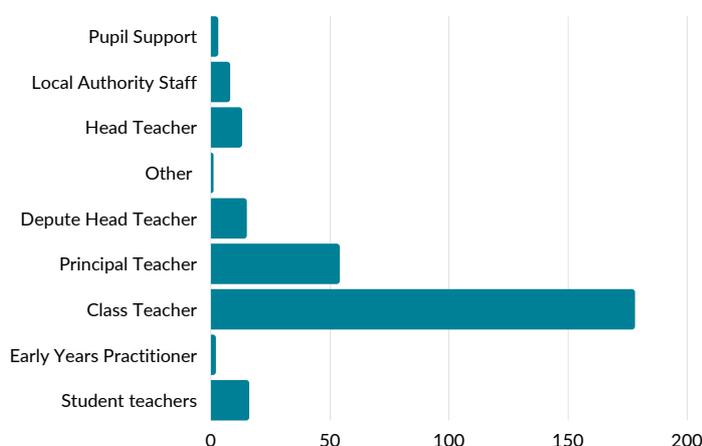
MINDSET DELIVERY MODEL

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,



BREAKDOWN OF SCHOOL ROLE



Following the Mindset Teams model, as expected there are significantly more classroom teachers participating across the cohorts. During 2021-22, **178** class teachers were registered on the course, 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.

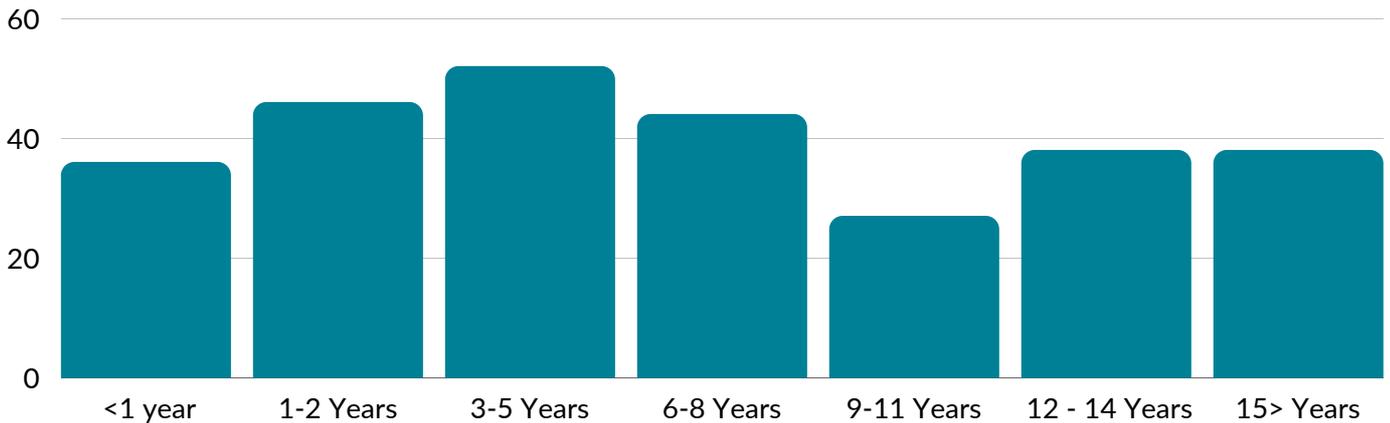
MINDSET TEAMS: DATA COLLECTION

To establish baseline attitudes, learners are asked to complete online surveys aiming to identify their thoughts about learning, their understanding of mindset and importantly their attitudes towards struggle, challenge, mistakes and the potential of the young people they teach.

The pre course responses were collated from the **281** learners (not all learners consented to completing data survey). Each of the learners was allocated with a unique, randomly assigned ID code in order to compare responses given before, and after the learning content. It is important to note that a blind methodology is assigned meaning whilst the ID codes allow individual pre- and post-responses to be compared, the individuals are unidentifiable.

MINDSET TEAMS: DATA COLLECTION

The responses (n=281) show that the majority of teaching professionals registered on the Mindset Teams course are relatively inexperienced with **134** learners (48%) stating that they had less than 5 years teaching experience. There was however a good balance across the cohorts with **37%** (103 teaching professionals) indicating that they had 9 or more years' experience in the teaching industry.



INCREASING KNOWLEDGE AND AWARENESS

For the purposes of collating impact data, learners take part in both pre and post surveys to establish their thoughts, teaching pedagogy and beliefs about mindset. The data shown below is solely collected from learners on the Mindset Teams course.

Increasing students knowledge of growth mindset principles and practices is a key objective of the course. Prior to the course **60%** (n=169) were either 'Not very aware' or 'Not at all aware'. Following completion of the course learning content, **98%** (n=275) of the learners responded that they were 'Aware' or 'Very Aware' of growth mindset practices and principles.



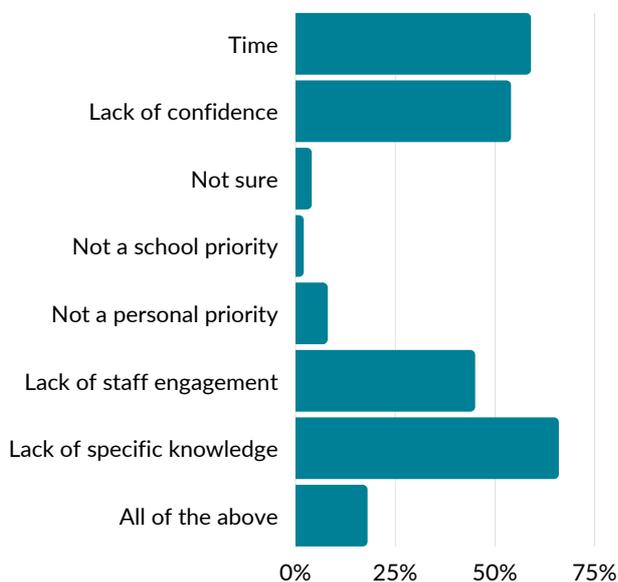
What is your current awareness of the growth mindset?

Pre Course (n=90)
64% either 'Not very aware' or 'Not at all aware'



What is your current awareness of the growth mindset?

Post Course (n=58)
100% either 'Aware' or 'Very Aware'



WHAT PREVENTS A MINDSET APPROACH?

When asked to explain (if anything) what the main reason preventing learners from implementing a growth mindset culture in their school / teaching, a wide range of responses were collated.

Time (59%), lack of specific knowledge (66%) and lack of confidence (54%) were the main factors.

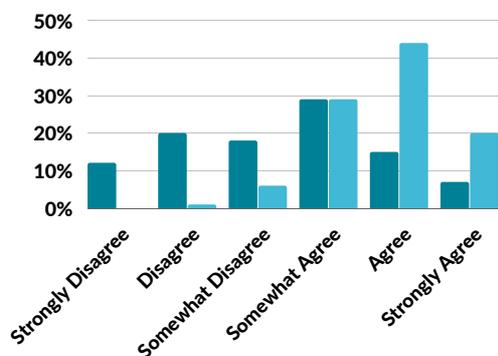
BELIEFS ABOUT LEARNING

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.

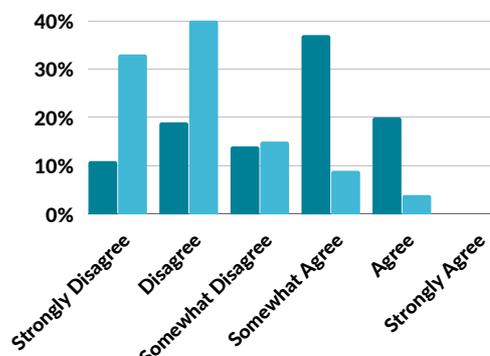
For all the tables below the following key applies:
Pre course responses ■ Post course responses ■

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%.

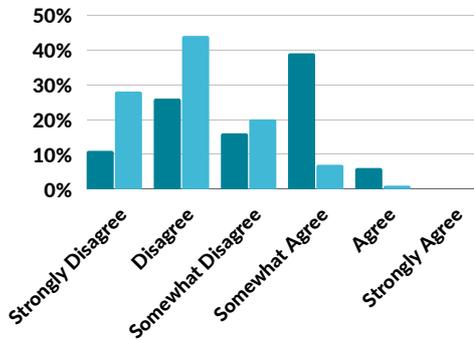
There will always be some students who simply won't "get it" no matter what I do



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

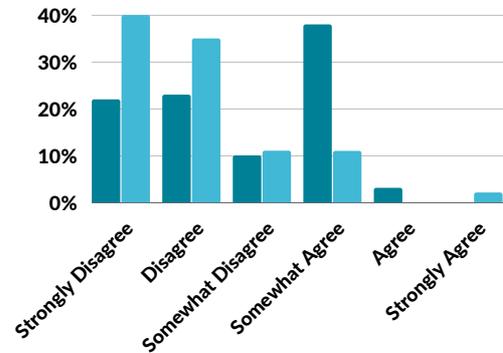
IMPACT DATA: ATTITUDINAL CHANGE

Some people are born with a maths brain



Specific to numeracy, prior to the course, **46%** (n=128) agreed with the concept of a maths brain, however this drops to **9%** following the course.

Pupils can improve their skills but not their basic level of ability



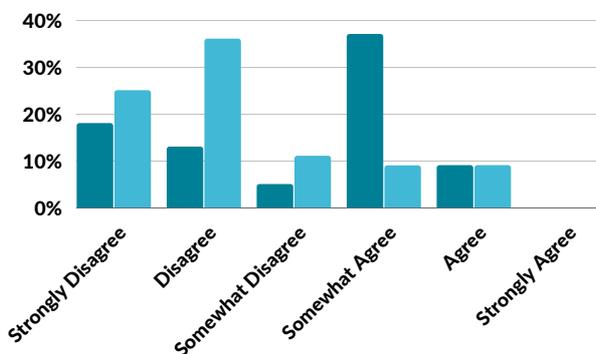
When asked if skills can improve, but not their ability, prior to the course, of the 276 responses, **45%** agreed in some form, however post course results show a significant decrease to **13%**

BELIEFS ABOUT LEARNING

The teaching professionals' sector was also taken into account, with specific questions related to a secondary school setting. This highlighted responses that indicate issues with examinations and transition from primary to secondary school.

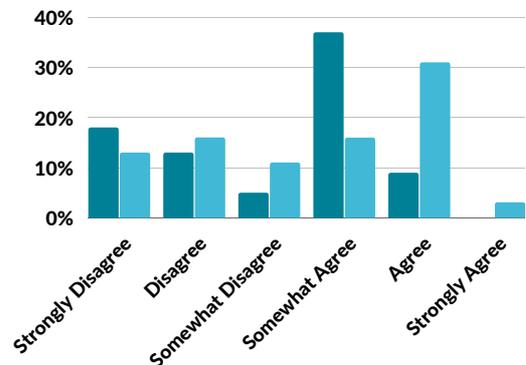
For all the tables below the following key applies: Pre course responses ■ Post course responses ■

It is more important teaching to the exam, rather than teach a full understanding of a subject



Focussing on attainment, Pre course responses indicated that that **46%** agree it is more important to pass the exam than fully understand the subject. This drops to **18%** post course, but highlights an area of concern.

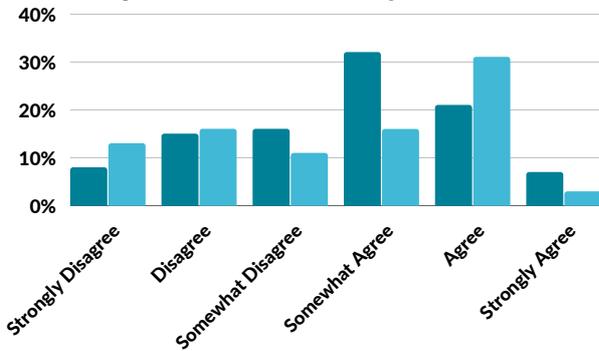
In some cases, pupils are not submitted for exams as they might not pass and this would be seen as detrimental to the school's level of attainment



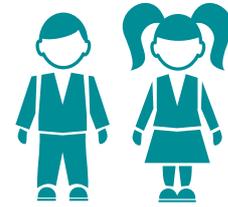
To establish outcome over depth of learning teachers were asked pre-course if some pupils were not submitted for exams as this may be detrimental to the schools attainment levels. **46%** agreed with this in some form.

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.

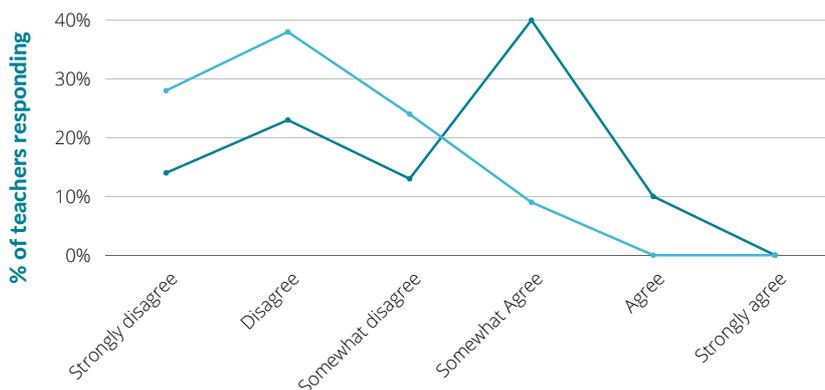
This may certainly be an area of further investigation.

BELIEFS ABOUT LEARNING

As detailed by the Education Endowment Foundation in January 2021 the impact of COVID-19 is likely to impact the attainment levels of primary-age pupils in both reading and maths. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils. Given the lack of attainment data, the results below show positive changes related to pupils attitudes to learning, impacting both the pupil and the learning environment for teachers.

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

Some people have a knack for learning and some just don't



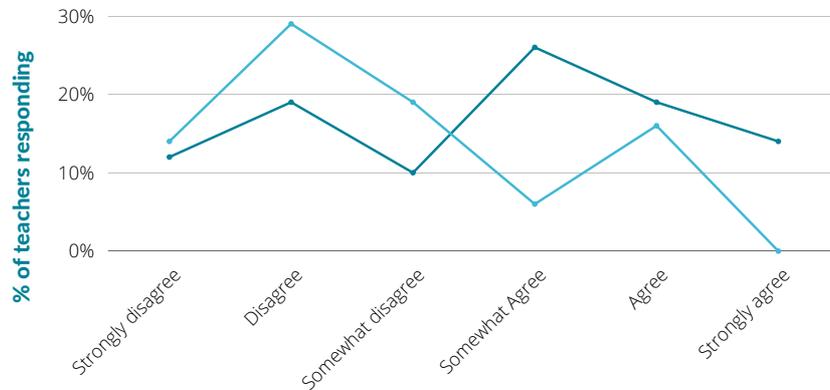
Responses (**n=277**) show that prior to the course, **1 in 2** teachers agreed that some people had a knack for learning.

This drops to **1 in 10** teachers after the course showing an increased understanding of brain development.

IMPACT DATA: PUPILS ATTITUDE TO LEARNING

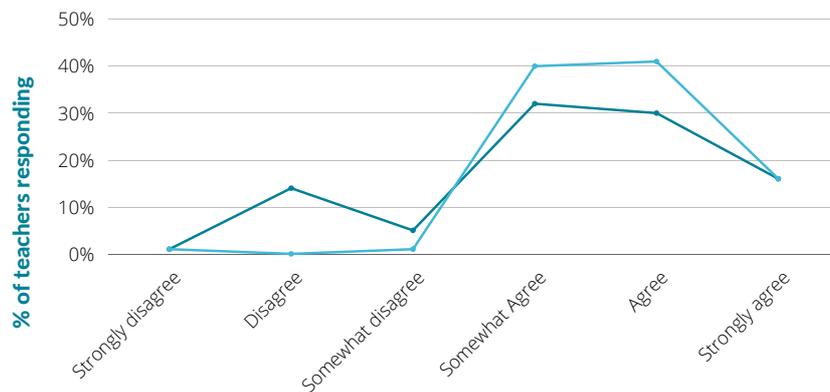


Students who finish their work quickly understand the material better than students who take longer



Growth mindset behaviours are steeped in a teaching pedagogy that does not put time pressure on learning. responses indicate a significant change following course delivery. prior to the course, **59%** agreed, however this drops to **38%** post course indicating an understanding that time pressured learning may lead to learning anxiety.

Discussing students' errors with the class is a good strategy for enhancing students' understanding



The desire to persevere (growth mindset), or give up (fixed mindset) when faced with challenge are classic mindset characteristics. The discussing of errors and creating a safe learning environment are fundamental to this. The results show an increase in teachers recognising the benefits of discussing errors with **98%** in agreement following the course.

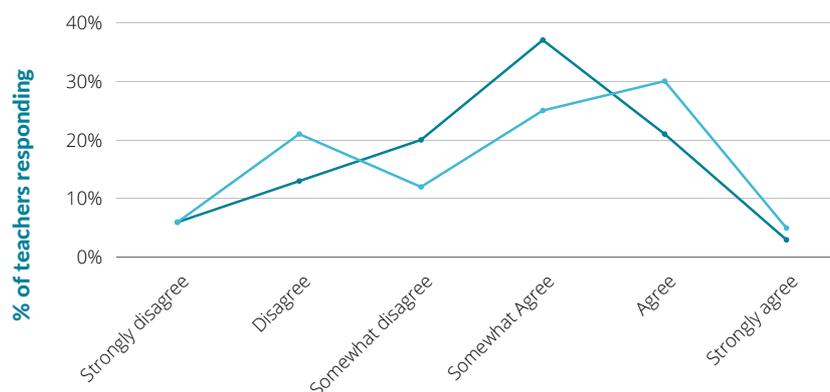
BELIEFS ABOUT LEARNING

In January 2021, the Education Endowment Foundation also stated that overall performance in both reading and mathematics in autumn 2020 was found to be significantly lower compared to 2017, with pupils, on average, making two months less progress in both subject areas.

As detailed, post course responses show growth mindset interventions (complemented with other good practice) to have a positive impact on the attitudes of pupils and in turn the learning environment.

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

It is important pupils are put into mixed ability groupings

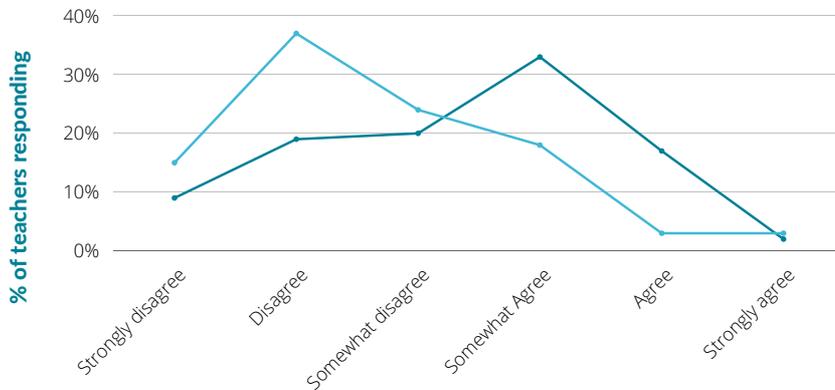


The benefits of mixed ability grouped learning are a regular topic of discussion, however there certainly appear to be benefits to mixing groups, particularly with those less able. Responses from the surveys (n=277) indicate that both pre and post course, the majority of teachers agree with this teaching concept.

IMPACT DATA: PUPILS ATTITUDE TO LEARNING



In maths, answers are either right or wrong



Mindset research show that when faced with challenge, a fixed mindset response may be to avoid the challenge, often leading to disruptive behaviours as an attempt to deflect from the task. This often manifests itself in numeracy with many pupils developing a maths anxiety. The responses (n=138) show an encouraging drop from **52%** (n=73) that agreed pre course, to just **24%** post course.

Use 3 words to explain the Mindset Teams course



IMPACT DATA: LEARNER FEEDBACK

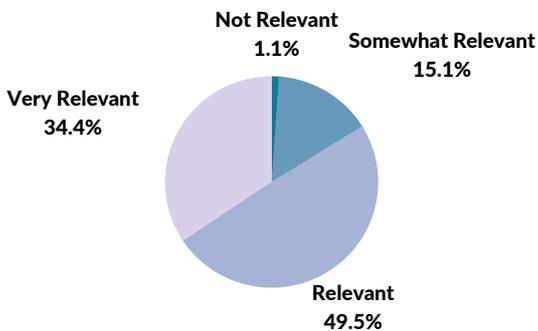


IMPACT ON TEACHING PEDAGOGY

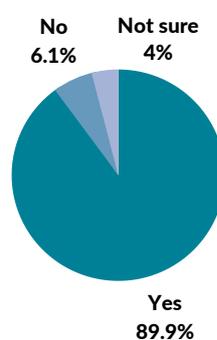
The post course responses show encouraging results and point to positive shifts in attitudes, all of which support the theories of growth mindset teaching. Of equal importance however is feedback from the teaching professionals to establish their thoughts on the course and impact on their teaching pedagogy.

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

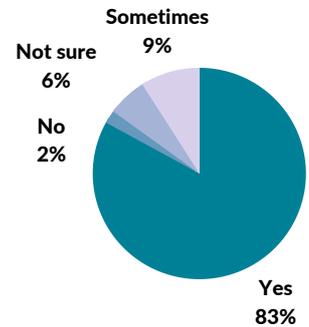
How relevant is the content to your teaching practice?



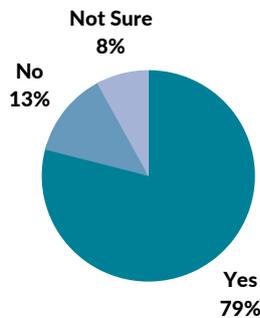
Do you feel the Mindset in Education course has improved your knowledge?



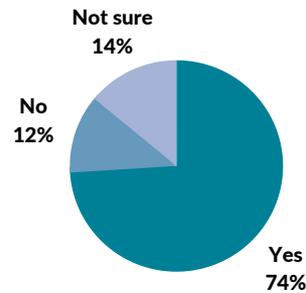
Have you been using what you learnt in your teaching?



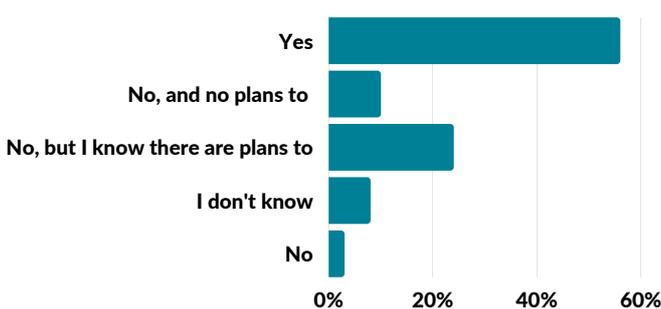
Do you feel the course will make you a better teacher?



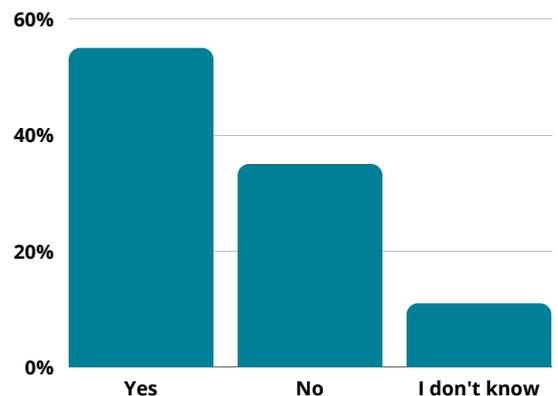
Do you feel the Mindset in Education course has improved your relationship with pupils??



Is growth mindset mentioned in your school improvement plan?



Has this changed since you have been involved with this course?



IMPACT ON OUR VISION

Our vision is a future where all of Scotland's young people are confident and resilient. Everything we do is targeted towards fulfilling this vision. Our approach is to support the key adults in a child's life, giving them the tools and skills to instil confidence and resilience in the young people they educate and care for.

Most of all, it creates impact. Follow the links below for case studies of our partnership work with partners and local authorities across Scotland.

Written Case Studies



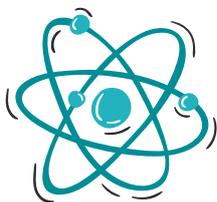
Pupils in Maureen Steel's Primary 2 class at **St David's Primary School** in North Lanarkshire felt anxious about maths. Maureen saw Winning Scotland's Mindset Champions course as an opportunity to help pupils increase their confidence, resilience and engagement with maths.

[Click here for further details.](#)

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.](#)



When new Covid measures at her school led to a 20% reduction in contact time with her pupils, Chris Bappoo from **Banff Academy** worried that her pupils' passion for science might suffer...

[Click here for further details.](#)

Modern language teacher at **Elgin Academy**, Fleur Stewart, noticed some of her students were hesitant about learning languages. She introduced growth mindset to boost their confidence.

[Click here for further details.](#)



MINDSET TEAMS: CASE STUDIES

Written Case Studies



Depute Head Teacher of **Maxwelltown High School**, Julie Morrison, trialled a growth mindset programme with third years to build their confidence and resilience.

[Click here for further details](#)

Jordan Flynn, a PE teacher at **Carrick Academy** in South Ayrshire, used growth mindset strategies to help pupils see the links between effort, resilience and attainment.

[Click here for further details.](#)



Filmed Case Studies



Staff at **St Bernadette's PS** in North Lanarkshire and Heriot PS in Renfrewshire took part in our professional learning course to help pupils re-engage with their education and raise their aspirations.

[Click here to view](#)

Andrea Skene took part in Winning Scotland's 'Mindset Champions' programme to embed a culture of growth mindset in her biology classroom at **St Matthew's Academy** in Saltcoats, North Ayrshire.

[Click here to view.](#)



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](#)

MINDSET TEAMS: CASE STUDIES

Podcasts



Ashleigh Thomson, a teacher at **Stane Primary School**, took on Mindset Teams to increase motivation and participation among her pupils, especially those living in areas of deprivation.

[Click here to listen](#)

Lisa Drummond, from **St Augustine's Primary School** used Mindset Teams to improve her pupils' attitudes towards numeracy. With pupils from a variety of different socio-economic backgrounds, Lisa had previously read about growth mindset and was hoping it might help to provide a solution that could bridge the attainment gap.



[Click here to listen](#)



Claire McGrath at Whitburn Academy in West Lothian joined the Mindset Teams programme in order to improve the attitudes of her maths pupils.

With Whitburn Academy among the most deprived schools in the local authority, the teaching team were keen to change their students' approach to challenges they had previously felt unable to overcome.

Faculty leader Claire McGrath gives a deep insight into her experience in a 15-minute podcast interview.

[Click here to listen](#)

FEEDBACK FROM LEARNERS



“Introducing the “Learning Pit” at the beginning of the project, alongside the Growth Mindset lessons has proved to have had a positive impact on the children. With one child in particular, during week two, she was declaring the task she had chosen was too hard and that she “just can’t do it!” It gave me an opportunity to take her to our wall to talk through the process. When I asked her where she was on our Learning Pit wall, she was able to tell me she was sliding into the pit. We then looked at our strategies taught already – Ask for help and Don’t give up. Immediately, she smiled and said “Mrs X, I would like help.” Her outwardly attitude changed from panic and worry, to relaxed and happy, was something I endeavoured to see, especially in this child who lacks self-confidence.”

“The children are more relaxed, show a willingness to ‘Have a go.’ and seek out help through teacher intervention or resources available. The Learning Pit tool has also been acknowledged by the management team as a way for the children to continue to practise using a Growth Mindset, remind themselves of the learning journey, strategies and key language. ‘Emotions Works’ is delivered by another member of staff to our children and she has noted that the children have shown they can apply a Growth Mindset to discussions and activities.”

“As the project developed in my class, there has been a positive difference firstly in the language the children are using during learning activities. I have observed them saying “I’m going to give this a go today,” “I’m going to try a different way,” “Mrs X, can I use cubes to help me today?” Hearing the children’s language being more confident has been hugely beneficial to them and their learning.”

P1 Teacher, North Lanarkshire

“The findings had a much more positive ethos, with answers ranging from ‘happy’, ‘ok’ and ‘fine’ as they now are starting to see the value in learning from mistakes. This has made such a change in the classroom ethos as the learners interacted positively with sharing answers, peer-marking and self-marking. The learners have become wholesome learners, who share ideas openly, listen to different strategies and are now not afraid to record their scores.”

“The children now feel more adept at discussing their learning and are more comfortable reflecting on their learning, starting to use more reflective language where they are focusing more on the learning rather than the finished product, for example, when sharing what had made them a good learner after a challenging maths-based task, some children were using statements like:-

- *"I tried a different strategy when my first strategy didn't work."*
- *"I gave myself more time to think."*
- *"I saw where we had made a mistake and fixed it."*
- *"I took a break, missed out the tricky bit then went back to it later."*

This demonstrates that the children were not being put off by challenging learning but rather reacting to the difficulty they were facing in a positive and pro-active way.”

(P2 Teacher, Aberdeenshire)

FEEDBACK FROM LEARNERS



“Interestingly, the group have now adopted the mantra of ‘I can do this’ before they begin the Maths calculations to beat their weekly score. This has had a direct impact on the anxiety children experienced when completing their Big Maths. Previously, children would feel deflated if they did not beat their score but now children can see their own progress and mark their Maths learning journey. They will approach the questions the following week with the same determination instead of feeling like they would ‘never beat their score’. This has increased maths attainment as children were able to recall their number facts quicker because they felt more confident in their own abilities and realised that making a mistake was not going to get them into trouble or their peers would think they were not as clever.”

P3 Teacher, South Ayrshire

“The changes that have occurred throughout the project have been the increased confidence in the three children, and for two of the children, the ability to recognise ‘how many’ in regular dot pattern without having to count (subsidising).”

*“I have spoken in particular to the children’s key workers and they have confirmed that the children involved in the project, were displaying more confidence in activities and interactions with their peers.”
(Both quotes directly above are from an Early Years teacher in South Ayrshire)*

“The survey did show an increase in children happier and more confident with maths. They did still feel getting right answers was important but explained that this was for assessment situations and generally wrong answers were good as you learned from them. They were certainly more confident and enjoyed discussing maths strategies.”

“An ethos of discussion had been fostered in the class already and during this home learning period in particular it continued in Teams chat and other sites to discuss what they were doing and to ask for help when stuck. The quality of responses and discussion on the one day we returned to class was very surprising and square roots and powers were shared.”

P7 Teacher, Dumfries and Galloway

FEEDBACK FROM LEARNERS



Primary 2/3 Teacher

"The children's attitude towards learning has changed. They are more confident and motivated to do well. I have children now telling me that they are going to choose the challenge aspects of tasks as well as children asking me if they can do x, y or z to challenge themselves within tasks. An example of this was when we were creating a character description within Literacy and I had asked the children to write 5 adjectives for the character and a child said, "I'm going to think of 7, that's my challenge." I have noticed that the weekly spelling test scores have been gradually improving over the last few weeks and I do believe the mindset project is a factor in this."

"I have received messages from home expressing delight and pride that their child has demonstrated a Growth Mindset. Some examples from the messages are:

- *Moving up a swimming level after really challenging themselves*
- *Joining a new club*
- *Telling a sibling to 'keep trying, they'll make progress'*
- *Reading aloud to family members*
- *Trying school dinners for the first time*

These messages indicate to me that the children have really taken on board the mindset message. It demonstrates their increased confidence, motivation and willingness to 'Try Everything' like our soundbite tells them to. I am delighted that the children are transferring their learning within school and that their adults can see the positive impact it is having on them."

Primary 7 Teacher

"A conversation that I overheard during a mathematics task really showed me how much the children were encouraging each other. A child was stuck in the mistake making zone and was presenting with a Fixed Mindset. Their classmate that they were sitting next to said,

"I know it's difficult, but remember the more you practice, the better you will get. Do you want me to help you?"

This really highlighted the positive impact that had been made during the project."

FEEDBACK FROM LEARNERS



"In general, I think the project has helped with pupils' confidence and understanding as it has highlighted areas that need to be developed further. This then encourages them to take more responsibility of their learning and gives them an idea of their strengths and areas that need developed. I also think that since the project, pupils are asking more questions which shows that, for some, this has had an impact on their confidence."

Secondary maths teacher, Fife

"[at the beginning] 90% of pupils admitted to believing that mistakes were a sign of weakness in any subject. They perceived the idea of making mistakes as an indicator of whether the person is good or bad at the subject. By the end of the project, nobody had this view anymore. During a class conversation, pupils stated that by creating a more inclusive environment within the classroom, they were given a new freedom to grow and learn from mistakes without feeling embarrassed."

"They [departmental colleagues] also agreed that this experience has allowed me to solidify the positive relationships I have with my pupils. They were appreciative of the fact that pupils had increased their confidence levels. Additionally, a huge problem we struggle [with] departmentally is lack of pupil motivation and resilience. Therefore, my colleagues were happy to hear that my students have become less passive and now understand how to take ownership of their learning."

Secondary maths teacher, East Dunbartonshire

PARTNERSHIP WORKING

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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