

Developing Grit on GCSE Programmes

– an action research project at City College Norwich

James Taylor-Lawrence



Key Findings

Following GRIT-related exam revision strategies we found...

- On the whole, students knew they had to work hard to succeed.
- Not every student worked as hard as they knew they could.
- Most exam revision resources were supplied by the teacher and students seem to need direction in exam revision.
- Students appear to be willing to take on a growth mindset.
- Students were positive that a growth mind set would impact on future success.



Phoenix Plus 2014/15



Home Context Aims Methodology Data Analysis Resources Strengths and limitations Recommendations

Background to the project

About us

My name is James Taylor-Lawrence and I am the Subject Specialist Lead in English at City College Norwich. I am an English and Media Studies teacher with 8 years experience of working with students with interrupted statutory education and varying barriers associated with learning. Alongside of this, I have delivered teacher training and worked with teachers to develop effective strategies to engage students in literacy development.



My name is Suzi Battell. I have taught at City College Norwich for 21 years; firstly as a Lecturer in Engineering, then in a Key Skills teacher role working in the Essential Skills department and for the last 11 years as a Course Tutor and Maths teacher on Phoenix Plus. I have also been a Teaching and Learning Coach, working closely with the Teacher Development Unit in the college to deliver CPD to staff.



Since October 2014 I have taken on the role of Subject Specialist Lead in Maths (GCSEs and Functional Skills) where I have managed, planned and evaluated how we, as an FE college aim raise participation and standards.

Our College

City College Norwich is the biggest college in Norfolk and attracts students from all over the county and some from beyond. This means that students could be travelling to college from as little as a few metres away to 80+ kilometres away.

Search

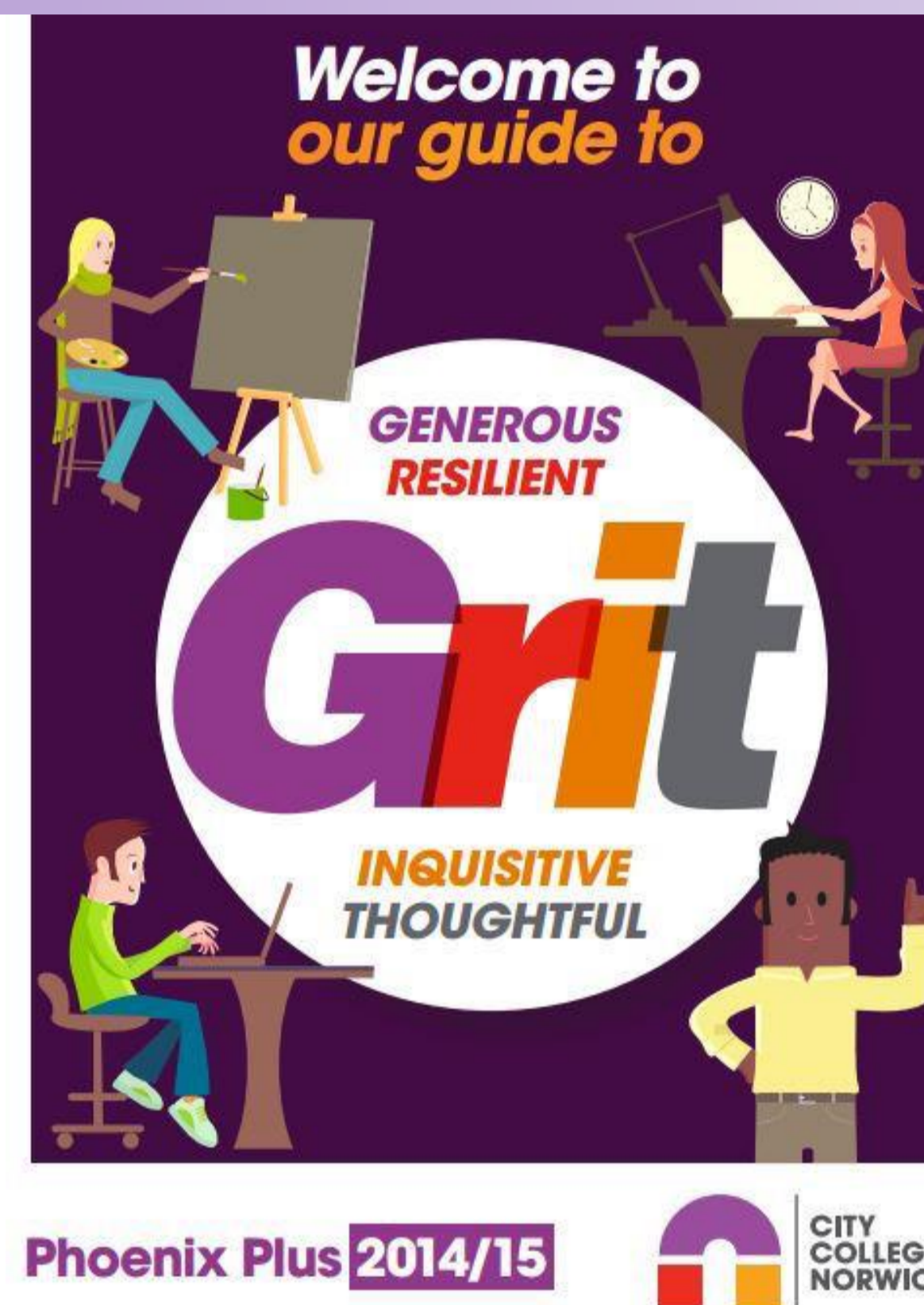
BACKGROUND RESEARCH

- Dweck and the power of not yet!
- Growing our Mindset
- Growth Mindset and Maths
- Growth Mindset Kit
- Intelligence is not Fixed
- Motivation and Mindset Anchoring
- Self-Awareness diagnostic questions
- SSAT website
- Ted Talk about Mindset
- The Problem with Growth Mindset



Full report here

The Education & Training Foundation



Maths Revision How will you do it?



- Organise a timetable for revision
- Know and understand grade boundaries
- Write a priority list
- Set targets
- Practice writing notes neatly
- Organise equipment needed
- Read questions carefully
- Check that answers look logical
- Organise notes/work into sections
- Keep calm!

- Peer mark work, note mistakes and give feedback
- Use online forums to discuss problems
- Create a blog or diary of revision
- Use spare time during the college day to revise
- Deal with each part of a question systematically
- Mark questions attempted with red/amber/green

- Write down everything you know on a topic
- Summarise explanations
- Write mnemonics to remember rules
- Set rewards for yourself
- Use maths games
- Test a friend/get a friend to test you

- Explain a method to someone else/get someone else to explain to you
- Set yourself a question, try it, Google answer
- Use lots of different sources for revision resources
- Ask for concise feedback
- Revise topics to take you over the grade cusp
- Revise for short periods but often

- Revise at the same time every day/week
- Pick main points from topics and write them down
- Gradually build up time spent revising
- Write facts, rules and methods on cards or posters
- Organise study sessions with friends

Experience is simply the name we give our mistakes



What has changed?

- Induction sessions include a variety of GRIT-based questionnaires, case studies and target/goal setting.
- The GRIT handbook and teaching toolkit continue to be developed.
- Students are supported to evaluate their progress in developing GRIT-learning approaches as much as their subject knowledge

Recommendations

Before any formal subject specific teaching takes place, the role of positive attitude, recognition of different/multiple approaches, and willingness to engage with a growth mind set is addressed in an induction period.