

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
RESIT RESILIENCE**

The Sheffield College

The Sheffield College (2020) *Final Report on the OTLA Phase 6 (English) Project - Resit Resilience: a curriculum-based approach to developing self-belief, confidence and meta-cognition skills of GCSE English Language students*. London: ETF.

© The Education and Training Foundation
(2020)

This resource was produced as part of Phase 6 of the Outstanding Teaching, Learning and Assessment (English) programme which was funded by the Education and Training Foundation. To learn more about the programme and this project read the summary booklet <https://www.excellencegateway.org.uk/content/etf3157>

The programme was delivered by -



CLAIRE COLLINS
consultancy

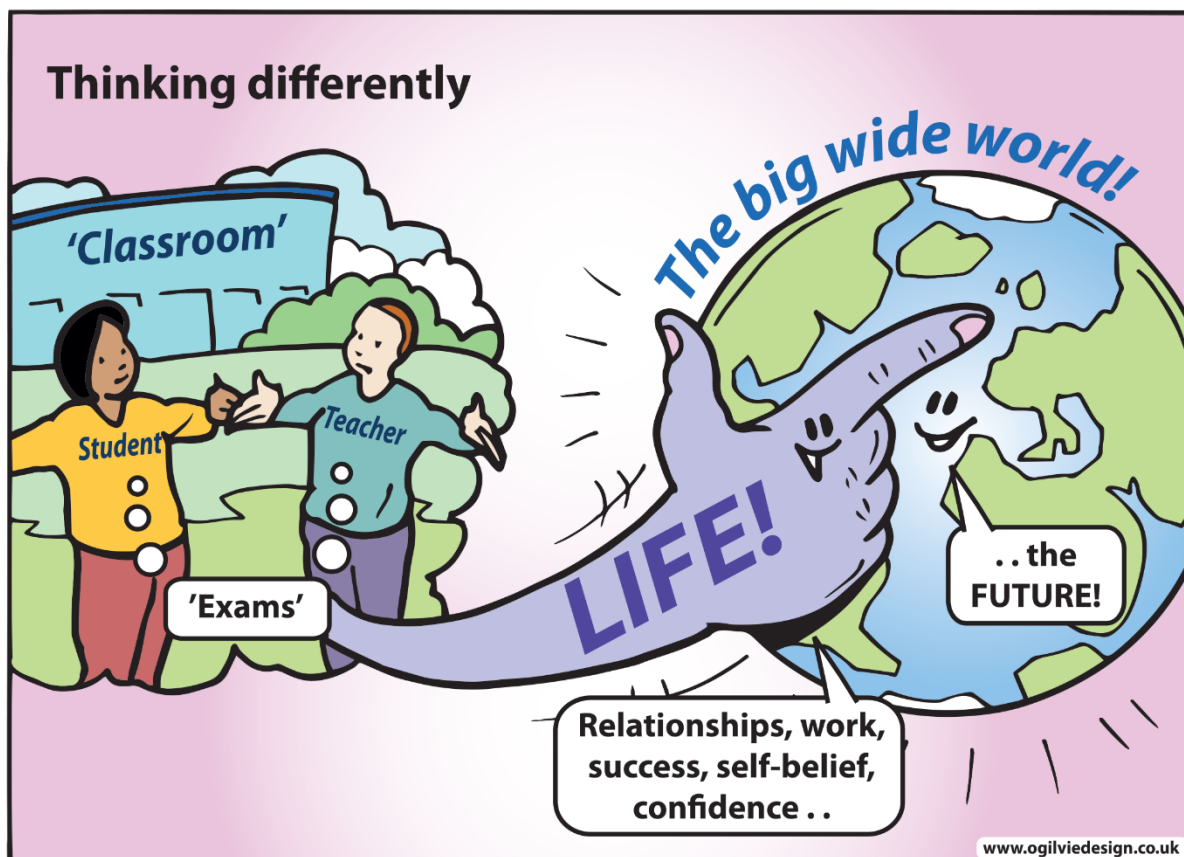


Contents

Final Report – Resit Resilience: a curriculum-based approach to developing self-belief, confidence and meta-cognition skills of GCSE English Language students	2
Appendix 1 – Initial Scheme of Work and Exemplar Resources	7
Appendix 2 – Exemplar Collaborative Resources.....	16
Appendix 3 – Diagnostic Assessment Results	18
Appendix 4 – Teacher Reflections	27
Case Study 1 – Student SJ and Student V (by Teacher B).....	42
Case Study 2 – Learner S and Learner AF (by Teacher F)	42
Case Study 3 – Under 16 student (by Teacher H).....	43
Case Study 4 – Teacher C.....	43
Case Study 5 – Learner MB (by Teacher E).....	44

Final Report – Resit Resilience: a curriculum-based approach to developing self-belief, confidence and meta-cognition skills of GCSE English Language students

The Sheffield College



This project was designed to explore whether and how the explicit delivery of 'mindsets for learning' activities impacted on the confidence, resilience and achievements of learners on our GCSE English Language programmes.

Summary

Because of their intrinsic lack of self-belief and motivation, the struggle to engage students in the development of English skills is a major issue at The Sheffield College, just as it is at centres across the country.

A group of us working here recognised that although some teachers across our diverse college were employing different approaches towards developing resilience in learners, others were not addressing this fundamental underlying issue explicitly. We therefore decided to engage in research.

This involved first accessing literatures, some of which suggested that supporting students in the development of their confidence and self-belief, combined with a focus on their meta-cognition and self-regulation skills, might impact positively on students' progress. It also involved our designing a Scheme of Work and set of

associated resources to embed within GCSE English Language and Functional Skills delivery.

Rationale

Our aim was to research the impact of explicitly tackling the complex issue of learners' attitudes towards learning, essentially their capacity for developing resilience. The situation was that, despite being highly skilled practitioners, many of our teachers struggled to engage students who exhibited disengaged behaviours within the classroom.

We also recognised that for many learners the Condition of Funding was also reinforcing their lack of self-belief and sense of self-worth in relation to learning: this condition requires 16-19 year olds to repeat GCSE examinations until they achieve the qualification or are no longer required to do so.

Similarly, for adult students returning to learning after failing at school, a lack of confidence often created a significant barrier to learning. And, whilst many of our teachers addressed learner resilience quite naturally in the classroom through their skilful use of the language of motivation, as a teaching team we were not necessarily exploring such engagement issues explicitly and systematically.

Consequently, we decided to collaborate in designing a Scheme of Work and a set of associated resources, with the intention of delivering them every week within a variety of English classes. Our aim was to assess the impact of such an approach on outcomes for the following people:

- 16-19 year old students studying GCSE English Language, across a diverse range of Study Programmes, and
- Adult students studying GCSE English Language, or Functional Skills English

Approach

The main focus of the project was to target any student who was working with a member of our core team of teachers whose main responsibilities included the delivery of GCSE English Language to Study Programme students.

The lead tutor had developed a Scheme of Work and an initial set of activities (Appendix 1) to be shared with teachers at a project training event before the start of the academic year. Teachers were encouraged to adapt these resources to suit the needs of their students and to accommodate their own different approaches to learning and teaching.

Teachers then delivered the activities to students whose programme of study included: Media and Performing Arts, Construction, Engineering, Plumbing and Motor Vehicle, Health and Social Care, Hair and Beauty, Sport and Uniformed Public Services. The activities were also used with adult students studying either GCSE English Language or Functional Skills English.

The students first engaged in an on-line assessment activity, which we used to gauge their levels of confidence and attitudes towards learning (Appendix 3). It also

provided teachers with a powerful basis to explore with individual students how their past experiences of, and attitudes towards learning influenced their current perspectives. Learners then engaged in mindset activities. Such activities were usually delivered weekly, before a break, and lasted between 5 and 10 minutes (Appendix 1).

However, whilst some activities focused wholly on the development of students' attitudes towards themselves and learning, other tasks also enabled an explicit development of curriculum related skills (Appendix 1).

The Scheme of Work was designed in such a way as to ensure that any related activities worked in parallel with the subject-specific Scheme of Work. The aim here was to help students to prepare for forthcoming challenges, such as mock examinations and build adequate levels of confidence for the task ahead.

Professional learning: Evidence of changes in teaching, learning and assessment practices

Teachers involved with the project reported that their engagement with it has had a profound impact on their practice and their perceptions of themselves as teachers.

The current situation was that, although they were all highly skilled in employing a range of strategies to encourage students to engage in their work, no one in the team prior to joining the project had taken such a systematic and focused approach to encouraging students to challenge their self-perceptions and associated attitudes towards learning.

Through being involved in the project, teachers were now working together; the aim was to adapt and develop resources that would engage their learners in the development of positive attitudes towards themselves and learning (Appendix 2).

It is important to note that involvement in the project initially had a negative impact on one teacher, inhibiting her exploration with students of their mindsets for learning. Project leads provided the tutor with support, and she was encouraged to adapt the resources to suit her delivery style.

For the rest of the team the impact upon their professional practice was very positive. It was not only productive in helping them to develop much more open relationships with students early in the academic year, but also enhanced their perceptions of themselves as practitioners.

Teachers reported a range of highly positive changes in themselves and their practice (Appendix 4). They confirmed that the explicit addressing of learners' resilience in classroom-based activities has:

- Encouraged them to consider their language, what they said and how they said it more carefully: the aim was to enable students to reframe their learning experiences much more positively;
- Enabled a refocusing towards a more student-centred approach to learning, teaching and assessment;

- Encouraged a more holistic view of students;
- Put more focus on getting to know the students and their relationship to learning early in the academic year, which in turn has enabled students to perceive their teachers in a more realistic and constructive way
- Encouraged teachers to identify very small steps in learning, helping both learner and teacher to frame progress in positive and meaningful ways;
- Developed practitioners' sense of professional identity, so they perceived themselves from a pastoral as well as curriculum delivery perspective.
- Importantly, involvement in the project has also given teachers the confidence to take an action research approach to other aspects of teaching, learning and assessment.

Evidence of improved collaboration and changes in organisational practices

The manager prioritised the project for discussion at weekly team meetings and CPD events. This ensured that teachers could frequently discuss and explore any emerging issues or challenges in the delivery of the activities. Involvement in the project has enabled teachers to:

- Engage in Continuing Professional Development with colleagues from other institutions across the sector
- Explore with colleagues, strategies to use with students which will develop their self-esteem, meta-cognition and self-regulation in learning skills
- Collaborate in developing activities which are not necessarily explicitly linked to the curriculum
- Share their practice with Functional Skills tutors in vocational areas
- Adapt their delivery approach to ensure that a more holistic approach to the development of students' skills is embedded within their practice.

Evidence of improvement in learners' achievements, retention and progression

Due to the short time scale of the project, it is too early to provide attendance and achievement data; however, it has become clear that the explicit addressing in class of mindsets for learning has enabled some students to:

- develop confidence in their learning earlier in the academic year than is usually expected
- experience an increased belief in their ability to make the next steps in their career pathway
- increase the value they place in progress and education
- develop a better ability to overcome significant barriers to learning, such as exam anxiety
- increase younger learners' self-esteem, particularly in relation to perceptions of their own intelligence
- decrease their engagement in negative self-talk in relation to their ability to learn and make progress in English
- It has also enabled them to:
 - be more positive in ways of talking about their work and themselves in relation to it

- visualise their future lives and careers and the steps they need to take in order to reach them
- open up an early and meaningful dialogue with their teachers in relation to the way they perceive themselves in learning.
- Importantly, involvement in the project has also demonstrated:
 - An increased confidence in adult learners in their potential to succeed, despite having very low self-esteem in relation to learning
- Adult students, as expected, engaged more fully with the activities because of their intrinsic motivation. As well as helping adult learners develop their confidence and self-belief, mindset activities have also helped individuals to address and identify strategies to deal with obstacles which they might encounter throughout their learning journey.
- A significant development has been:
 - Increased engagement and confidence in under 16 year olds, who often find joining college to be a daunting and difficult experience
 - A development of some, rather than having no, resilience amongst the most disengaged of learners
 - A significant decrease in the number of learners not returning to class after the break
 - Greater progress in the development of English skills in a shorter amount of time amongst some students
 - When the activities were conducted with smaller groups of students and in one-to-ones, they were very impactful.

Learning from this project

The embedding of a mindset for learning curriculum within GCSE English Language teaching, learning and assessment has proved to be a highly successful adaptation to the delivery of this subject for Study Programme and adult learners at The Sheffield College.

For many students there has been a noticeable improvement in their attitudes towards learning and themselves in relation to it, as well as a significant decrease in behavioural interventions.

Teachers' practice has improved, particularly in relation to their use of language in the classroom, when challenging students' negative attitudes towards learning and their ability to make progress in English. Significantly, practitioners have developed an even greater depth of understanding of the emotional challenges and barriers to learning faced by young people who have experienced repeated 'failure' in examinations.

Our aim was to research the impact of explicitly tackling the complex issue of learners' attitudes towards learning, mainly their capacity for developing resilience in relation to our GCSE English Language programmes. We have found ways of doing this for the benefit of our learners; and in so doing, they have learned to build resilience and now enjoy a renewed confidence in their ability to learn.

Appendix 1 – Initial Scheme of Work and Exemplar Resources

Scheme of work for Term 1:

Week	Mindset Objective	Suggested activity and resources	Assessment of growth
1	Complete diagnostic assessment	<p>1) Motivation X self-belief = chance of succeeding. Ask students to write a number between 1 - 10 which represents their motivation to pass their GCSE (1 being low, 10 being high), then ask the student to write down a number which they think represents their ability in English (1 being low, 10 being high. Students should multiply the two numbers together and this represents as a percentage of how likely they are to achieve. Explain it's the combination of motivation and self-belief which perpetuates a pass.</p> <p>2) Students to record this number on the google form before completing the DA as this can be tracked by teachers as an indicator of learner's perception of ability and motivation.</p>	<p>1) Assessment of numeracy (multiplications)</p> <p>2) Google Form Data analysis</p>
2	Create a 5 year picture	<p>1) Students draw a picture which represents, in five year's time:</p> <p>a) Who they want to be</p> <p>b) Where they want to be</p> <p>c) The relationships they wish to have</p> <p>d) What they want to be</p>	<p>1) Class Q&A</p> <p>2) Observation</p> <p>3) Student dialogue around decision making</p>

		For each image students consider and write down at least one thing they will have to do in order to achieve the image.	
3	Identify and flip the language we use to talk about learning	<p>List of commonly used statements about learning in English.</p> <ol style="list-style-type: none"> 1) Students identify which ones show that the student is willing to take opportunities to learn and which of them show the student isn't open to learning. 2) Pick out key words which show the student's feelings. 3) Choose a single statement that the students can flip to show that the student is more open to learning 	<ol style="list-style-type: none"> 1) Q&A – focus around the type of learning experience each student would have had based on their different statements. Get learners to predict which learner would be more successful. 2) Students mind map collaboratively on the connotations of these words and what they reveal to someone listening. 3) Write the flipped statement on a post-it and stick it on the board
4	Plan the methods I will use to stay motivated throughout my course	<p>Road map of the year.</p> <ol style="list-style-type: none"> 1) Designate a colour (BRAG) which forecasts how motivated you will feel at different months of the year as you approach your GCSE. 2) Every three months consider what will be the impact of your motivation 3) Everyone suggest a strategy that might help motivation, they can use a web search of necessary. 	<ol style="list-style-type: none"> 1) Class discussion based on what social and environmental factors influence motivation levels throughout an academic year. 2) Peer feedback of ideas on how this will impact them 3) Peer sharing leads to application of strategies on road maps,

			discussion on how to allocate them to different times of the year
5	Strategise how to overcome life's challenges	<p>Metaphor for life.</p> <ol style="list-style-type: none"> 1) Read the story with the students establishing a relevance to their everyday learning. 2) Analysis of the different components of the novel and their link to English 3) Individual action plan based on the component 	<ol style="list-style-type: none"> 1) Class discussion/Q&A 2) Self-assessment of answers 3) Teacher reviewed answers
6	Identify and plan to utilise the different levels of support available.	<p>Circles of support resource</p> <ol style="list-style-type: none"> 1) Display and discuss the circles of support resource and identify how individually we need help with different aspects of college life therefore each learner's diagram will be unique to their own needs. 2) Students complete the different circles 3) Learners work with a partner to fill in any missing gaps 	<ol style="list-style-type: none"> 1) Class discussion/Q&A 2) Self guided learning 3) Peer supported feedback
7	Examine what it means to be an independent learner	<p>Fostering independence in learning:</p> <ol style="list-style-type: none"> 1) What does independent learning actually mean? What are the obstacles we face in becoming an independent learner? Explain that top performing students dictate their own work and not their teachers so they will be planning some activities of their own. 	<ol style="list-style-type: none"> 1) Class discussion/Q&A 2) Group reflection 3) Peer supported work

		<p>2) As a class, complete skills overview of the entire course using guide on board.</p> <p>3) Use peer contributions and suggestions from the board to plan your own independent learning</p>	
8	Create a Pinterest Collage to represent your individual value	<p>Self-Esteem Collage</p> <p>1) Show students how to create a pinterest board, they can create one with their college email addresses.</p> <p>2) Demonstrate pre-created teacher board called: Hope, aspirations and abilities. Discuss what things we can "pin"</p> <p>3) Students create their own board with the same title. Discuss how this will be useful to them as they move through and beyond education.</p>	<p>1) Development of ICT skills</p> <p>2) Class discussion Q&A</p> <p>3) Teacher observations of learner work</p>
9	Complete resilience assessment	<p>Google form Diagnostic Assessment, students can complete on phones or tablet from the link below:</p>	<p>Analysis of results through Google Forms</p>
10 Nicola D	Build your tolerance, self-belief and ability to think imaginatively and confidently for the creative writing task.	<p>Imagine exercise:</p> <p>1) Students follow instructions to imagine themselves in a scenario and note down ideas as they go</p> <p>2) Ask students to work with a partner to decipher their notes and work out what the different ideas represent</p> <p>3) Discuss with tutor what they have achieved through the activity</p>	<p>1) Teacher observations</p> <p>2) Peer feedback</p> <p>3) Q&A</p>

Examples of Resources

The Language of Mindset

Early in the academic year students were asked explicitly to flip and re-frame the language they used in relation to themselves and learning. Activities such as the one below opened up discussions between students and teacher around the power of language (both destructive and constructive) and the importance of reframing statements in a positive way.

Look at the statements below and decide if they show:

- a) An open attitude towards learning
- b) A closed attitude towards learning
- c) Something different

Statement	Colour	Flip the statement
I've never been very good at school.		
I just need more practice		
I'm hopeless at this.		
This would be more achievable if I was smarter.		
This isn't natural to me.		
With intensive study I can crack this.		
I've not got an academic brain.		
After the break, I will feel much more refreshed and can make some progress.		
Let me have another go.		
I'm going to go over it again to make sure I've understood.		

Support Network

Students were asked to focus on who they could turn to for support and help as they progressed through their learning journey.

What type of support will they offer?

Who can I ask for help?

Name:
What I need help with:

Planning My Own Learning

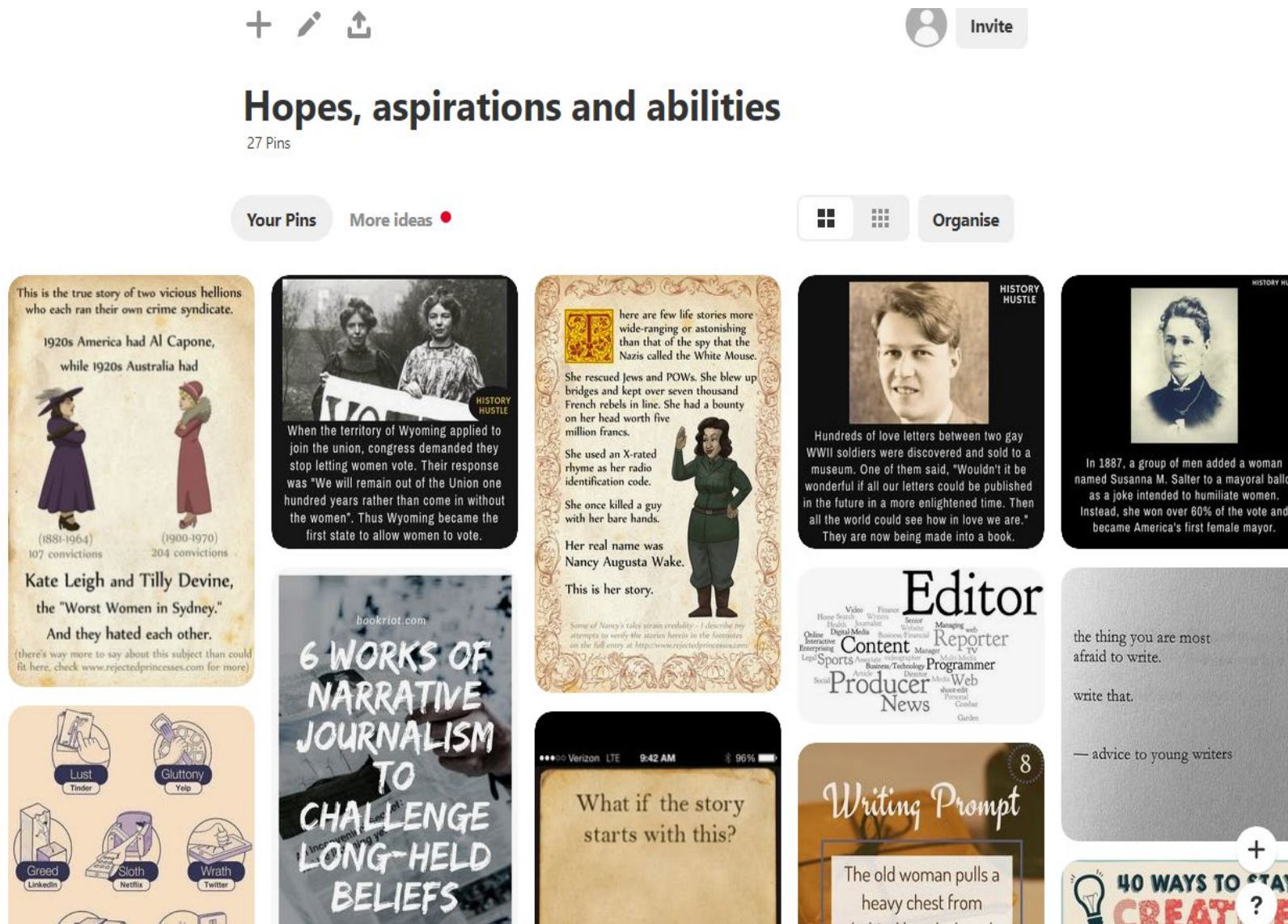
The activity is linked to students' curriculum related skills and encourages them to develop their independence in learning

Assessment objective	What skills do you need to work on?	Choose an activity from the list below or one you have come up with yourself	When will you complete this?
AO1: Identify and interpret explicit and implicit information and ideas			
AO1: Select and synthesise evidence from different texts			
AO2: Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views			
AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts			
AO4: Evaluate texts critically and support this with appropriate textual references			
AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts			
AO6: Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.			

- 1) Create flashcards as a memory aid
- 2) Compare your work with that of your peers
- 3) Read past exam questions and see if you can create your own
- 4) Reworking a previous assessment and submitting the improved response to your teacher
- 5) Create a glossary of key words and definitions
- 6) Reread your class notes and pick out the most relevant information to use to write a summary of the lesson
- 7) Create a table, chart or diagram which shows you how to approach a question
- 8) Read an examiner's report on the AQA website to make a list of the do's and don'ts for the questions
- 9) Choose a challenging area of the curriculum and discuss with your peers to find out what they think about it
- 10) Plan responses to past exam questions
- 11) Borrowing a friend's class notes and cross-referencing with your own
- 12) Read a chapter of the CGP English guide and condense into five bullet points
- 13) Watch online videos about the exam paper and create a list of 3 questions for the vlogger.
- 14) Try a response under timed conditions. List three things that were a challenge and three things which were easy

Pinterest Ambitions

Students are asked to create their own Pinterest site which will enable them to create a visual reference point for their hopes, aspirations and abilities



Build your tolerance and self-belief!

A mindset activity which concurrently develops students' descriptive writing skills

Tolerate – verb – synonyms: accept/endure

Build your tolerance, self-belief and ability to think imaginatively and confidently for the creative writing task. Follow these steps carefully: close your eyes...

1. Imagine a path before you – is it straight? winding? concrete? grassy? muddy? stony? wet? When you have imagined it clearly – open your eyes and write it down in words/sentences or a short paragraph. When your teacher tells you time is up, close your eyes again.
2. Now, imagine either side of the path – what runs down its sides? brick walls? trees? hedges? flowers? Are there smells or sounds? When ready, open your eyes and write down your imaginings until the time is up and reclose your eyes.
3. Now at the end of the path, imagine you meet a bear! Imagine what you do when confronted by the bear - write down in as much detail as you can what you imagined yourself doing until the time is up, then reclose your eyes.
4. Now imagine you come across a woodland, within the woodland you see a house. Imagine clearly the exterior of this house – open your eyes and write your imaginings down – does it have a door? roof? What are its colours? construction? state? When time is up, reclose your eyes.
5. Now, imagine the inside of the house – does it have rooms? smells? sounds? furnishings? What colours or shapes do you imagine? Is it clean, cluttered or empty and pristine? When ready, write down as before.
6. With eyes closed, from inside the house – imagine what you can see when you look outside through a back-facing window Is it empty? more woodland? different landscape? noisy and busy? tranquil? Finally write down everything you have imagined.

Appendix 2 – Exemplar Collaborative Resources

Teachers created work and attached it to a shared drive for all team members to use. They developed PowerPoint examples to embed into their lessons:

Plan your ultimate celebration for when you achieve your target!



What would you do?
Where would you go?
Who would you invite?
Why have you chosen this activity?

Positive affirmations

- Remember your motivational map that you created?
- When you are feeling unmotivated, you need a little positivity.
- What will you tell yourself?
- Why is this important?

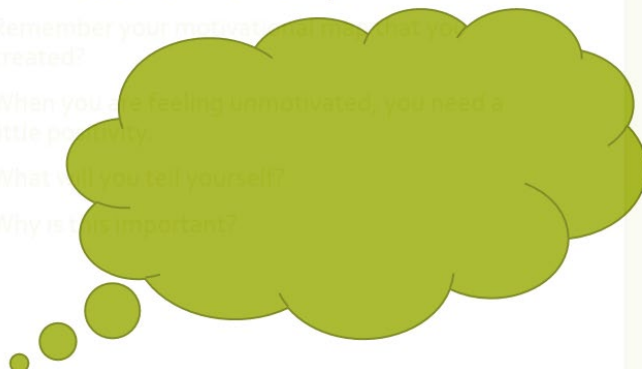
I AM IN CHARGE OF HOW I FEEL AND TODAY I AM CHOOSING HAPPINESS.

List 5 things that you will tell yourself when you are feeling a bit down.

The best mistake I ever made was.....



Positive affirmations
If I knew I wouldn't fail, I would.....

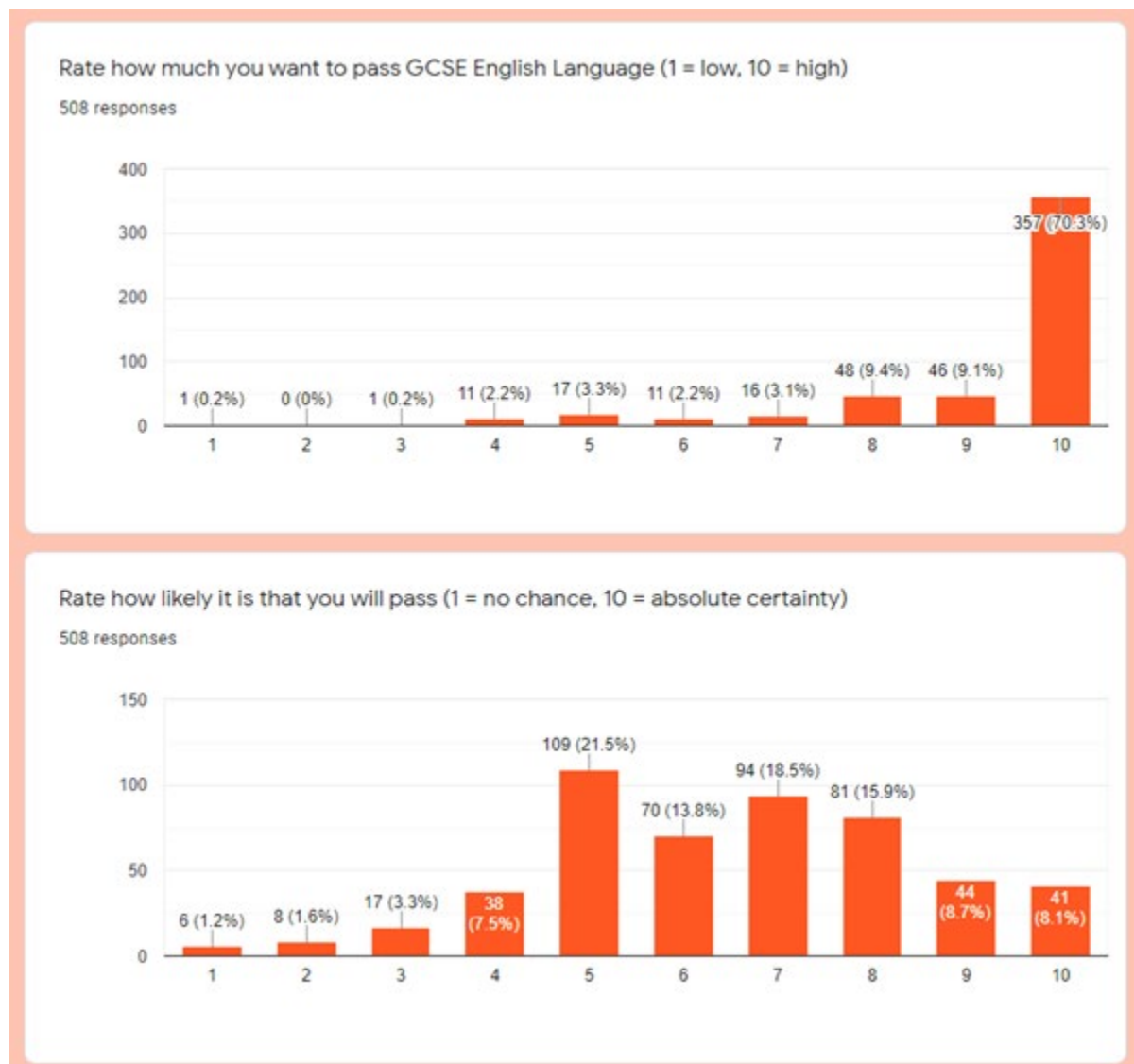


- Remember your motivation for this goal. How did you create it?
- When you are feeling demotivated, you need a little positive reinforcement. What can you tell yourself?
- What is the most important thing you can do today to move forward? Why is this important?

List 5 things that you will tell yourself when you are feeling a bit down.

Appendix 3 – Diagnostic Assessment Results

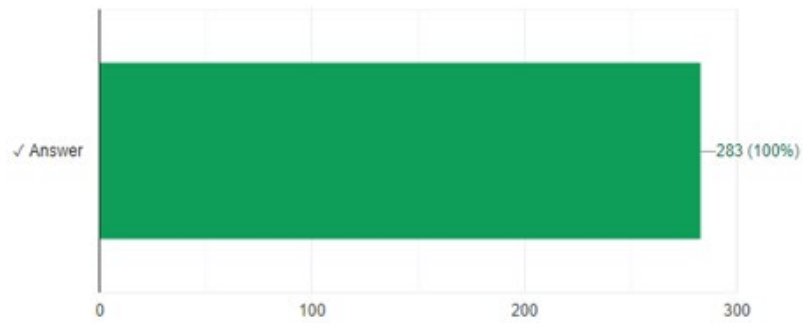
In September 2019, before the students engaged in the activities in class, we asked 509 students to respond to a set of questions which had been designed to gauge attitudes towards learning and their abilities to make progress in English. Exemplar analytics below show the most common responses for some of the key questions.



Behaviour

1. I find working in a team to be:

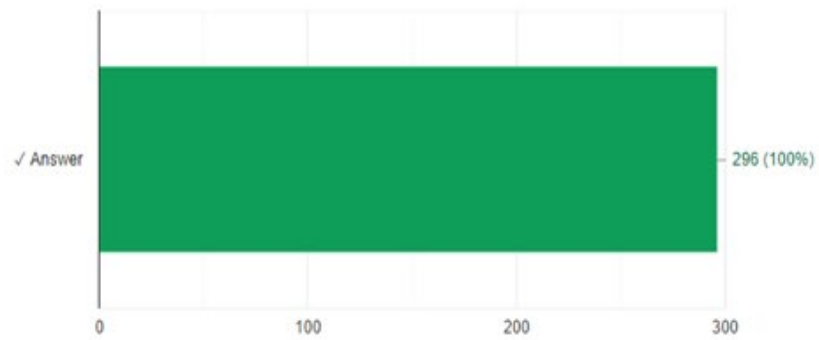
283 / 283 correct responses



< Row 3: Useful >

2. I can rely on my peers to help me with my learning:

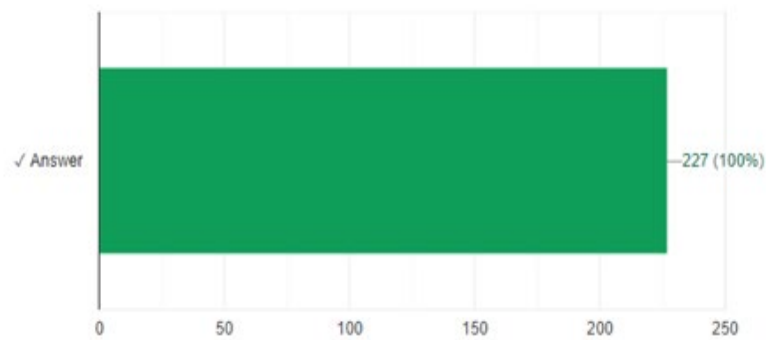
296 / 296 correct responses



< Row 3: Sometimes >

3. I can learn something valuable from working with others:

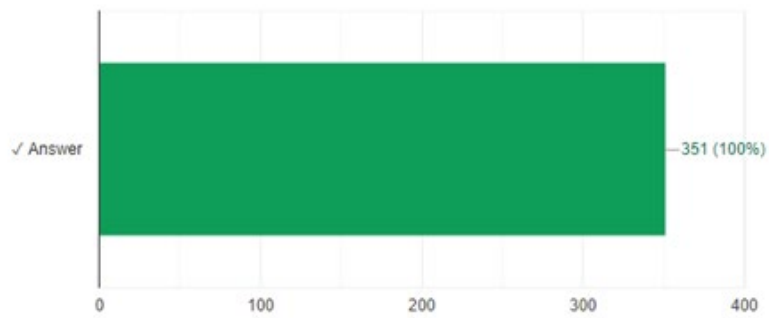
227 / 227 correct responses



< Row 3: Sometimes >

5. If my classmates say something I disagree with I:

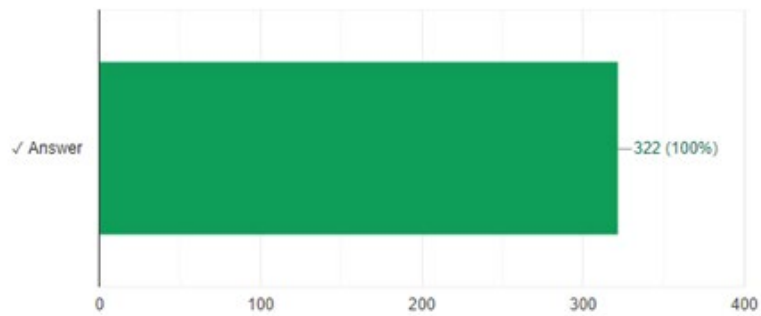
351 / 351 correct responses



< Row 2: Question them >

6. If I see someone struggling, I could:

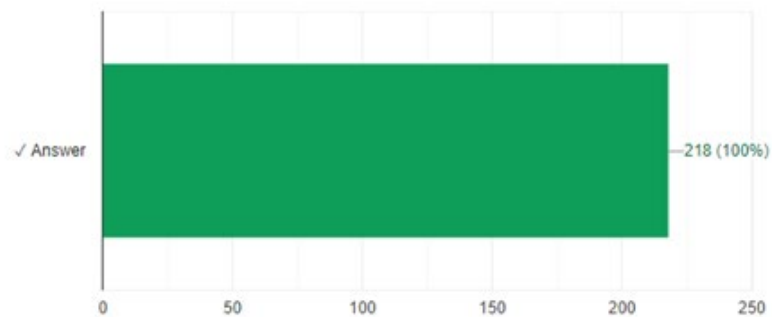
322 / 322 correct responses



< Row 2: Help them find the solution >

7. What do you think your punctuality will be like this year?

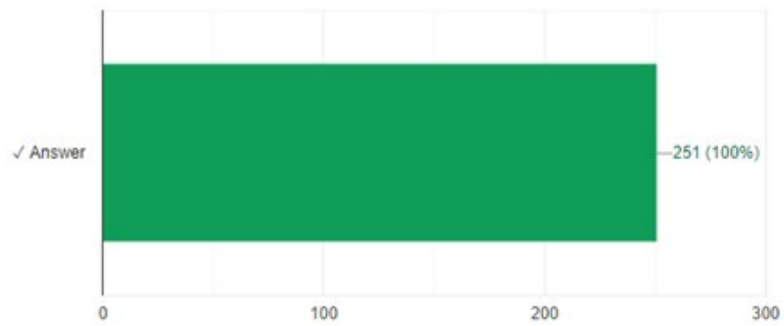
218 / 218 correct responses



< Row 2: Good >

8. What do you think your attendance will be like this year?

251 / 251 correct responses

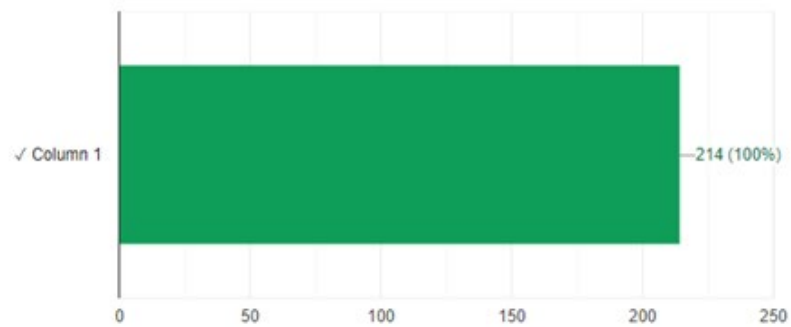


< Row 1: Excellent >

Self-belief

1. I think mistakes:

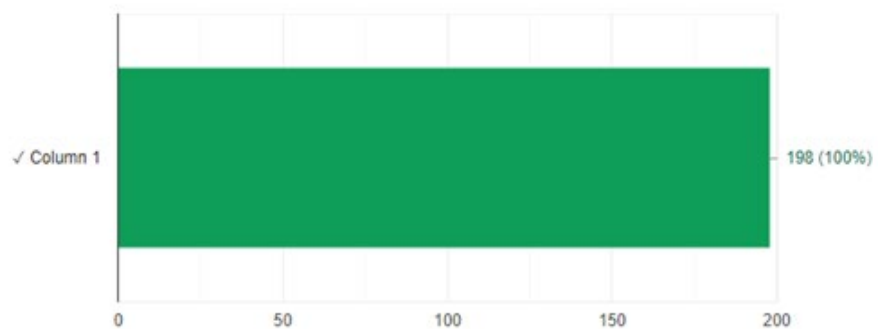
214 / 214 correct responses



< Row 3: Outline my areas for improvement >

2. When I finish a piece of writing early, it demonstrates:

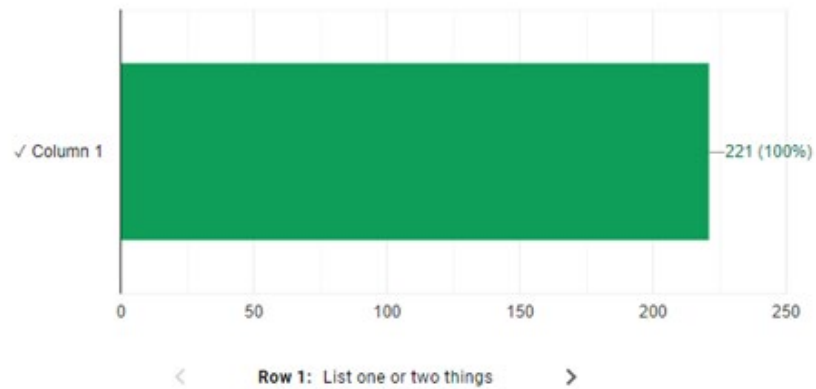
198 / 198 correct responses



< Row 4: There's an opportunity to develop this task >

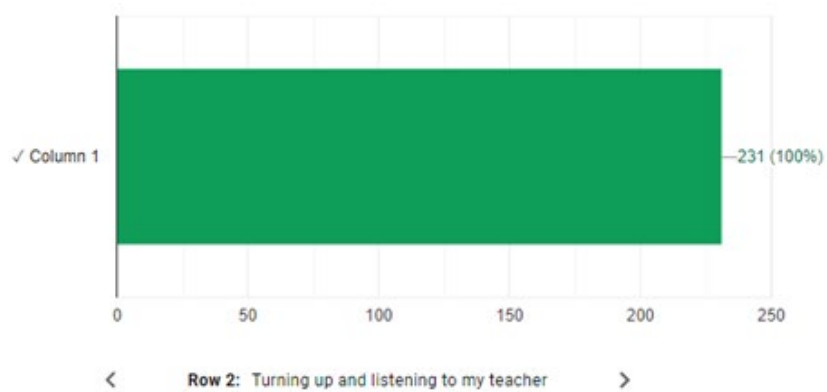
3. When asked what strengths I have in English, I can:

221 / 221 correct responses



4. The way I take responsibility for what I learn is:

231 / 231 correct responses



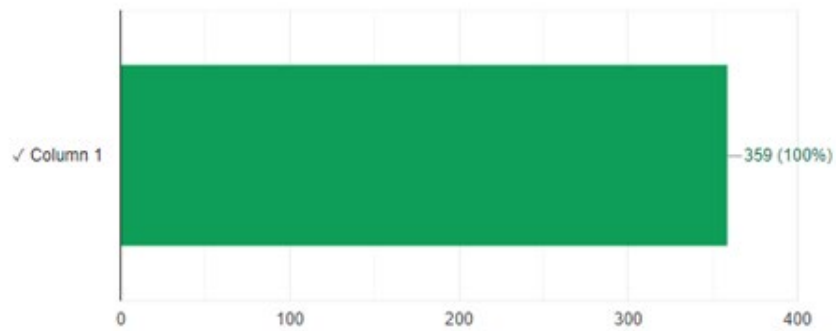
5. When I look to the future, I see:

283 / 283 correct responses



6. How likely is it, do you feel, that you will achieve your life goals?

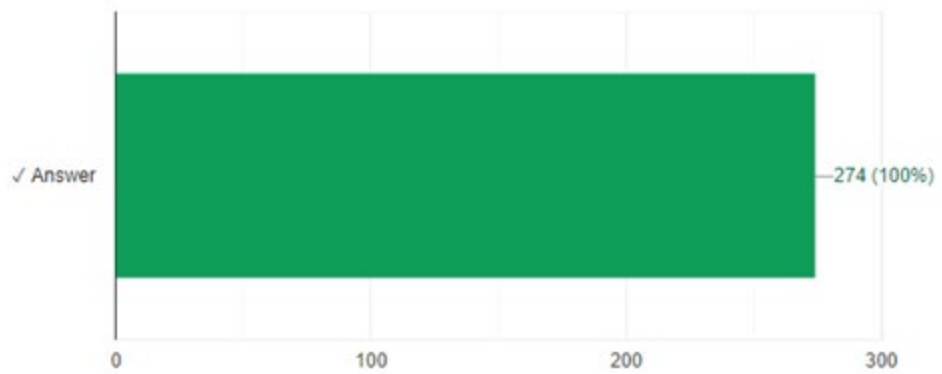
359 / 359 correct responses



< Row 2: Likely >

1. Who is the most important person in helping me succeed in English?

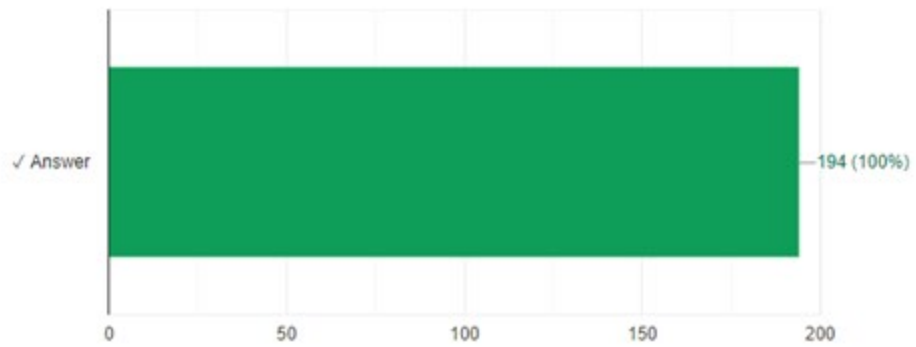
274 / 274 correct responses



< Row 1: Me >

2. What will be the biggest factor limiting your ability to be successful?

194 / 194 correct responses

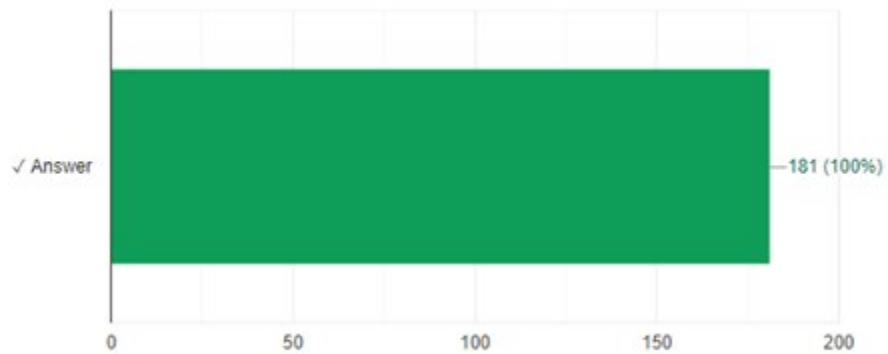


< Row 3: Focus >

3. If you struggle to like your teacher you will:



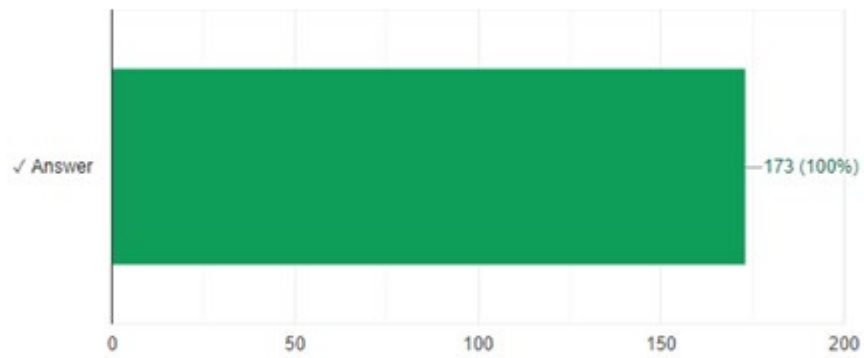
181 / 181 correct responses



< Row 5: Continue to work, it doesn't make a difference >

4. When I find an activity hard I will:

173 / 173 correct responses

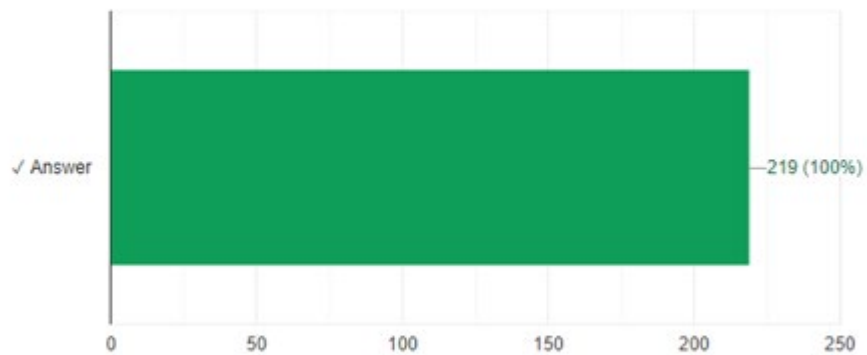


< Row 3: Give it a good go and learn from my feedback >

Confidence

1. Can you rely on yourself to make good decisions about how to improve in English?

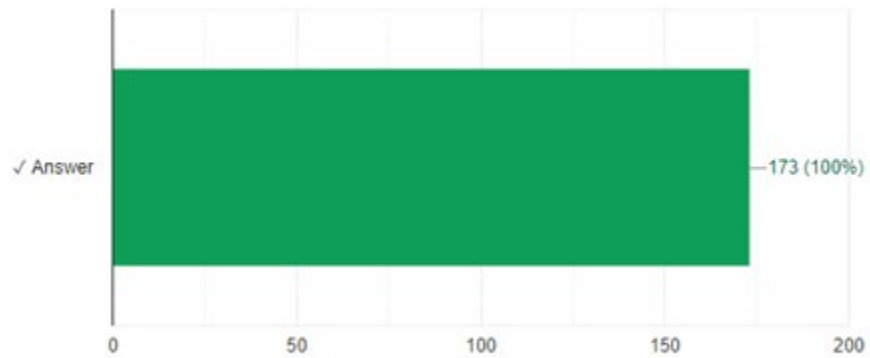
219 / 219 correct responses



< Row 1: Yes >

2. Would you turn to your peers to support you in making good decisions about your learning?

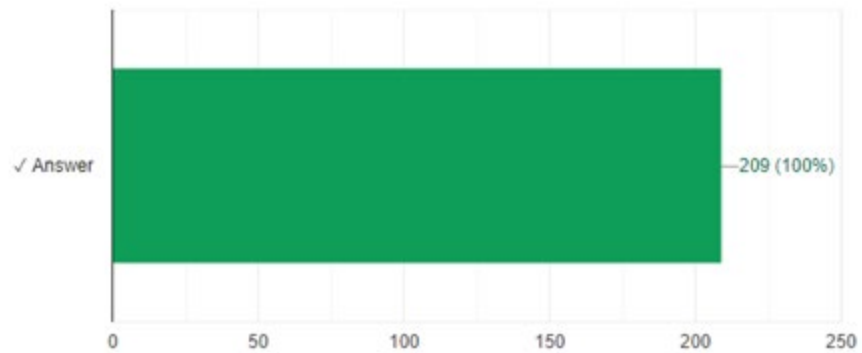
173 / 173 correct responses



< Row 1: Yes >

3. How do you view yourself?

209 / 209 correct responses



< Row 3: A young adult >

Appendix 4 – Teacher Reflections

Teacher A

I think the OTLA project has helped me to consider building resilience and positivity towards learning in a more deliberate way. Deliberately thinking about how to teach resilience and creating a positive mindset towards learning/education within lessons has had quite a personal impact on me. I consider my teaching style to be quite energetic and I consciously think about promoting positivity and believe my attitude has an impact on my learners. Being a teacher means typically having a certain level of resilience and a positive attitude towards education and learning isn't negotiable. However, I do think I have noticed a slight change in my delivery style especially in my adult classes. I feel I now see how the learning journey for a student something isn't to be completed as simply individuals but rather it is a shared journey between the individuals in the group and the teacher. Really working together to achieve, rather than as individuals, sharing mistakes, lessons, achievements and experiences in an open way, in a safe space, can have an incredibly positive impact on the learning environment. Some discussions have led to this being felt in a tangible way and I think this has influenced a change in the way I teach/view adult learning.

The project has also had a positive impact on me personally. Some of the tasks and topics have actually challenged my own thought processes/attitudes and opinions about life generally. It has helped me to have some small realisations about the way in which I think about mistakes, adapting to change and being resilient to life's challenges in general. Listening to the voices, attitudes and experiences of my students, especially some of the older learners, has been a really humbling and eye-opening (revealing) experience.

Whilst the project made me consider how activities could be delivered within/ as part of the lesson, I was also really keen to keep the activities as natural as possible-by this I mean, I didn't want the activities to overtake the lessons or become a separate part of the lesson or 'instead' of English work. I think that trying to keep the activities 'natural' could have been a weakness in terms of the students not being fully aware of the project and the reason behind some of the activities or discussions. Even though I feel the discussions/ activities around resilience have had a positive impact, I think that the students could have been made to consider the impact of this if I had used the project's terms more frequently/ given more exposure to the project in the lesson.

Most of the activities I chose to do were discussion based and this really worked with my adult learners as maturity and life-experience meant that they had lots to say and thoughts/ ideas could be challenged. I think with younger learners the tasks might need to be more structured to glean more success.

Another weakness for me was that I didn't always consistently include the mindset activities in every lesson. Occasionally I forgot to include an activity during planning and at other times I didn't prioritise the activity in the lesson and deliberately chose to leave it out. I think time constraints and the pressure of delivering a packed curriculum meant that the coverage of an English skill took overall priority for me.

I was more inclined to leave the activities out with my younger cohorts as often tasks unrelated specifically to 'English' can take up more time than planned for. Younger students sometimes prefer a distraction to their English work so will focus more on an alternative task in the lesson. This said, I think perhaps it could have been down to my choice in activity and if I'd chosen more 'structured' tasks then I could have had more success. This is something I will think about in future planning/delivery.

Teacher B

I feel like the resilience/ mindsets learning project has had a great impact on me as a practitioner. I feel like it has made me stop and think more about how to combat issues with motivation in my classes. I have now actively planned activities into my lessons rather than it being sporadic and impromptu.

I feel like it has made me think about my motivation as a teacher and has helped me to plan more effective lessons. I have used this as a way to talk to my students and get to know more about them. I have also seen it improve relationships between me and my students as it made me seem 'more human' and see that I need help with motivation and resilience in my life.

It has also come as a welcome break sometimes. As lessons are 3 hours long, having time to think, reflect and make changes to how I feel about things has really helped in terms of having a task to look forward to for me and the students. It has meant that we can share issues we have as people can be brought out and talked about in a safe space.

My strengths in the project:

Being able to talk to the students about their lives and feelings has been a real opportunity.

My weakness is that in some classes, I haven't done it every week and it has become an afterthought. This has usually happened where the class hasn't finished their work and I have chosen their English task over the mind set task. In hindsight, I should have worked on their mindset as it would have probably helped their English work in the long run.

Another weakness is that in some classes I haven't talked about the activity as being a mindset task. I have just integrated them into the lesson. I think this has meant that the students haven't realised what they were doing and therefore hasn't helped with them thinking about how they think.

I need to adjust the types of activities for some learners and almost differentiate the tasks. Some more tasks based in mental health would also be welcome in my classes.

Teacher C

The impact on me as a practitioner has actually been quite negative. Whereas previously I would freely discuss the theory of fixed and growth mindsets with individual students who have their own barriers, this year I haven't done this as much. As I felt out of my depth and like I was unable to discuss positive mindsets in whole class situations, I lost confidence discussing this at all. Not only have I not pursued the mindset project, I have also taken a step back from my personal informal approach to challenging fixed or negative mindsets with individuals.

The weakness for me has been my own confidence. As explained in my 'case study', I did not feel equipped to deal with challenges from my students when I tried to engage them in activities. I found I was unable to explain the relevance of having a positive mindset to classes of 20+ third year male students who have had a consistently bad experience of English. It seemed more important to build positive relationships with the students before I could even teach them English, never mind starting to work on their mindsets. So, my weakness was my own confidence and my inability to engage students with the activities as I did not show them how important or valuable the activities were. I had no strengths as I did not continue with the activities.

I need to completely adjust my own mindset to support my students. By not giving my students the opportunity to take part in the activities, I have not addressed their negative mindsets. This could mean my students this year have not had as positive an experience as others being taught in college, giving them an inferior education when compared to others.

I do not have any students to include for this question so I have included my response to the previous request for case studies:

I attempted the initial assessment and the first mindset activity (where do you see yourself in 5 years?) with all my classes. After that I didn't return to any mindset activities with my 16-19 classes. I did start the process with my adult functional skills class after October half term. With them, we completed the initial assessment, where do you see yourself in 5 years, a discussion about mindfulness and a homework project where students completed a 5 minute mindfulness activity of their own and shared it with the class the following week.

Confidence is a huge problem for many of my students. 16-19 students often feel frustrated at the process of re-sitting, sometimes for the third or fourth time. They convince themselves that they are not able to 'pass' the exam and have a negative view of the process. I hoped that working explicitly on mindset would help them to feel more positive towards their learning and progress. I also

hoped they would be able to focus more on the progress they had made rather than the grade at the end of the year.

For adults, confidence is still low but for different reasons. The majority of students in my class are ESOL students so lack confidence in their general English skills. They are also struggling with returning to education as adults. I hoped the mindset activities would help them build resilience and also to understand how important it is to reflect on their successes and remind themselves of why they are doing this qualification.

Overall, I did not find this process effective with my 16-19 year olds. This was not because of the activities but rather my delivery and the way the students responded. I found some resistance to the activities in the first couple of weeks from large groups of male students. They did not want to work on things like their mindset, especially in classes of 20-28 other boys. There were many questions raised about why we were doing it and what the point was in every single class. I very quickly felt out of my depth and found it difficult to answer these questions. Although I believe a positive mindset and building resilience are essential to a successful education, I found I could not articulate this to a large group of plumbers or electrical engineers who didn't even know me yet. Rather than present more barriers between us, I chose to leave the mindset activities behind. I considered re-starting them again later in the year but have decided not to. The main reason for this is my own confidence. I do not feel qualified to talk about positive mindsets and resilience in a convincing and meaningful way to whole groups who are already resistant.

With my adult students, I have had more success. They are open to the activities and have used the discussions as a way to bond as a group. I will continue after Christmas to work on these activities and hopefully the class will continue to engage. As yet, I cannot say whether this has had an impact on their personal growth, resilience and approach to learning. We have only completed four activities and it would be too early to say. But based on student reactions, it is a part of the lesson that they enjoy and respond well to.

Teacher D

The OTLA project has had a significant impact upon my own thoughts about what it is like to be a student resitting GCSE English. However, I feel that this impact can only be analysed through two separate areas. That of the 16 to 19 year old and the adult learning provision.

16 to 19 year olds often fail to recognise the value of possessing GCSE English, either because they feel they simply can't do it because they have already failed; some of them on more than one occasion, or due to the fact that they were told in schools that they lacked the capability and received a negative experience in school. This is demoralising both for the student, who must actively engage with a new environment and new teachers; and for the practitioner who must then encourage and motivate a learner who has failed.

As regards the adult learner; some learners come back into education to redo their qualifications as they realise it is very difficult to progress in their present employment; some return because they require qualifications for university; and some return, simply, for personal endeavour.

One thing is certain, unless the student, from both divisions is extremely motivated, it is fair to say that they lack significant resilience in the classroom environment. As far as I, as a practitioner, is concerned, the OTLA project has made me realise that the above comments are crucial to consider when attempting to motivate. I have realised, especially with younger learners, that, although empathy maybe difficult, sympathy is an essential consideration. I need to fully appreciate the difficulties in motivation that they feel. When discussing some of the tasks involved with the project, some students will open up and express reasons for their lack of incentive and often they need inspiration on a different level. Indeed, with one of the tasks (Distraction) some students began to assess the fact that they were much more intelligent than they realised. I feel that, rather than learners accepting failure, a small glimmer of recognition of their own personal intelligence, in some cases, displays small levels of progression and this in return lifts the teacher.

As for adult learners, confidence is essential and the absence of it is common. The OTLA project has been vital in reversing this negativity. In my adult F/S class we begin every session with a discussion on the 'C' word where I encourage self-confidence and try to inspire confidence. This has definitely had a positive impact on this class and progression has been made. One key difference between these students and the 16 to 19 year olds is that adults want to achieve and really buy into the attempt to inspire. Many younger students are extremely reluctant and see the attempted inspiration as being false or condescending. It is a fine line, but to make younger students believe in themselves requires constant encouragement and I believe I must work harder in this area.

My main problems occur when students come to class constantly late, sit on their phones and fail to attempt the work that is planned. This tests my patience and as I have already stated I find it very difficult to empathise. I feel that to sit in a classroom for 3 hours and not want something from it, is illogical. Also, the fact that, although education is sold as being free, it clearly is not and I explain to students that they will pay it back through their taxes when they start work; therefore, I would want my value for money. This sometimes surprises students who then reconsider.

Students mind set regarding making progress in English is obviously essential. If they believe in themselves success, generally, will be accomplished. I feel that the OTLA project has, to some degree, closed the gap between no motivation and resilience and some. I feel that this is a constant battle, which I must encourage students to believe in. After all, in GCSE, most students already possess a grade 3 and only need a slight push to achieve a grade 4, but they must believe that they can progress. I have looked differently at my teaching this year, especially with some of my more reluctant students; I have constantly encouraged them to believe in themselves and in some cases, there has been improvement, but I feel there needs to be other factors included. Including, lesson lengths and class sizes. Three-hour classes are known to be ineffective and it is easier to get students to work hard with one to one tuition.

Teacher E

As a practitioner, when the project started, I felt that using positive language as a method of motivating the learners was as an intrinsic part of practice and something I considered a strength which manifested itself in terms of increased engagement from learners. In spite of this, the idea of using language as a vehicle towards a positive mindset had not been made explicit to my learners, this meant that this strategy was not one that students were able to cultivate for their own experiences in the classroom. Subsequently, this meant that the learners were unable to develop this skill independently in order to be useful to their present and future selves.

Since using the activities, learning of explicit strategies to deal with negative mindset has been at the forefront of my practise. Students are able to use the resources and instruction to tackle their own mindsets during turbulent periods in their learning journey and as a consequence enabled self-regulation. For example, when feeling a lack of motivation, they are able to draw on The Road Map resource which helps them to contextualise their experiences and look at why is relevant to their exam success and therefore their career/life aspirations. As a teacher, I feel that has refocused the learning to a student-centred approach as opposed to my pre-existing teacher-led strategy of tackling negative language used in response to learning English. The result of this is that with students regulating their own mindsets towards learning English it has enabled more time to be given to content and assessment related learning rather than managing behaviour for learning.

Where positivity is something I feel I emanate as a person, and a teacher, I feel that using activities which focus on this mindset has come quite naturally as I am able to have the relevant discussions around desired attitudes quite openly with my learners. This has meant that the activities haven't felt forced or 'shoe-horned' into the lesson as I personally see this as an organic part of the classroom experience and enables the students to participate in the lesson without barriers. On this level, I feel that the mindset activities were just as relevant to their learning as the subject matter, as if learners are not in the correct mindset to access the learning of a subject which they have been deemed as failures in, there is little to no point in teaching the content. The relevance and need for these activities seemed vital to their success in English and therefore I made this clear to them so that they could also see the use in approaching their mindsets in such a fashion.

In spite of this, during assessment time I often found it difficult to include the activity in favour of teaching to the exam. I found it a huge challenge to weigh up the benefit of practising another Q4 or using the time to address their fear of failure, particularly when not knowing how to answer question four would surely result in their failure. Often, the need to rehearse an exam paper would win over

and I would ignore the mindset activity then later I would kick myself as the learners still were unable to answer question four so they still failed. Succumbing to the demands of the exam and the academic curriculum prevented me from consistently using mindset activities in all my classes.

In order to develop from this, I feel I need to place a larger emphasis on the planning of the activities to align with the objectives of the lesson. I felt most confident and saw the biggest impact when the mindset resource we used played into the outcome of the session as this placated my need to teach to the exam as it was embedded within the activity itself. The issue with this is that it is not necessarily flexible enough to respond to the challenges that arise from the needs of the learners live in the session. In order to do this, I would have to ensure that the activity is adaptable to whatever may arise from my learners, therefore it is imperative that more time is given to the planning and implementation of specific and bespoke resources which respond to the challenges which we face in Post-16 classrooms. As a team, I felt we came close to this when we collaboratively decided on 8 activities which responded to 8 common challenges. What I should have done was taken these resources and embedded them within my session planning but instead I used the generic plan which meant that the exercise wasn't as meaningful to my learners as it could have been.

Teacher F

The OTLA project has had a positive impact in terms of how I perceive my learners by widening the focus from the narrow view of merely 'English learners' to a more holistic view of them. Although, it's always important to get to know your learners and establish a positive rapport with them, the OTLA project has put more emphasis on this, by exploring and working with developing the learners' attitudes and mindsets and getting to know them as people, rather than just students. Previously, my main focus was the subject I was teaching and by taking part in the project I have understood that there is an argument for the wider curriculum of developing mindset becoming more central. Until they have the tools and the skills to overcome challenges and obstacles in their personal and academic lives, teaching to a GCSE English exam seems less important, especially within an FE environment. I also understand that these are not things that can be changed overnight. They take many months and years to develop and I think it's important to continue to work on them during my English lessons, as opposed to concentrating purely on the English curriculum.

Another positive impact the project has had is that it has made me much more mindful of the language that I use in the classroom. Through reflection I have noticed that I am more thoughtful in terms of the vocabulary I use, especially when giving feedback to learners. Before the project I gave little thought to the possible implications of the language I used and the potential negative impacts it could be having on learners. In much the same way Carol Dweck has discussed the power of the word 'yet' for a learner's mindset. The activity where learners had to reformulate sentences was particularly powerful for me as a teacher and automatically made me consider my interactions with learners both on a one-to-one basis and as a group.

I also think the OTLA activities are extremely relevant for me as a teacher as I am a learner in the same way as my students, and even more than that, it forces teachers to perceive themselves in a holistic way. We are not just teachers, or learners, we are people. The activities are useful to complete are having a positive impact on my self-belief and confidence.

My main weakness has been the consistency of how often I deliver the formal activities, and at which point in the lesson I deliver them. Some weeks I did not complete the assigned activity due to the main curriculum taking priority. Some weeks I did two activities to try and catch up again. I also experimented in when I delivered the activity during the lesson to see what worked well. Sometimes I delivered the activity before the break, and at other times after the break. Occasionally, I completed the activity as a starter at the beginning of the lesson. My plan moving forward is to be more consistent so that a formal activity is completed every week and that I deliver them at the same time to create a

routine. I also think I should learn more about mindset so that I have more knowledge to draw upon.

A strength was that when I delivered the activities, I made sure to demonstrate their importance to the class and didn't rush through them to get them out of the way. I made them quite central to the class and tried to generate discussion around them, referring back to previous weeks' activities etc. This was to demonstrate to the learners that this was something valuable. I also think, as I stated earlier, that aside from the formal activities, my use of language, and how I interacted with the learners changed for the better in promoting a more positive mindset. This was especially apparent in the one-to-one sessions when I got to ask learners questions and help reformulate their responses if they were particularly negative.

I think I need to read more on the topic as I would like to develop further activities related to the learner mindsets. It would be good to use stories for Paper 1 that promote positive mindsets for example.

One thing I am in two minds about is whether to teach the learners more explicitly about mindset or whether to embed the activities more tacitly. I will also need to continue to work on my choice of language as it is so easy to say something automatically - and although this is something I am now more aware of and I am improving, I can still take this further. I also need to apply this more in terms of the PowerPoints and handouts I use.

Teacher G

The OTLA project has definitely had an impact on me in that it has made me explore my own attitudes. Having experienced low resilience during a period of my life, I have often had to challenge my mind set and being involved in this project has enabled me to objectify and understand how changing your mind set can have great advantages.

A few years ago, due to circumstantial pressures, I suffered a period of depression. I sought help and guidance with counselling and CBT. Cognitive Behavioural Therapy seeks to change a mindset, which has usually built up through a series of negative thinking. In looking at different ways to challenge negative mindsets in students, it has enabled me to draw on my own experiences and help me to recall the education I received in this area.

I have always considered myself to be quite competent in helping people who are having problems and able to boost self-esteem and self-belief. However, when it comes to my own negative feelings, I have never been able to nurture myself and help myself. Thinking along these lines, I did a lesson on mental health vs mental illness. I asked the students to write down one thing that causes them anxiety. In pairs, I asked them to swap paper and to suggest ways of overcoming their partner's anxiety. We talked about how easy it is to advise others but often become blinded by our own fears and low self-esteem. We discussed about how we view what we consider our weaknesses and if we talked to others as we talk internally to ourselves, it would be regarded as abusive. It was an interesting lesson but I only felt I could do this with certain classes.

I regard my strengths being the fact that I have suffered mental illness and my road to recovery was through counselling and CBT. I have been able to draw on this experience when discussing resilience with students. I feel my weakness would be the fact that I still have moments of low resilience, which is something I have to fight against, and on days when my resilience is low, I doubt my ability to deliver or even feel qualified to deliver sessions around this area. During these times, I find more practical sessions such as the five-year plan are easier to deliver.

Looking towards the future, I have a few ideas for sessions based around my own experiences. I have done research on the most challenging stresses of teenage life such as partner troubles, body image, peer bullying etc. I am thinking of writing some case studies (imaginary) around these topics. My idea is that the students form groups and each group has a case study in which they work out a solution and advice. This may make them relate to themselves and the stresses they feel.

In relation to the mental health project, students Kit and Amy responded extremely well. Kit has gender dysmorphia and wears a binder to hide her femininity. She is not open about this (apart from her discussion with me) but she finds life full of anxiety and revealed that groups of people made her nervous and that she had issues with image. Her partner, Amy gave incredibly good advice and told her that people were more worried about their image. However, Amy revealed that she feared failing the resit exam and Kit was able to advise her to see it as a practise for June and if she passed, it was a bonus. Both were able to give objective advice about anxiety.

Student Harvey responded well to the five-year plan. He had a reasonable credible plan but it raised discussion about what he would need to do to achieve this. English featured as key in his plan and he had never considered this before. At first, he panicked but I have noticed a subtle change in his attitude to his work. He asks questions and produces a reasonable amount of work in class.

Teacher H

Over the last few months, one of the biggest changes that I have noticed about myself as a practitioner is that I have a more robust toolkit of words, language, and questions that I can use with learners, who are having a negative experience. This has helped me to take experiences that learners perceive as negative and frame them in a way that's more positive e.g. "progress not perfection", "steps to success", and "what's something that you've learnt from that experience?"

I have also become better at spotting small signs of progress and how to present these in a way that's tangible to students e.g. students answering more questions in an assessment - even if the answers don't quite fit the question, students concentrating for a bit more of the lesson - rather than focusing just on if they attempted/completed all the aims of the session, and learners bothering to ask for help if they haven't listened to a task or understood the task - rather than just doing nothing instead.

Finally, I feel more like a teacher who serves a pastoral role - rather than just feeling like an 'exam factory' at times. Having the topic of "mindfulness" and "learner resilience" in the curriculum has meant that I actually plan for the pastoral side of my role within my session planning; the pastoral side of what I do has become more proactive than reactive.

I feel my strengths in the project have been creating learner activities for the project and delivering "mindset" and "learner resilience" in one-to-one settings and smaller groups.

I feel my weakness in the project is delivering the activities to larger groups. A lot of the activities encourage personal responses from individual students and I feel this is sometimes hard to facilitate in bigger classes. I have also struggled with some learners (very few) who have stated that the activities are "a waste of time" and that we should be doing things related specifically to GCSE English instead. I have tried to use the project to help these learners see the value in the activities i.e. building resilience. However, the learners who have expressed these kinds of opinions are learners that are disengaged from all classwork. I feel some of these students may be using the "waste of time" reason as part of a work avoidance pattern.

More time to fully integrate mindset into the GCSE scheme of work would be beneficial. At times I haven't had time to deliver a mindset activity in a session - usually at busy 'pinch-points' of the year. However, I feel a large contributing factor is that we're new to explicitly delivering mindset activities in classes. With more experience, I feel I could better judge how long to spend on these tasks

and what tasks will work better with which learners. Also, more time will mean we can have more mindset activities and resources to draw on.

While we have regular one-to-one sessions with learners in sessions. I would like to try a more documented version of termly reviews with learners, in addition to the one-to-ones. I'm imagining that I'd go through the student's work and assessment results with them, as well as go through a list of mindset questions with them. I'd like to do this on a one-to-one basis rather than using a form as I'd be able to ask supplementary questions, as well as help to scaffold some of the questions - a lot of mindset ideas require higher order of thinking and so students can sometimes struggle to access it without discussion and support.

Case Study 1 – Student SJ and Student V (by Teacher B)

One student who I could pick out in terms of an improvement is SJ. When I asked her about how she felt about English, she explained that she had to do it so she thought she might as well have a go. That was already a lot more positive than some other students were. She now sees that she has improved and has a better mindset, a more positive way of talking about her work and is happy. She says that her motivation has improved through the activities in class and through seeing her grade improve in progress assessments.

Another student I teach, V, has improved the way they describe themselves and their work. They aren't as self-deprecating and can now talk about themselves positively. They don't see a wrong answer as a failure. They see it as a chance to have another go.

Some quotes from students:

"I've improved in the little time I have been here"

I have a good mind set. I want to revise and pass"

"my mindset towards education is good but I could care more about it"

Case Study 2 – Learner S and Learner AF (by Teacher F)

From my observations, learner S has made some positive improvements in regard to their attitude to GCSE English. In the first several lessons the learner showed a lack of interest in English. This has slowly started to change and he was especially motivated by setting targets after I returned their diagnostic assessments. He also responded well to the 5 year plan activity showing that he responds positively to having specific goals, which the OTLA project helps to highlight.

Another learner AF has had a very negative attitude to GCSE English since the beginning of the course. They have communicated on numerous occasions that English is a waste of time and it is pointless to make any effort in lessons as they are certain they will pass the exam. Despite engaging to some degree in the OTLA activities, the learner is still exhibiting a negative attitude. One positive change that I have noticed is that they did complete the progress assessment which was quite a surprise.

Case Study 3 – Under 16 student (by Teacher H)

I have an under 16 student who is attempting GCSE English for the very first time this year. During the Initial Assessment, she was so anxious and nervous that she had to leave the exam halfway through. After doing the 'In 5 Years' Time' mindset activity she had calmed down and asked to finish the 2nd half of the test.

Moving forward, she has recently just completed her Progress Assessment and was able to complete the entire assessment with no incidents. I feel that by talking through her progress over the year so far with a focus on growth and discussing mistakes as learning opportunities, this learner has really benefited from the growth mindset approach.

Whilst other learners in the same class haven't had the same dramatic change. I feel the project has helped each individual in the class feel more positive about GCSE English this year and has made them more secure in the knowledge that you can't learn anything unless you are willing to run the risk of making a mistake."

Case Study 4 – Teacher C

I attempted the initial assessment and the first mindset activity (where do you see yourself in 5 years?) with all my classes. After that I didn't return to any mindset activities with my 16-19 classes. I did start the process with my adult functional skills class after October half term. With them, we completed the initial assessment, where do you see yourself in 5 years, a discussion about mindfulness and a homework project where students completed a 5-minute mindfulness activity of their own and shared it with the class the following week.

Confidence is a huge problem for many of my students. 16-19 students often feel frustrated at the process of re-sitting, sometimes for the third or fourth time. They convince themselves that they are not able to 'pass' the exam and have a negative view of the process. I hoped that working explicitly on mindset would help them to feel more positive towards their learning and progress. I also hoped they would be able to focus more on the progress they had made rather than the grade at the end of the year.

For adults, confidence is still low but for different reasons. The majority of students in my class are ESOL students so lack confidence in their general English skills. They are also struggling with returning to education as adults. I hoped the mindset activities would help them build resilience and also to understand how important it is to reflect on their successes and remind themselves of why they are doing this qualification.

Overall, I did not find this process effective with my 16-19 year olds. This was not because of the activities but rather my delivery and the way the students responded. I found some resistance to the activities in the first couple of weeks from large groups of male students. They did not want to work on things like their

mindset, especially in classes of 20-28 other boys. There were many questions raised about why we were doing it and what the point was in every single class. I very quickly felt out of my depth and found it difficult to answer these questions. Although I believe a positive mindset and building resilience are essential to a successful education, I found I could not articulate this to a large group of plumbers or electrical engineers who didn't even know me yet. Rather than present more barriers between us, I chose to leave the mindset activities behind. I considered re-starting them again later in the year but have decided not to. The main reason for this is my own confidence. I do not feel qualified to talk about positive mindsets and resilience in a convincing and meaningful way to whole groups who are already resistant.

With my adult students, I have had more success. They are open to the activities and have used the discussions as a way to bond as a group. I will continue after Christmas to work on these activities and hopefully the class will continue to engage. As yet, I cannot say whether this has had an impact on their personal growth, resilience and approach to learning. We have only completed four activities and it would be too early to say. But based on student reactions, it is a part of the lesson that they enjoy and respond well to.

Case Study 5 – Learner MB (by Teacher E)

A student, MB, in the first few lessons of term demonstrated resistance towards learning and following a conversation with her I learned that, at school, she was on track to pass her GCSE with a 'high-grade' and due to family circumstances had not achieved. In her own words she said, "I am not meant to be here." and she felt that she was "too smart" to be in a resit class. Initially MB's behaviour appeared aloof as a consequence of her mindset towards attending English. This meant that she wasn't fully engaged in her work and didn't complete activities in the allotted time

Following a successful diagnostic assessment, I had a 1:1 with MB to discuss her mindset and why I thought the activities would be beneficial to her personally. MB confided in me about her anxiety and challenges in her home life relating to the ill health of her primary guardians. MB admitted that she often uses this as an excuse not to attend. I intentionally used positive language to affirm MB of her skills in English, particularly with her Reading component and how she should use this as an opportunity not just to pass her English GCSE but to exceed her target grade. MB showed pride when I discussed this with her. We discussed the Mindset activities that were scheduled half-term and how these would help her stay on-track and promote her attendance to achieve her goals.

Following on from this 1:1 and subsequent activities, MB's attitude both towards me and her learning underwent a shift. MB became fully engaged in her work and often completed challenge tasks or asked for feedback in response to what she had done. MB also went from sitting at the back of the classroom to the front, on

her own volition, and took opportunities to support other learners sitting around her. On one occasion, following the 'Metaphor for Life' activity, she stayed behind after the lesson to discuss her ambitions with me and what she wanted to achieve longer term. To me, this demonstrated she felt she could trust me with this information and even offer her support and validity. When MB was absent she emailed me asking for work and following on from that, brought her work to lesson for me to review and give her targets. Her Progress Assessment showed improvement also, as she was able to engage with the content of higher order tasks, it meant that her Writing skills had become more sophisticated and that she was able to structure her responses in a way which would allow the examiner to award marks.

Reviewing MB's progress on ProMonitor, it was apparent that she was on track to achieving her ambition of receiving a high grade in English however, when looking at the report for her main study programme it showed that MB was classified as 'at-risk'. Perhaps this shows the limitations of the English specific mindset activities in that they weren't translating to what was happening in other curriculum areas. Going forward, I feel it would be necessary to discuss this with MB and try to show her, explicitly, the relevance the activities have for her beyond my classroom. What seemed particularly important to MB, in order for her to grow her mindset, was the relationship of trust, respect and support which had been fostered in the conversations. It was typically from this that I would witness an improvement in her attitude towards her learning. It could be hypothesised that if this hasn't been explicitly addressed with other lecturers that M has found it challenging to instigate motivation and engagement. This could suggest that without the Mindset activities wrapping around the students' learning experiences as a whole, it cannot reach its full potential or impact.