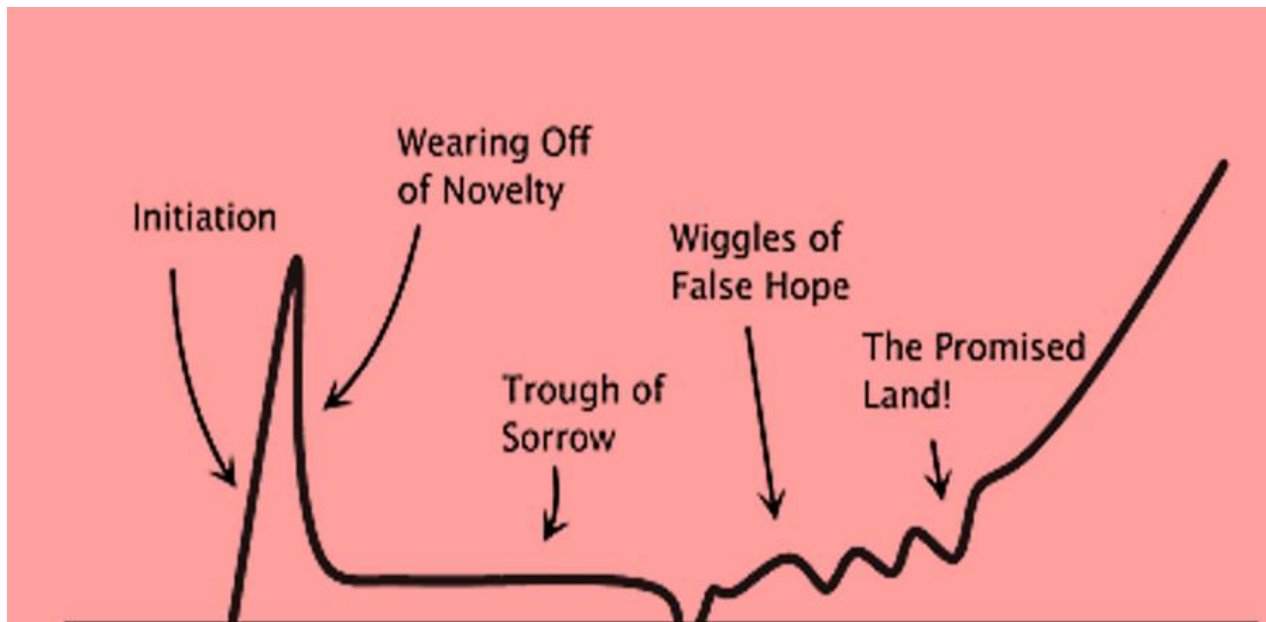
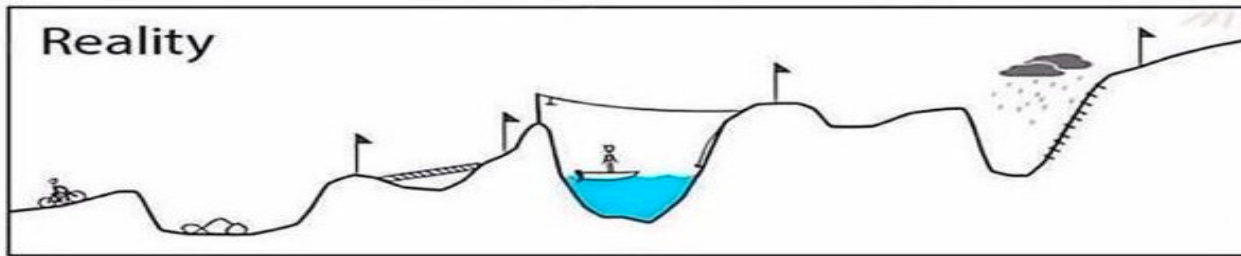
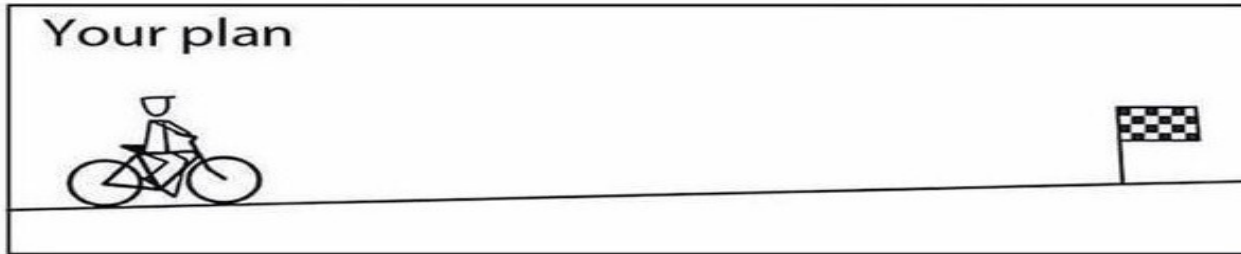


Why do some GCSE pupils underperform? And how can we support them to perform at their best?

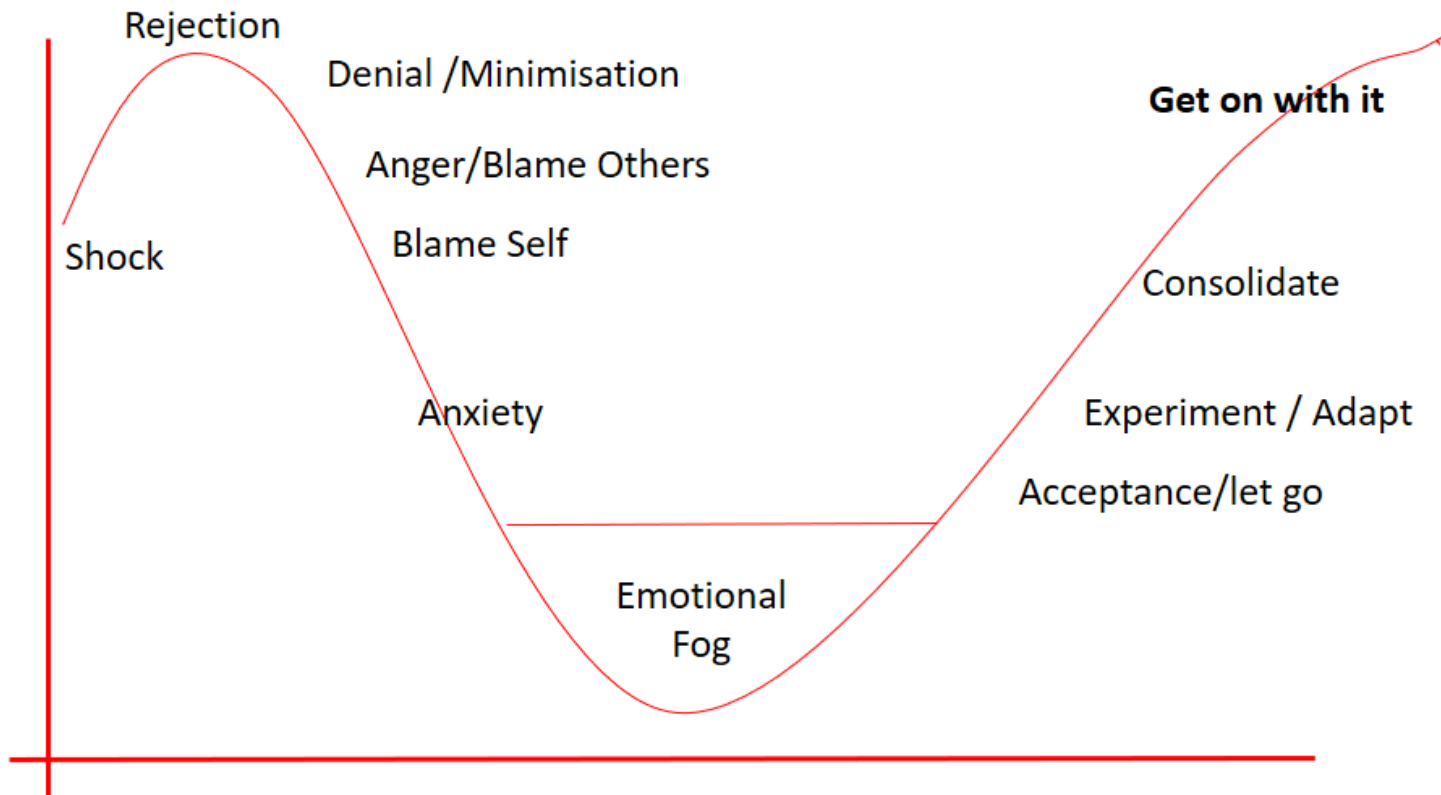


Expectations Vs Reality



- **Vision:** How well do you know what you want to achieve? (Duckworth, 2007 & St Clair-Thompson et al., 2014)
- **Effort:** How many hours of independent work do you do? (Jung et. al., 2016 & Heckman & Kautz, 2012)
- **Systems:** How do you organise your learning and organise your time? (Hassanbeigi, 2011)
- **Practice:** What kind of work do you do to practice your skills? (Dunlosky et al. 2013)
- **Attitude:** How do you respond to setbacks? (Stankov & Lee, 2014)

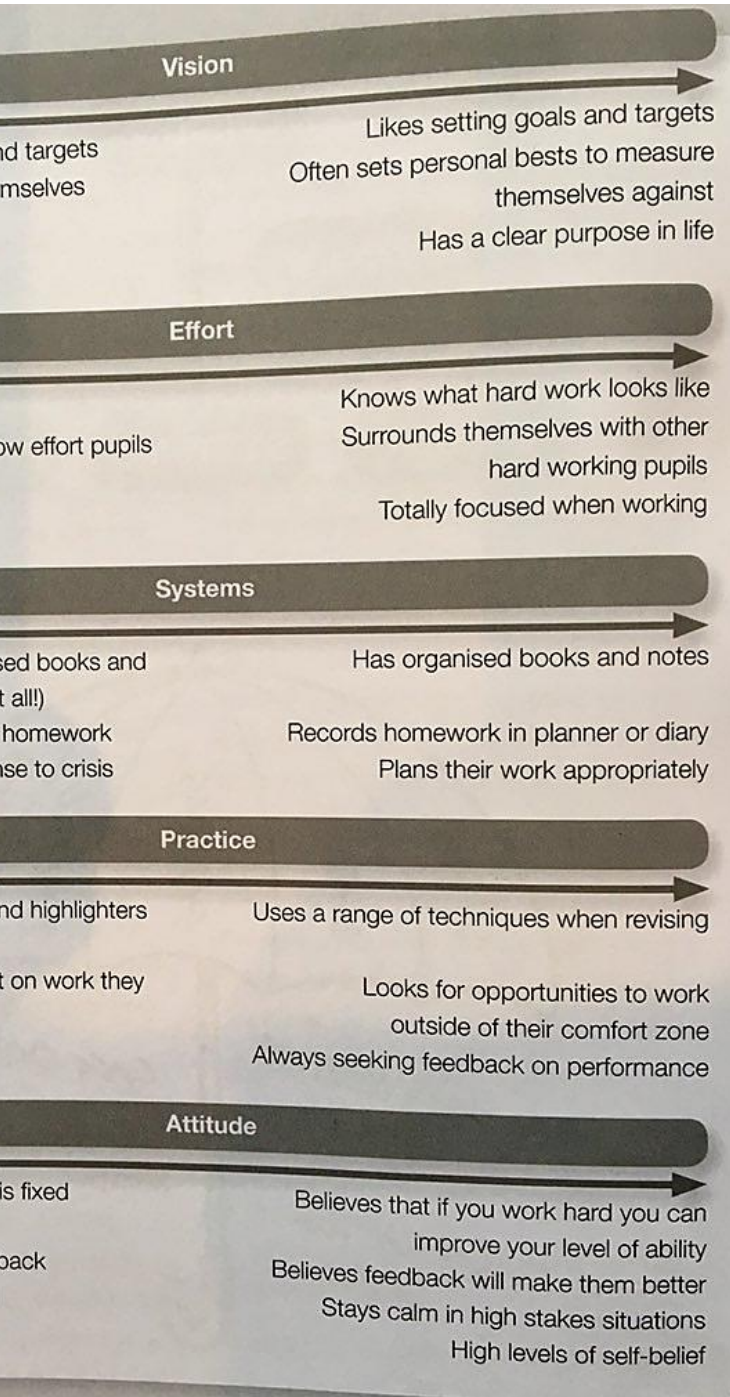
The Change Curve



The low vision student

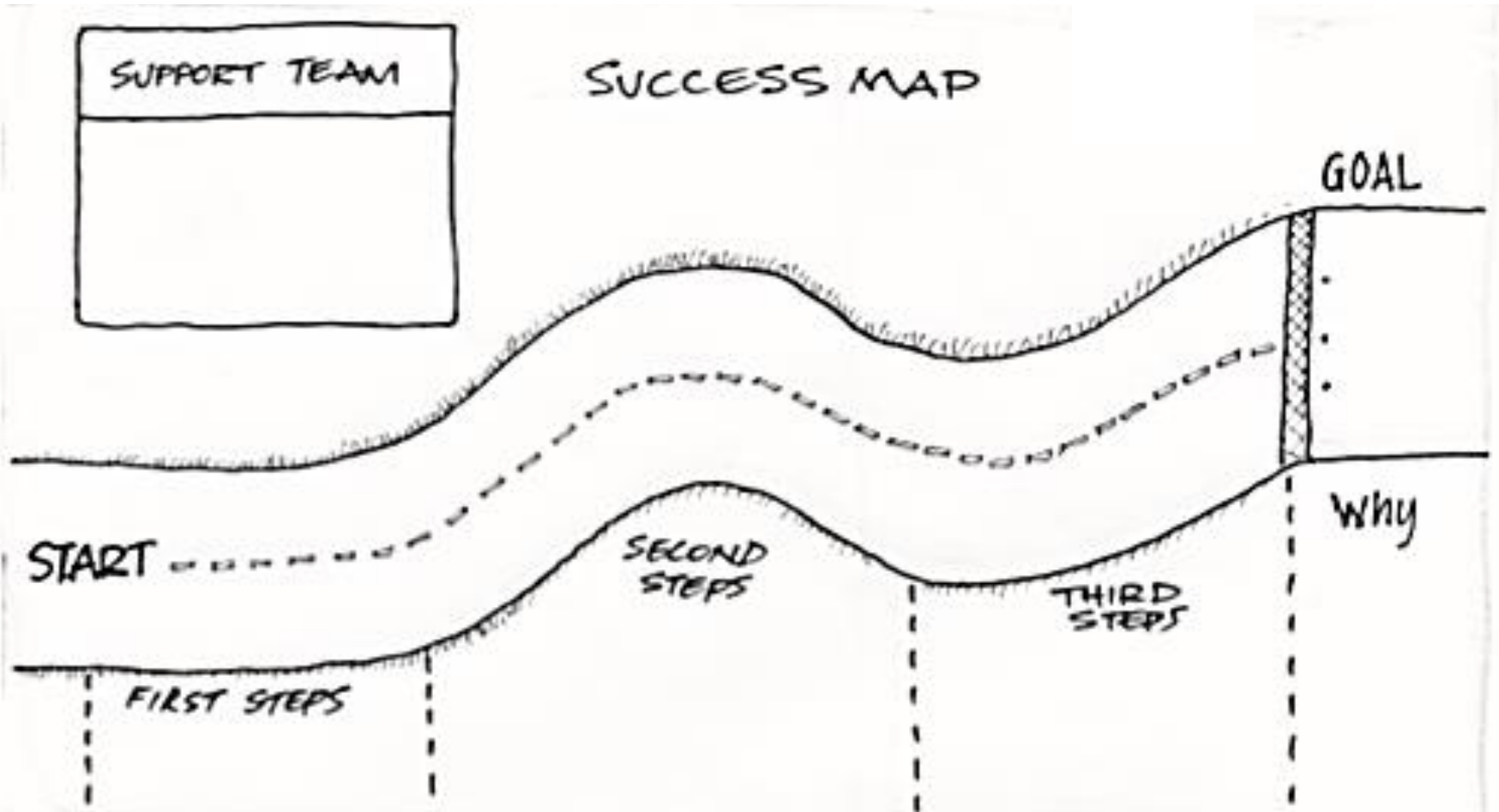


Characterised by listlessness, boredom, low-level anxiety, exasperation, and a tendency to procrastinate



Where would you place yourself/your child?

The Road Map- Chunking into steps



The A Level Mindset

40 activities for transforming student commitment, motivation and productivity

Steve Oakes and Martin Griffin

The GCSE Mindset

40 activities for transforming student commitment, motivation and productivity

Steve Oakes and Martin Griffin



The Motivation Diamond- A view to the future

Professor Steven Reiss at Ohio University studied 6,000 people to work out what motivates them.

The low effort student



Characterised by satisfaction, contentment and short-termism – oblivious to levels of hard work put in by others.

Effort – Key Principles

- Measuring effort – knowing the standards
- Understanding the need to belong
- Comfort zones

Three things a **High Effort** student in your context does this every lesson/every day/every week....

- Knows what an hour will be spent doing before it starts
- Chooses high-effort spaces to work
- Has a series of pro-active activities to complete regardless of teacher instruction

ON A SCALE OF ONE TO TEN...



Not really working

Hard work.

The hardest you've ever worked.

0 hours – the odd free
– a little at home.

10 hours a week
outside lessons.

20 hours a week
outside lessons.

Pre-made Decisions

He opens by describing a situation with his son. He says, "I want my teenage son to start thinking of himself as a man who makes strong confident decisions, so I asked him, what kind of man are you? How would you describe yourself? He described himself as an honest person, with high character and strong values. I said OK, great. Based on who you are, let's talk about what kind of decisions you want to make. We can predict what's going to happen. We know you're going to have someone offer you drugs. You're going to be with a young lady that you're very excited about. You're going to be in a situation where people are mistreating someone. We know in advance that all those things are going to happen. Let's decide now how you want to handle it, and write it down. So you will have already made the decision based on who you are."

How to Make Better Decisions Under Stress, Lisa Earle McLeod, 2015

Scenario:	Pre-made Decision
You plan on doing some important research, but your internet connection is down.	
You set aside some time to catch up some crucial work, but a friend arrives and wants to hang out and chat.	
It's a perfect day for revising, you know you've got a significant amount of work to do, but the sun is out.	
You're planning on working, but there's a noisy debate going on in the canteen.	
You have important tasks you want to get finished but there is something great on TV/social/the internet.	
A close friend suggests grades aren't that important – that revision is boring and school is worthless. They ask you to join them in quitting study and deliberately failing all exams.	

Light Sprint:

25 on, 25 off, 25 on.

Total time = 1 hr 15 mins

Serious Sprint:

25 on, 5 off, 25 on, 5 off, 25 on, 5 off

Total time = 1 hr 30 mins



Are there downsides for those high in effort?

- ❖ Can overcommit!
- ❖ Can fail to see that others aren't motivated in the same way.
- ❖ Can be perfectionists when realism is a better option.

The low-systems student



Characterised by a scaling-up of old systems that now can't cope, missing deadlines because the work has been forgotten, poor sleep and late waking, chaotic bags and folders, often high-stress

Systems – Key Principles

- Project management
- Collecting and capturing
- Resources/time

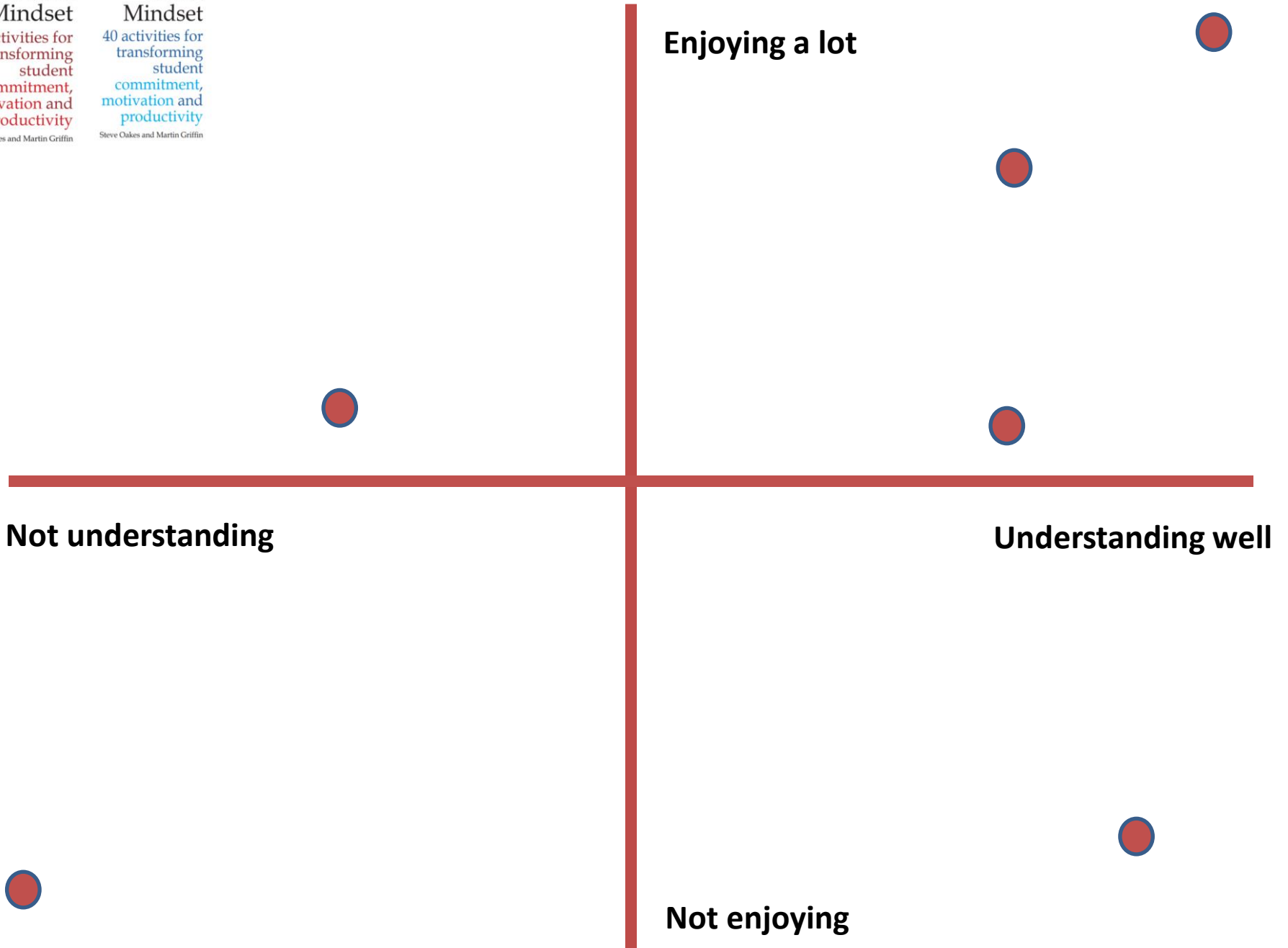
Three things a **High Systems** student does every lesson/every day/every week....

- Reviews files and learning materials
- Looks ahead to next week and anticipates tricky periods of time
- Organises work thematically not chronologically

	Mon	Tues	Wed	Thur	Fri	Sat	Sun
8-10am							
10-12							
1-3pm							
3-5pm							
6-8pm							
8-10pm							

The A Level
Mindset
40 activities for
transforming
student
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The low practice student



Often organised and hardworking but loyal to repeated patterns of GCSE preparation, comfortable behaviours, sense of control achieved through large stationery purchases, claims “you can’t revise” for skills-based courses

Finding Flow

Flow states feel like:

“nothing else seems to matter. The ego falls away. Time flies... your whole being is involved, and you’re using your skills to the utmost.”

Flow states arrive when engaged in:

“painful, risky, difficult activities that stretched the person’s capacity and involved an element of novelty and discovery.”

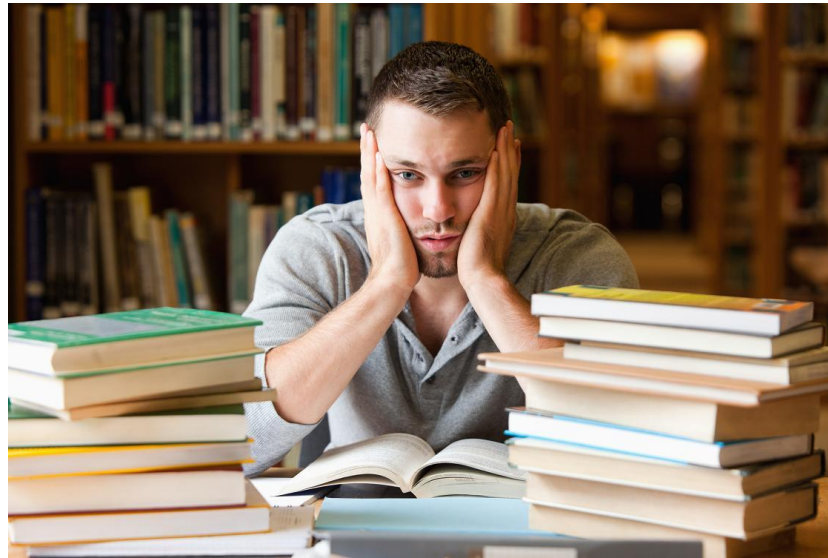
Mihaly Csikszentmihalyi, Flow (1991)

'Flow' spaces (Carey)

High Flow Environments	Low Flow Environments

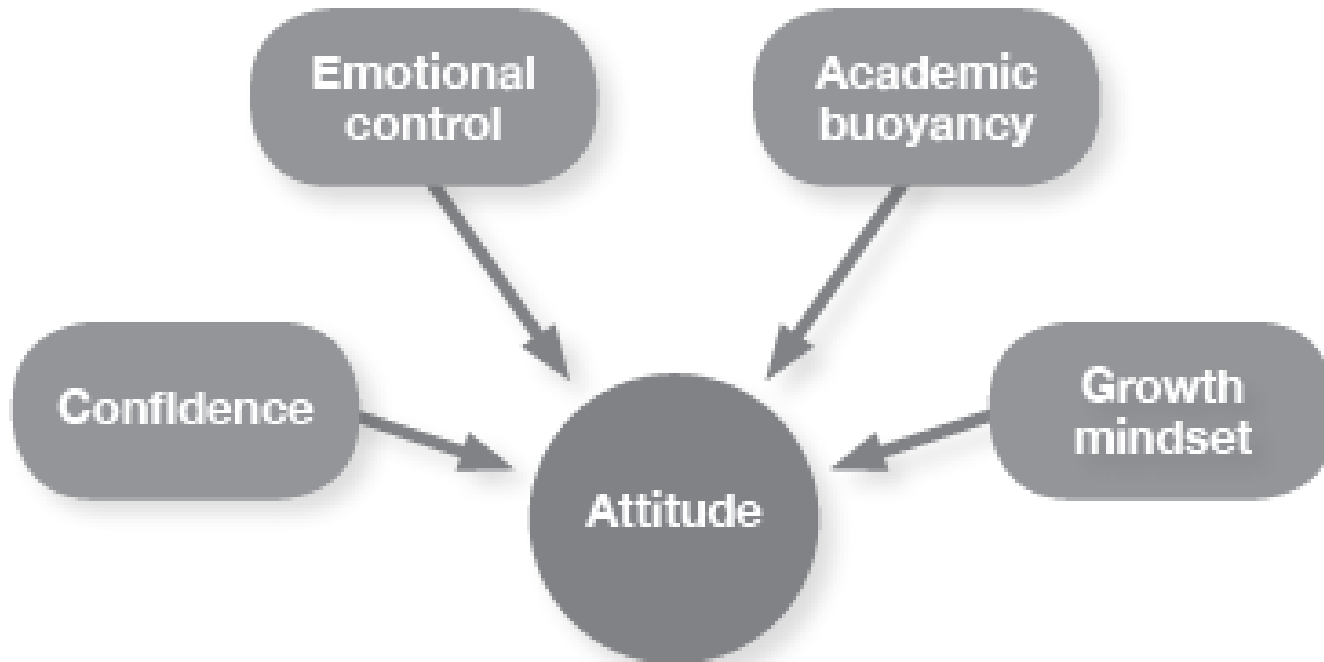
- Levels of foreground and background noise
- The number of other people there
- The behaviours of the other people there
- The quality of the seating spaces (like the tables, chairs and desks)
- The levels of light
- A feeling – 'calmness' 'focus'

The low attitude student



Characterised by anger, frustration with progress, unhappiness, self-loathing, negativity – often comparing themselves unfavourably to others

Attitude - Key Principles



Three things a **High Attitude** student does every lesson/every day/every week....

- Audits feedback, seeks out examples of better work
- Seeks out help confidently, asks advice – a support network
- Goes through tough times but focuses on benefits, successes

Benefit Finding



Anxiety Control – Breathing, Smiling, etc

Breathing exercise

- Take a deep breath. Exhale fully and completely.
- Inhale again whilst mentally counting 1 to 4.
- Hold your breath, and count from 1-4.
- Slowly count from 1-8 while exhaling fully.
- Repeat the sequence four times.

Smile and Laugh

- Strange as it may seem, smiling and laughing trigger chemicals in your body that make you feel better.
- Take a moderate breath and smile as you exhale.
- Feel the corners of your mouth go up and feel the relaxation in your forehead.

Other students recognise the importance of failure. Your job is to try to become one of these people. John Maxwell puts it this way in his book *Failing Forward* (2012): some people fail backwards (the failure takes them in a backwards direction), whereas some people fail forwards (the failure accelerates their progress).

Have a look at the characteristics Maxwell associates with these different types of failing in the table below.

Failing backwards	Failing forwards
Blaming others.	Taking responsibility.
Repeating the same mistake.	Learning from each mistake.
Expecting never to fail.	Knowing failure is part of the process.
Expecting to fail continually.	Maintaining a positive attitude.
Accepting tradition blindly.	Challenging outdated assumptions.
Being limited by past mistakes.	Taking new risks.
Thinking 'I am a failure'.	Believing something didn't work.
Withdrawing effort.	Persevering.

Intervention conversation:

Not the 'having a word' or its variants the telling-off, the setting straight, the going ballistic.

The conversation that tells the student, "I've noticed an issue, and it matters. I'm supporting you in changing so you can meet my expectations."

Diagnosis:

Try and establish motive: “What’s the purpose of studying these courses, for you?” and goal “What grades would you like to achieve by the end of these courses?” as well as current reality:

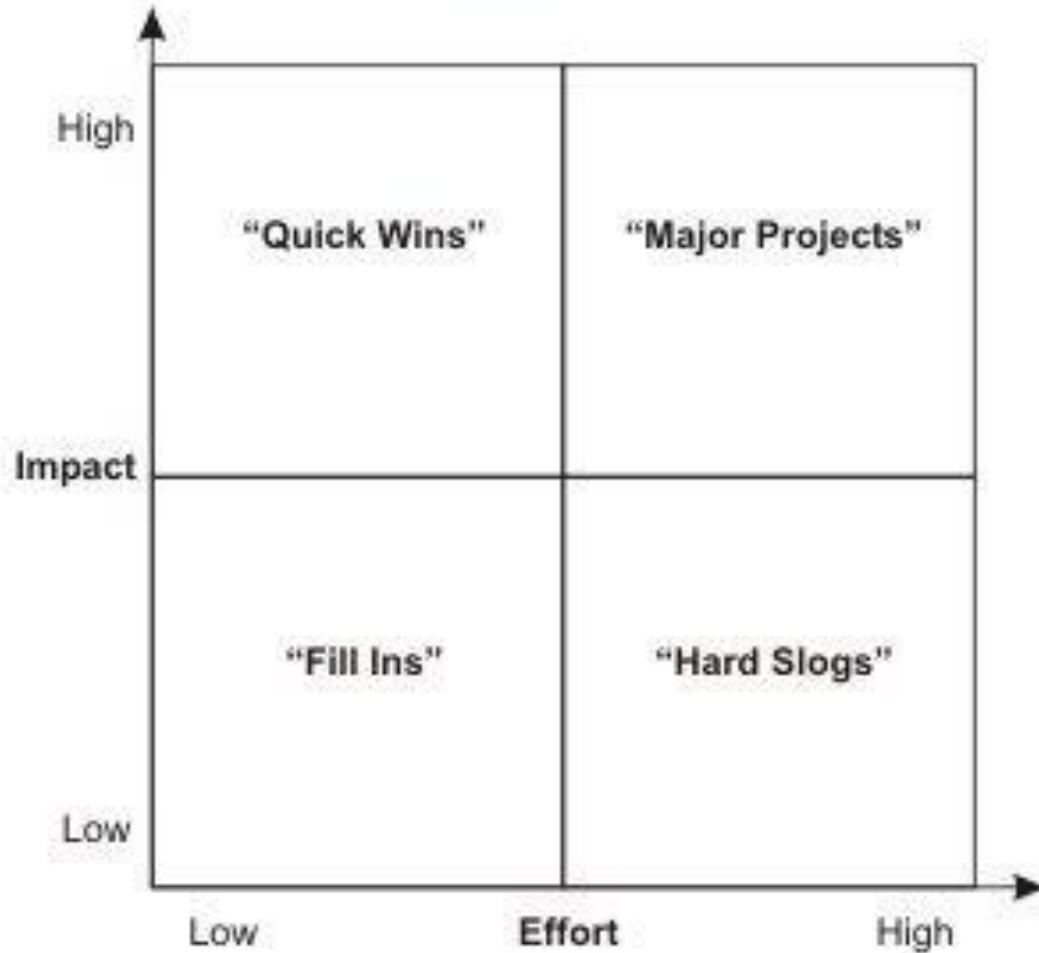
What are you finding hard about study at this level?

Planning:

The aim is “not to find the right answer but to create and list as many alternative courses of action as possible.” (pg 79) “...it may be necessary to re-examine the list by noting the benefits and costs of each course of action.” (pg 82) Don’t add ideas without permission. Offer input without undermining self-belief with, “I have another couple of options. Would you like to have them?” (pg 82)

Priority Matrix

Figure 1: Action Priority Matrix



Commitments:

Responsibility is handed over, helping the student to “optimal clarity and commitment to action.” (pg 18)

- What are you going to do?
- Will this action help?
- What support might you need?

“Rate on a scale of 1-10 the degree of certainty you have that you will carry out the actions agreed.” (pg 87) Then modify to get a higher score.

Self Regulated Learner (Zimmerman, 2010)

‘These learners are proactive in their efforts to learn because they are aware of their strengths and limitations and because they are guided by personally set goals and task-related strategies, such as using an arithmetic addition strategy to check the accuracy of solutions to subtraction problems. These learners monitor their behavior in terms of their goals and self-reflect on their increasing effectiveness. This enhances their self-satisfaction and motivation to continue to improve their methods of learning.’