


Queensborough Middle School Learning Plan

 <p style="margin: 0;">New Westminister Schools</p>	School Name: Queensborough Middle School
	School Year: 2017-2018
	Focus: Mindset

Inquiry	<p>How does mindset affect student engagement and achievement? How does the language we use affect our own and students' mindsets (fixed/growth)? Can explicit and intentional language use foster growth mindset? Can we acquire (teach) a growth mindset? How do our assessment practices support or hinder a Growth Mindset?</p>
Process & Rationale	<p>For information regarding the rationale around selecting our goal and year one of our school focus on Growth Mindset, please see the Queensborough Middle School Learning Plan for 2016.2017 (posted to the QMS website).</p> <p>Charting the Course for 2017.2018: Review of our 2016.2017 School Learning focus on mindset has been favorable (see sample reflections from staff and students below). During our staff meetings we shared our growing knowledge about mindset with each other and learned from others including one of our district learning facilitators who led us on an exploration of Mathematical Mindsets (based on Joanne Boaler's "Mathematical Mindsets"). Summer Professional Development days this past August provided time to reflect upon our year and to chart our course for the coming year. Staff strongly supports continuing with our learning focus of mindset, and ideally wishes to complete a full cycle (following students from grade 5 through to grade 8) to allow time to refine our focus as needed through analysis of data gathered each year.</p> <p>To begin our 2017.2018 school year, our staff came back together during our summer Pro-D days. Staff surveys and reflections from June were shared, and all members of the school staff received a copy of the book, "The Growth Mindset Coach: A Teacher's Month-by-Month Handbook for Empowering Students to Achieve" authored by Annie Brock and Heather Hundley. This book was reviewed as a group and will be referred to throughout the year as we continue to build our growth mindsets.</p> <p>During the discussion on the chapter about assessment, one of our staff</p>

	<p>members asked the question, “If we are working to foster a growth mindset with our students, why do so many of our assessment practices perpetuate a fixed mindset.”</p> <p>As a result of this comment and the ensuing discussion, and a preliminary look at our Growth Mindset survey data from last year, we will pay special attention to and explore the role that assessment plays in fostering a growth mindset and ultimately increasing student learning and achievement.</p> <p><i>“Assessment can do a number on a student’s growth mindset. That’s why it’s important that assessment practices reflect the values of instructional practice. In other words, if you take a growth-mindset approach to teaching, you shouldn’t be using assessment methods in a way that feeds the fixed mindset.”</i></p> <p>pg. 161 Brock, A & Hundley, H; The Growth Mindset Coach, 2016</p> <p>Attention will also be directed toward improved communication with and engagement of parents and guardians, and ultimately, the community in our shared learning journey. While many of our parents participated by filling out a mindset survey last year, responses to Growth Mindset questions in this year’s Student Learning Survey (Satisfactions Survey) were low.</p> <p><i>“The conversation about engagement, however, goes beyond how to engage our students. It is also important that we engage our parents and our community as key educational partners in support of our students’ learning success. We believe a holistic approach to child development that includes community engagement contributes to positive learning outcomes for students.”</i></p> <p>pg. 48 “Teaching and Learning in Diverse Classrooms” August 2016</p>
<p>Research</p>	<p><i>A growth mindset isn’t just about effort.</i> Perhaps the most common misconception is simply equating the growth mindset with effort. Certainly, effort is key for students’ achievement, but it’s not the only thing. Students need to try new strategies and seek input from others when they’re stuck. They need this repertoire of approaches—not just sheer effort—to learn and improve.</p> <p>http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html</p> <p>Students’ beliefs about their academic ability influence their academic tenacity. If students are going to invest their effort and energy in school, it is important that they first believe their effort will pay off. Research shows that students’ belief in their ability to learn and perform well in school—their self-efficacy—can predict their level of academic performance above and beyond their measured level of ability and prior</p>

	<p>performance. https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf</p> <p>The Core Competencies and “Teaching and Learning in Diverse Classrooms” (August 2016) documents both speak to the roles family and community play in our students’ learning success:</p> <p>“...Development of the core competencies begins with families, before students enter formal schooling, and is expanded and enhanced at every stage of life and schooling.” https://curriculum.gov.bc.ca/competencies</p> <p>See resource section below for research articles on assessment and growth mindset.</p>
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What is a “Growth Mindset”?

- based on neuroplasticity
- belief or attitude that intelligence is not fixed; rather it can be developed through hard work, development of strategies and resilience
- being open minded and willing to try to persevere in the face of challenges
- failure is an opportunity to learn and improve

GOAL

To optimize student engagement and achievement by fostering a growth mindset.

Planned Actions

The following are planned actions for the 2017.2018 school year. Many of these actions build on those undertaken in the first year of our learning focus.

For information regarding actions undertaken during the 2016.2017 school year, please see the Queensborough Middle School Learning Plan for 2016.2017 (posted to the QMS website). :

ACTION PLAN:

- review, reflect, and refine current learning focus
- report out on our learning focus regularly at PAC meetings and to parents via newsletters
- survey of staff, students and parents at beginning of year and at points throughout the year
- baseline student achievement measured in specific curricular areas if applicable
- explicit teaching (see action items below)
- reassessment (achievement measures if applicable/surveys)
- reflection and refinement of goal and next steps

	<ul style="list-style-type: none"> ● next iteration... <p>ACTION ITEMS (not limited to those listed below)</p> <ul style="list-style-type: none"> ● inservice/refresher for staff and parents regarding the basics of mindset ● review and explicit teaching of the difference between growth mindset and fixed mindset and how to instill a growth mindset ● review and explicit teaching of the brain and learning (neural networks in the brain) (This fits well with MindUp which is already established in several classrooms) ● continue to develop classroom, school & parent culture around growth mindset language ● staff development focus on growth mindset feedback and praise (2017.2018 focus will be on our assessment practices, namely formative assessment, and the role assessment plays in fostering a growth mindset and achievement) ● continue staff modeling of “Growth Mindsets” ● Innovation Grant submissions incorporate Growth Mindset in rationale ● schoolwide staff use of the resource, “The Growth Mindset Coach” ● learning opportunities for parents and community around Growth Mindset at PAC meetings, parent nights, etc. ● morning announcements, assemblies, displays throughout the school and within classes (a visitor to our school should know what our vision is without us articulating it by walking into the school or a classroom). ● district Facilitators working side by side with teachers in the classroom and at staff meetings on incorporating a Growth Mindset into our practice ● occasions to share and celebrate efforts, successes and informative failures along the way - teachers and students (ex. show and tell) ● partner with Community Centre preschool & StrongStart program ● outreach by one or more classes to Queen Elizabeth Elementary school by having our students “teach” mindset to other students ● incorporation of mindset during our gr. 4 articulation process (during tours and have grade 4 students complete a mindset survey when articulation documents are completed) ● explicit focus during staff learning meetings around “growth mindset assessment” (focus this year on formative assessment/feedback)
<p>Documentation of Learning</p>	<ul style="list-style-type: none"> ● surveys (pre and post) regarding mindset (these can be tailored to fit specific subject areas e.g. Math, P.E., etc.) ● end of year core competency reflections ● anecdotal evidence

	<ul style="list-style-type: none"> ● staff, student & parent feedback & reflection ● achievement data in subjects where a growth mindset has been explicitly taught (i.e. Math class) ● FSA results ● report card data ● counselling referrals ● attendance ● Student Learning Survey results ● MDI Survey results
<p>Resources</p>	<ul style="list-style-type: none"> ● Books (not limited to those listed below): <ul style="list-style-type: none"> ○ “Mindset” Carol Dweck 2006 ○ “Mathematical Mindsets” Jo Boaler 2016 ○ “The Innovator’s Mindset” George Couros 2015 ○ “Mindsets in the Classroom” Mary Cay Ricci 2013 ○ “The Growth Mindset Coach: A Teacher’s Month-by-Month Handbook for Empowering Students to Achieve” Annie Brock & Heather Hundley, 2016 ○ “Assessment and Student Achievement in a Differentiated Classroom” Carol Anne Tomlinson & Tonya R. Moon 2013 ○ “Growth Mindset Pocketbook” Barry Hymer & Mike Gerson 2014 ● TED Talks <ul style="list-style-type: none"> ○ The power of yet: Carol Dweck ○ The power of belief: Eduardo Briceno ○ The power of believing you can improve: Carol Dweck ● District Learning Facilitators ● book club(s) ● surveys ● Links to articles and other websites such as but not limited to: <ul style="list-style-type: none"> https://www.mindsetworks.com/science/Teacher-Practices https://www.edutopia.org/article/growth-mindset-resources https://www.mindsetworks.com/Science/Impact http://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html https://ed.stanford.edu/sites/default/files/manual/dweck-walton-cohen-2014.pdf http://www.everydaypowerblog.com/2015/04/27/carol-dweck-quotes/ <p>Articles on assessment:</p> <ul style="list-style-type: none"> http://www.ncte.org/library/NCTEFiles/Resources/Journals/VM/0212-dec2013/V0212Assessment.pdf

	http://www.tandfonline.com/doi/full/10.1080/00940771.2016.1226638?scroll=top&needAccess=true http://education.qld.gov.au/staff/development/performance/resources/readings/power-feedback.pdf http://research.acer.edu.au/cgi/viewcontent.cgi?article=1017&context=ar_misc
How to share with community?	<ul style="list-style-type: none"> • website, newsletters, PAC meetings, Parent Nights, morning announcements, displays in classrooms and around school, partner with Queen Elizabeth Elementary School, the Queensborough Community Centre and StrongStart program
Reflections	2017.2018 School Year: Samples of student reflections: Samples of teacher reflections:
Data	2017.2018 School Year: