

Change your learners' mindsets with the help of Professor Barry Hymer and the University of Cumbria

The evidence

Over the best part of four decades, the research of Professor Carol Dweck has provided compelling evidence that students with growth mindsets (a belief that abilities are fluid and changeable over time) are better learners than those with fixed mindsets (a belief that abilities are fixed and unlikely to change). Specifically, such learners seek out challenges, show greater persistence and resilience in the face of difficulties, learn from their mistakes, are less inclined to cheat or cut corners, and ultimately find themselves on the road to success and fulfilment of their potential. In essence, they focus on the mastery of learning, and superior performance follows as a secondary gift.

The potential

As with learners, so with tutors and other adults: as educators, we have the capacity to change or to reinforce our own mindsets, and those of our students. This practitioner-focused research project is designed to do just that, in the direction of growth mindsets.

Professor Barry Hymer has acquired a national reputation in supporting thousands of educators in applying mindset theory in the real-world classroom.

Further information and registering:

To register your interest in this project or to make specific enquiries, please contact Professor Hymer: barry.hymer@cumbria.ac.uk

The model

In his extensive work with teachers (and with Carol Dweck herself), Professor Barry Hymer has acquired a national reputation in supporting thousands of educators in applying mindset theory in the real-world classroom, and he has conducted longitudinal action research projects with several cohorts of teachers and tutors.

Professor Hymer is now able to make this model available more widely to the education and training sector, including further education and sixth form colleges, adult and community, and work-based learning providers. Participants will explore the potential impacts of a growth mindset approach on achievement, progression and learner motivation.

The support:

As well as inspirational development from Professor Hymer, participants are supported by Steve Ingle, from the Education Faculty at the University of Cumbria. Steve has extensive experience in the post-compulsory education and training sector.



In between the contact days, all research team members will have access to distance support from the university (in liaison where required with Professor Hymer) and a dedicated, restricted-access VLE platform. In most cases this platform will be hosted by the sponsoring institution, but in the cases of cross-cluster cohorts, this can be hosted by the university.

Our offer:

Taking part in this programme will help the institution to explore the benefits of a growth mindset approach to teaching, learning and assessment and provides you with:

- 1 x launch day, led by Professor Hymer, involving a half-day CPD presentation for all staff, setting out the core tenets and teaching implications of mindset theory, followed by a half day with a smaller group of core staff (a research team of 5-20, as preferred by the host institution) establishing a longer-term practitioner-focused series of research enquiries.
- 4 x further contact days over the course of the academic year, during which the research team members explore ideas for growth mindset learning tools, share their research findings, reflect, problem-solve and refine their research with the support of Steve Ingle as the dedicated university tutor.
- 1 x presentation day, during which members of the research team disseminate their research experiences and findings to an invited audience. There is an expectation that the research team member will focus on an aspect of their own classroom or college-wide practice, and that their research will be recorded in an appropriate form—e.g. text, film, etc. There is an expectation on the part of the provider that it will support its staff to extract maximum benefit from the project—e.g. facilitate their attendance at contact days.



Prof Barry Hymer

Prof Barry Hymer is one of the country's leading authorities on talent development and classroom applications of mindset theory. He uses qualitative and mixed-method approaches to research children's learning – especially through action research and interpretative inquiry.

“Working with Professor Hymer on the mindsets action research project was the single most productive piece of training I've done in my 15 years of teaching. I saw some students' attitudes to themselves change completely before my eyes. The project not only changed the way some of our students felt about their own ability but it's also changed the way I deal with colleagues and my own children. If you want to believe that talent is over rated and the highest standards are achievable by anyone who is prepared to work, then this is the programme for you.”

Andrew Wraith, Assistant Headteacher, Aireville School



Steve Ingle

Steve Ingle is an experienced senior lecturer and inspector of further education and initial teacher education. He has over twelve years' experience with Grade 1 providers across the post-compulsory and lifelong learning sector. He is an author and knowledgeable teacher educator and has experience as a consultant on quality development programmes.

“The action research project worked very well for us. Barry's input was inspirational and it gave the teachers tools which they could use immediately with their classes. The quality of the teachers' presentations on the final day demonstrated clearly the impact on teachers' practice and on the mindsets of their students. We have put growth mindsets at the heart of next year's development plans.”

Dr Carole Walton, Deputy Head, King James's School, Knaresborough

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