

# A LEVEL MINDSET

# VESPA



DERBY MOOR ACADEMY

Together we succeed

Achievement

Aspiration

High Expectations

Community

# What are A-Levels about?

- A-Levels are a set of qualifications designed to prepare you for the next step in your life. Whether that step is work, apprenticeship or university.
- It is also a time to work on what you want to do or be in the future – to practice the habits that will make you successful in whatever you want to do.
- Success is not an innate talent. It is an **attitude**.
- A-Levels are about growing that attitude to help you in the future.



# What is VESPA?

- Developed by Steve Oakes and Martin Griffin at a 6th Form College in Oldham
- Identified five areas that if underdeveloped, led to underperformance in A levels.
- The VESPA mindset is a series of diagnostic activities to help identify in which area you must develop as a student.



# Why VESPA?

- “Since we realised this, and we started teaching students these five skills, we’ve seen more and more students get better and better grades. Our students outperform most other students in the country.
- Students get into better universities and get better jobs and we’ve been rated as one of the best school sixth forms in the country. Our students aren’t any more intelligent than the students that came before them.
- Instead , they have begun to learn a series of behaviours and thought processes .”

Steve Oakes 2018



# VESPA

- **Vision:** How well do you know what you want to achieve?
- **Effort:** How many hours of independent work do you do?
- **Systems:** How do you organise your learning and organise your time?
- **Practice:** What kind of work do you do to practice your skills?
- **Attitude:** How do you respond to setbacks?



# VISION



# LOW VISION STUDENTS

- Listless
- Bored
- Low level anxiety
- Exasperated
- Tendency to procrastinate



# VISION – KEY PRINCIPLES

They must be doers and not talkers at A level	
Dream vs. Goal	Not hiding behind dream statements
Pull vs. Push	Lots of push at GCSE (often fear based- parents/teachers etc.) but they need a major pull device at A Level
Bias towards action	Get beyond idle chatter, move to reality and do something
Dominican University Goal Setting Study	They have to write it down

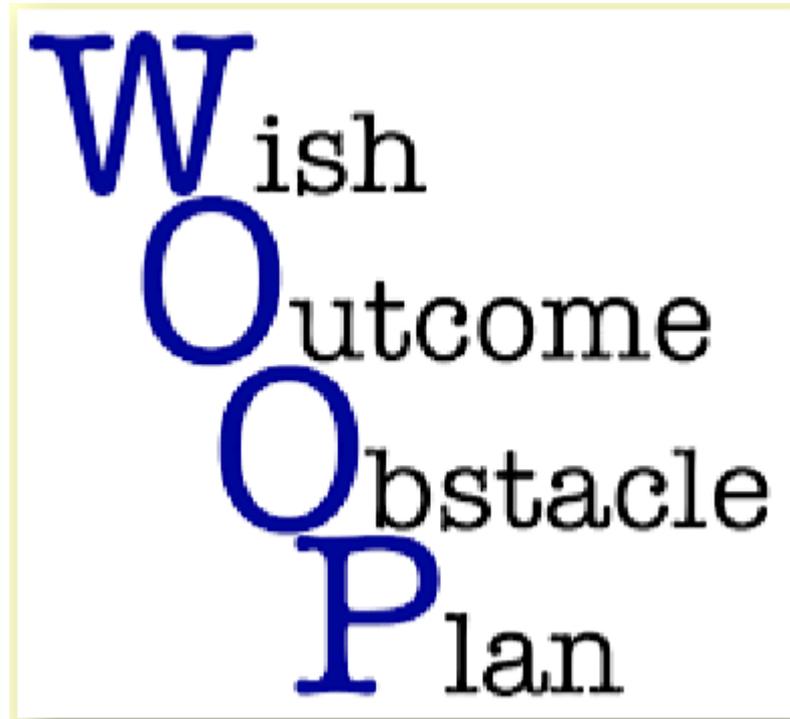


# VISION – 20 QUESTIONS

- 1) If you could only take one subject – what would it be and why?
- 2) What lessons or elements of study do you find easy?
- 3) What do you do with your spare time?
- 4) Describe an interesting lesson you had recently. Why was it interesting?
- 5) What jobs do you avoid doing – and why?
- 6) When does time fly? What are you doing?
- 7) When does time seem to drag or stop? What are you doing?
- 8) What job would you do for free?
- 9) Who do you look up to?
- 10) What would you try if you knew you couldn't fail?
- 11) What puts a smile on your face?
- 12) If you had the afternoon off to work at home, which piece of work would you choose to do?
- 13) When you have a lot of homework which subject do you do first?
- 14) Describe a homework task you have recently left until the last minute – or not done at all. Why?
- 15) What do you get obsessed about?
- 16) When you are with your friends, what do you want to talk about?
- 17) What stresses you out?
- 18) If you had an hour off A level work and a laptop, what would you type into a search engine?
- 19) If you were given a small amount of money to start a company, what would it be?
- 20) List five words you associate with 'happiness'.



# VESPA - Workbook



# VESPA - Workbook

## WOOP Four-Step Technique

WISH \_\_\_\_\_

OUTCOME \_\_\_\_\_

OBSTACLE \_\_\_\_\_

PLAN

If \_\_\_\_\_ then I will \_\_\_\_\_

obstacle plan to overcome obstacle



# WOOP

- **WISH:** Think in detail about something you want to accomplish. (For example, the grade you want to achieve in a particular subject)
- **OUTCOME:** Vividly imagine the best thing you associate with having achieved that outcome. (That 'best thing' might be anything related. It might be getting into the university of your dreams)
- **OBSTACLE:** Ask yourself what internal obstacles are most likely to get in the way? (That weakness inside that holds you back).
- **PLAN:** Formulate an 'if...then' plan for what you will do when that obstacle arises. ('If I find myself checking snapchat, then I'll get up and immediately turn off the WI-FI')



# COMMON BARRIERS

- Some common barriers to developing a positive attitude towards learning when study is secondary to...
  - Paid employment
  - Social media and social life
  - External commitments
  - Time off does not allow for study habits to be embedded
  - When A Levels are not understood to be of value in their own right...
  - Unconditional university offers
  - Short term 'gain' gives way to long term detriment



# VESPA workbook

- For this week you have been asked to work through the A level mind-set booklet and ensure that all the activities are completed to the best of your ability.
- Please ensure that you bring the completed workbook with you when you come in for your Sixth Form transition week.





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