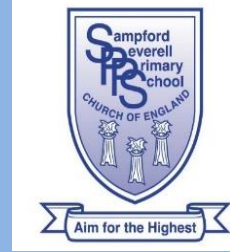


Mindsets

What is a growth mindset?

- a belief system that suggests one's intelligence can be grown or developed with persistence, effort and a focus on learning.

*Dr Carol Dweck, Professor of Psychology,
Stanford University*



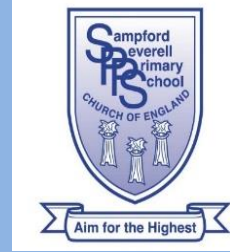
Growth Mindset

Pupils

-believe they can learn just about anything. Might struggle, fail but with effort and perseverance, they can succeed.

Staff/parents/carers

-believes that with effort and hard work, all pupils can demonstrate significant growth and therefore deserve opportunities for challenge.



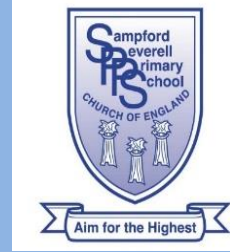
What is a fixed mindset?

- A belief system that suggests that a person has a predetermined amount of intelligence, skills or talents.

Pupils

-Those who don't perceive themselves as clever will often give up or not really make an effort. They don't believe they can be successful so they don't try and it becomes a self fulfilling prophecy.

-Pupils who perceive themselves to be clever –usually because they have always been praised for achieving good results. When faced with a challenge, these learners tend to avoid situations where they may 'fail' and will blame other factors if they don't do well.

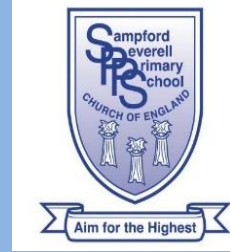


The evidence base

Over four decades and countless studies, Carol Dweck and other mindset researchers have provided empirical evidence that people with growth mindsets are more:

- Open to challenges and constructively critical feedback
- Resilient in the face of obstacles and initial failure
- Convinced that individual effort makes a difference
- Likely to attribute success and failure to their own efforts, rather than to their innate abilities
- Able to learn well with and from others
- Likely to rise to the top –and stay there

Growth Mindset Pocketbook by Barry Hymer & Mike Gershon



The evidence base

Children with growth mindsets are less likely to cheat. There's no need: a poor performance is no reflection on their intelligence –it's simply an indication that they need to work harder or differently at that particular skill.

Growth Mindset Pocketbook by Barry Hymer & Mike Gershon

Neuroplasticity

The ability of the brain to change, adapt and 'rewire' itself throughout our entire life.

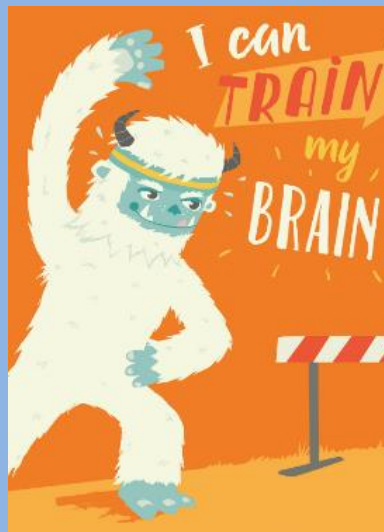


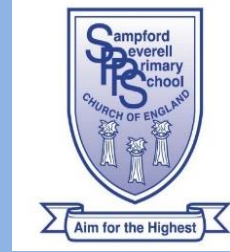
The power of yet...



The Power of 'yet'

- You're not at the finish line but you're somewhere on the learning curve.
- Not yet (instead of fail).
- Gives children more confidence about their future success.

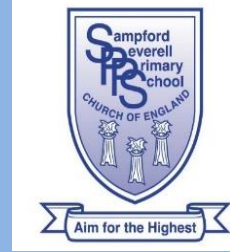




The power of 'yet'

- I'm not good at _____ (yet)
- I can't do _____ (yet)
- I tried but it didn't work _____ (yet)

Growing Mindsets, Carol Dweck 2014



Why do mindsets matter?

Consider Rowan and Naz, two classmates of similar achievement levels and background. They are given the same task. It's high-challenge, designed to stretch them.

Rowan sets to with gusto. He's good at this sort of task and values his reputation as someone who gets things right, fast. He finds the task unusually tough and quickly becomes dispirited, worrying that he's coming across as 'slow'. He tells his classmate the task is 'boring' and disengages from it.

Naz sets to with gusto. He finds the task tough and his intellectual arousal is heightened. His initial attempts lead to nowhere and he laughs when he realises he's going down a blind alley. He tries a new strategy and engages classmates in a task-focused discussion. He shows curiosity and tenacity and steadily makes progress.

From a comparable baseline, Naz's growth mindset will trump Rowan's fixed mindset and these effects will become increasingly marked over time.

Mindsets matter.

A mindset's effects

The reason behind Rowan and Naz's very different responses to the same task can be inferred from the following table:

Mindset	Intelligence is fixed (Rowan)	Intelligence can grow (Naz)
Priority	Prove my learning (show I'm bright)	Improve my learning (become brighter)
Seeks out...	Quick wins, easy successes, less able competitors, as these all show that I'm intellectually well-endowed	Challenges, smart friends and other opportunities to learn and improve, as these all assist my development
Avoids	Tough challenges, effort, difficulty, higher-performing peers	Tasks and situations that I've already mastered – no new learning there then
When things get tough...	I become flaky, flustered and flounder, or simply walk away from the task, doubting my capacity to accomplish it. Or maybe I'll cheat.	I try harder or revise my strategy. I show resilience, creativity and grit – and thereby become a better learner

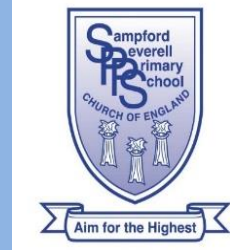
Growth mindset focuses on a LEARNING GOAL

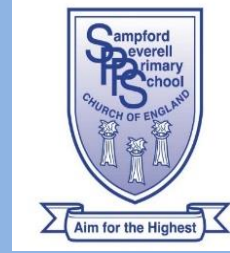
- Students want to find out more
- They want to play/learn to the best of their abilities
- It's about the **PROCESS** rather than the **END GOAL**

Fixed mindset focuses on PERFORMANCE GOALS

- Will aim for a particular goal
- Will either achieve the goal or they won't
- Increased anxiety and frustration

The Effect of Praise on Mindsets



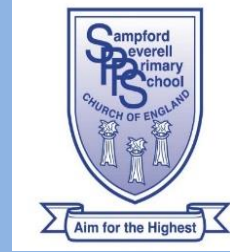


What are some ways we can begin building a growth mindset culture?

How you can help at home

- Adapt a 'glass half full' mentality at home. A child with 'hope' believes there can be a positive side to most situations;
- Always praise a child's willingness to try, (effort, patience, practice);
- Praise the amount of effort your child is putting into things rather than how clever they are;
- Talk to your children about their brain being like a muscle - the more they use it, the stronger it gets;
- Encourage your children to not give up if they are finding something difficult;
- Challenge your children to try something new or challenging.
- Promote learning goals

Promoting learning goals



- We all need to think about the process of learning and what is needed to master new things.
- In all aspects of the curriculum, is about developing:-
 - **PERISTENCE**
 - **TRYING OUT DIFFERENT STRATEGIES**
 - **REPETITION**
 - **MAKING MISTAKES**
 - learning from **TRIAL & ERROR**

What Kind of Mindset Do You Have?



I can learn anything I want to.
When I'm frustrated, I persevere.
I want to challenge myself.
When I fail, I learn.
Tell me I try hard.
If you succeed, I'm inspired.
My effort and attitude determine everything.



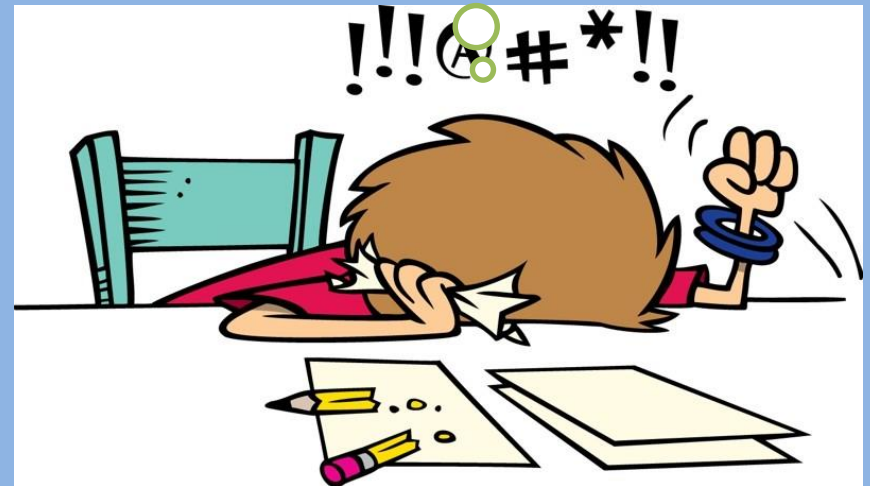
I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

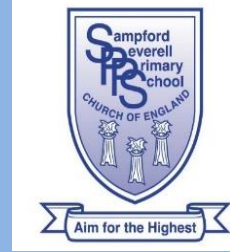
Is this your family?

She is like us. We
can't do maths!



I can't do maths!





Growth mindset

- Effort is the secret to getting smarter.
- Difficult and challenging tasks give the opportunity for growth.
- Mistakes are a great opportunity to learn and grow.
- 'I can't do it' becomes 'You haven't found the best way YET!' You can't do it YET!'

A few mind shifting tips for cultivating a growth mindset.

HELP CHILDREN TALK BACK TO NEGATIVE SELF-TALK WITH A GROWTH MINDSET VOICE

e.g I get better and better with practise. This is hard, but will get easier with practise.

AVOID LABELS

Don't label yourself in ways that model a 'fixed mindset' (e.g. I'm a terrible cook....I was never good at Maths)

HELP CHILDREN GET CURIOUS ABOUT MISTAKES

Help them reframe a mistake as new information or as a step in the process of learning.
Self-correct.

HELP CHILDREN LEARN TO HEAR THEIR OWN FIXED MINDSET 'VOICE'

Some examples:

"That guy is brilliant; he never tries and he gets it"

"I got it wrong again, I'll never get this."

Some children don't even realise how fixed their mindset can be. Discuss and challenge their opinions and attitudes.

GET CURIOUS ABOUT YOUR CHILD'S WORK THROUGH QUESTIONS

How did you figure that out? What's another way you could have done that?
What could you try differently next time?