

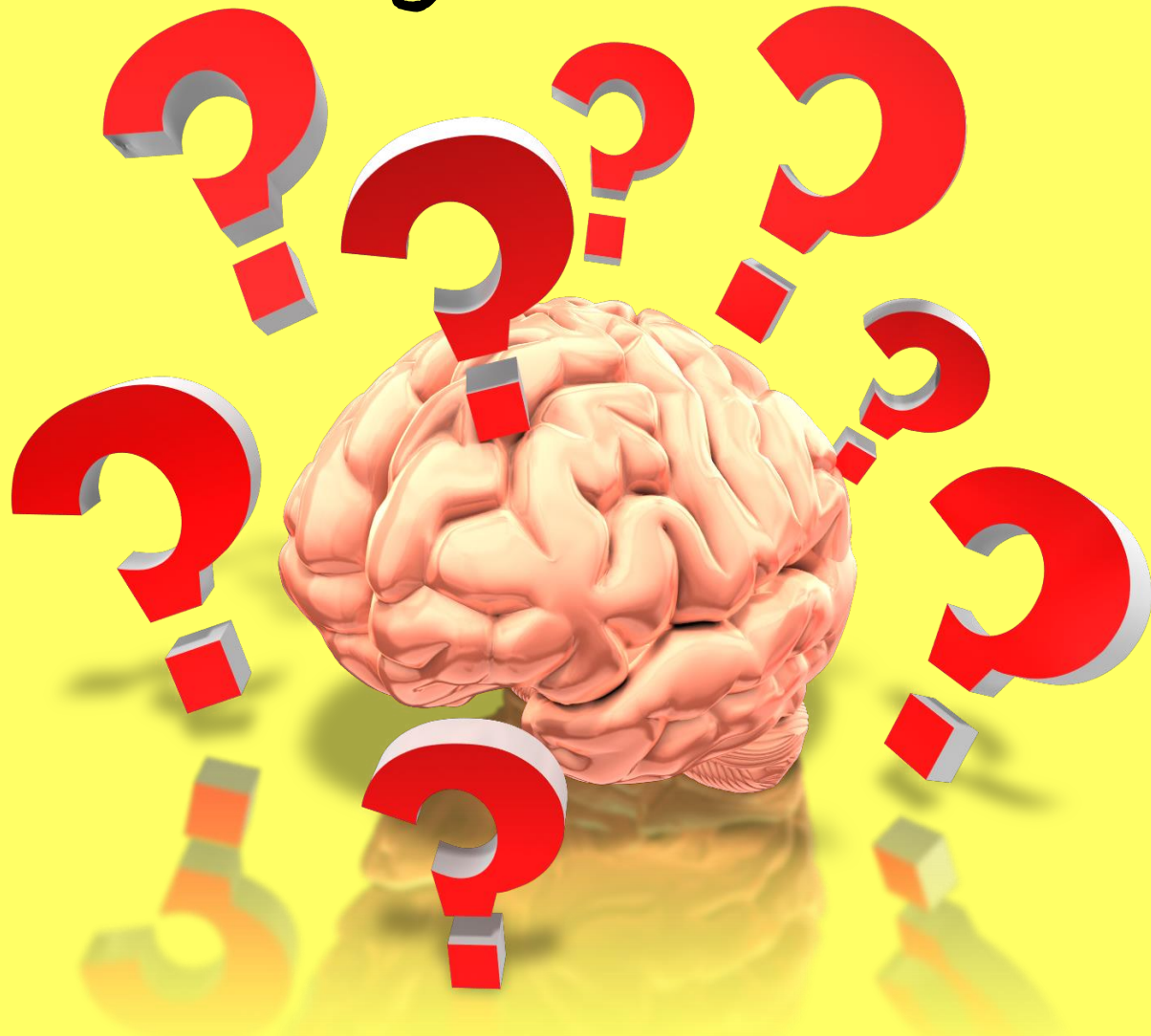
Growth Mindset



Aims:

- To understand what the growth mindset is
- To begin to understand how to use this theory to challenge children's learning behaviours
- To know how to implement theories in everyday classroom life and at home.

How does your brain work?

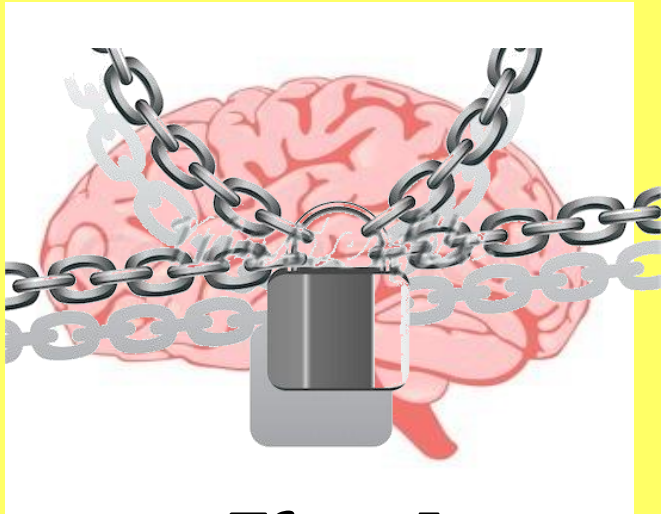


The Theory

- <https://www.youtube.com/watch?v=QmMJXvUmRh0>

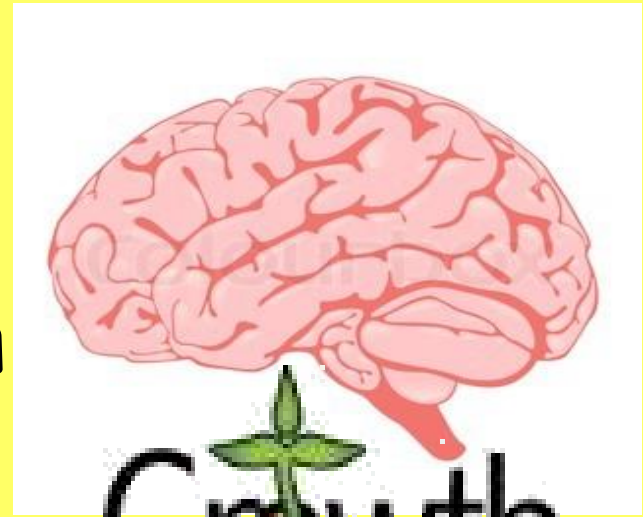


Which one are you?



Fixed
Mindset

Or a

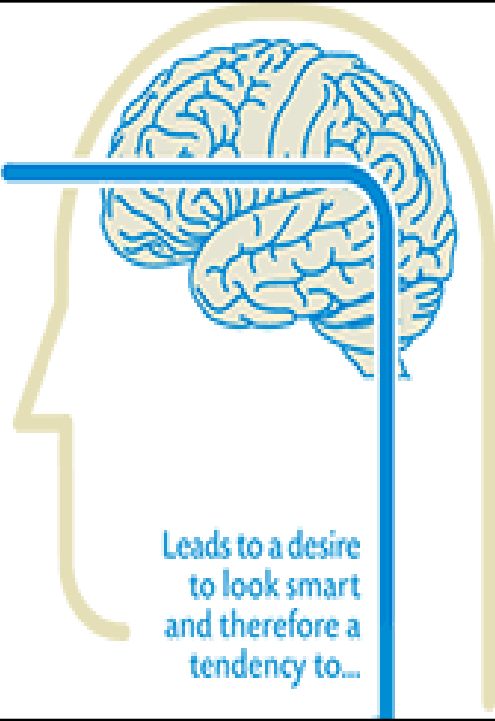


Growth
Mindset

?

Fixed Mind-set

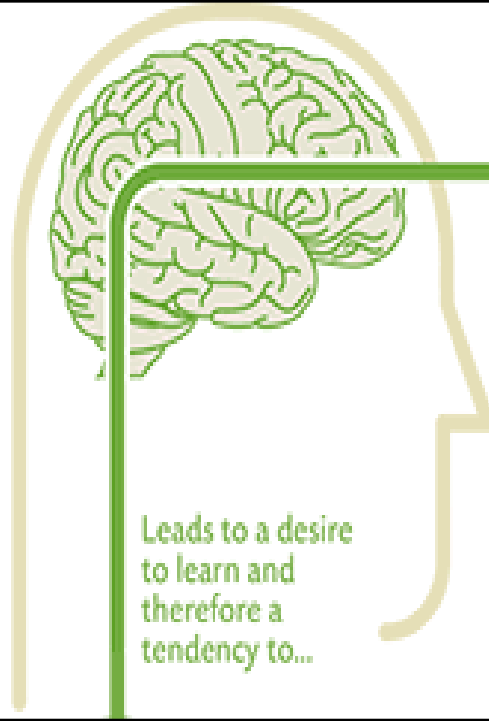
Intelligence is static



Leads to a desire
to look smart
and therefore a
tendency to...

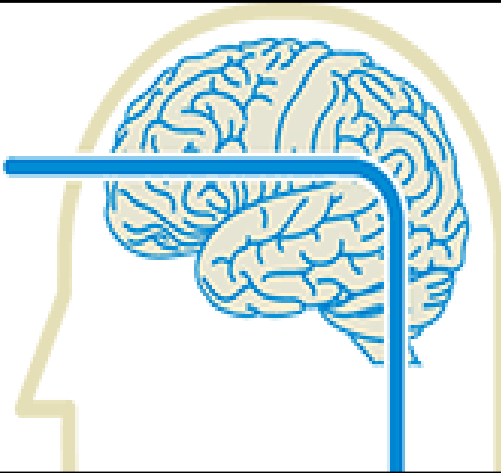
Growth Mind-set

Intelligence can be developed



Leads to a desire
to learn and
therefore a
tendency to...

Fixed Mind-set
Intelligence is static



Growth Mind-set
Intelligence can be developed



CHALLENGES

...avoid
challenges



...embrace
challenges



OBSTACLES

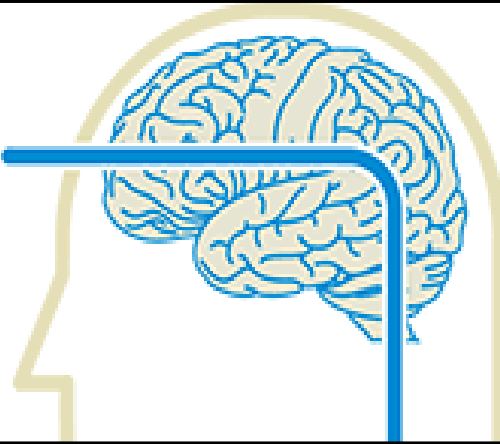
...give up
easily



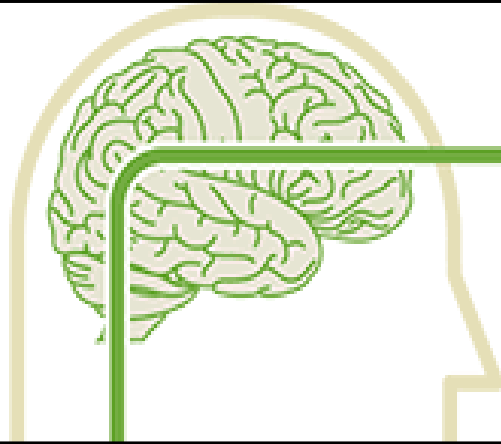
...persist in the
face of setbacks



Fixed Mind-set
Intelligence is static



Growth Mind-set
Intelligence can be developed



EFFORT

...see effort as
fruitless or worse



...see effort as
the path to mastery



CRITICISM

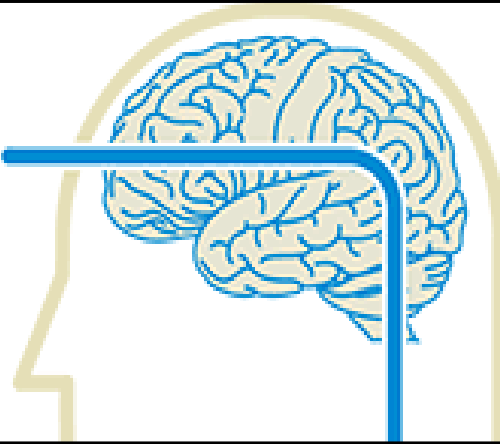
...ignore useful
negative feedback



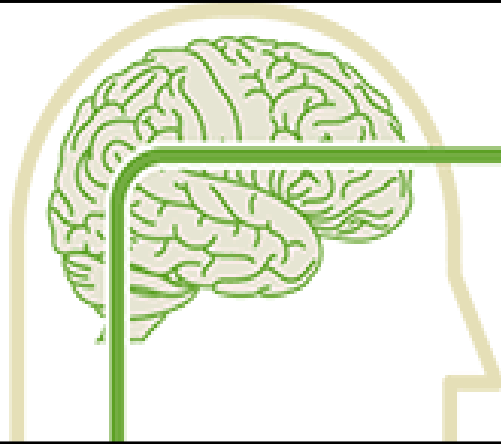
...learn from
criticism



Fixed Mind-set
Intelligence is static



Growth Mind-set
Intelligence can be developed



SUCCESS OF OTHERS

...feel threatened
by the success
of others



...find lessons and
inspiration in the
success of others



As a result, they may plateau early
and achieve less than their full potential.

All this confirms a **deterministic view of the world.**

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will.**

Use frequent formative feedback

- We ensure that our children are acutely aware of their strengths and areas for development.
- We frequently assess our children and give them formative feedback so that they know what they do well and what they can do better.
- We dedicate quality time in our lessons for our children to act on this feedback, to redraft work in order to improve upon it.

High levels of challenge for every student

- Effort is more important than “talent” or “innate ability”.
- Therefore, we must challenge our children to be the best.
- We must have high expectations of all our children.
- We must encourage them to take a leap of faith, even if that means falling over a few times.

Explicitly welcome mistakes

- Foster a safe and secure environment in which falling over is not only accepted without criticism or humiliation, but in which it is actively encouraged as evidence of effective learning and of getting better at something.
- Encourage children to raise their hands because to get an answer wrong is to learn from their mistakes; to get an answer wrong is to learn the correct answer.
- Raising a hand to say, “I don’t understand this ... can you help?” is not a sign of weakness or low intelligence, it is a means of increasing one’s intelligence.
- Of course, making a mistake – even if you have a positive mindset – can be a painful experience. But a mistake shouldn’t define you; it’s a problem to be faced and learnt from. We teach this by modelling it, by publicly making mistakes and by making explicit our own implicit learning.

Reward effort not attainment

- Dr Dweck concluded that praising ability actually lowered students' IQs whereas praising effort raised them. She also said that praising children's intelligence harmed their motivation because, although children love to be praised, especially for their talents, as soon as they hit a snag their confidence goes out of the window and their motivation hits rock bottom. If success means they're smart, then failure means they're dumb.

At home and school

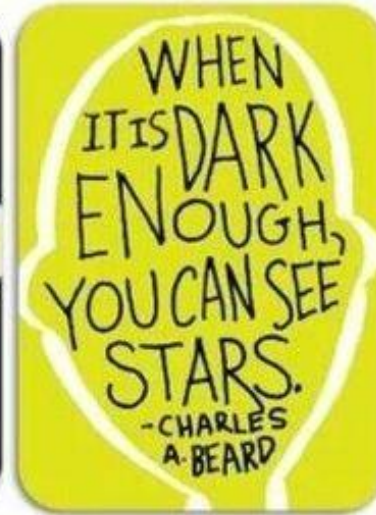
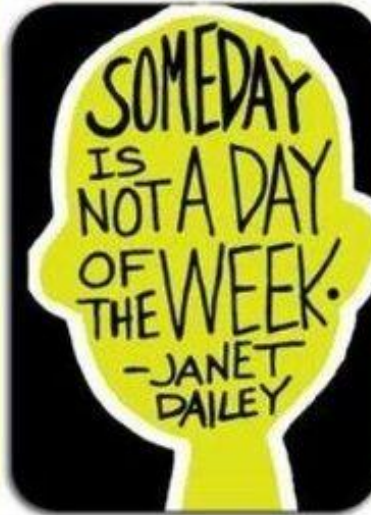
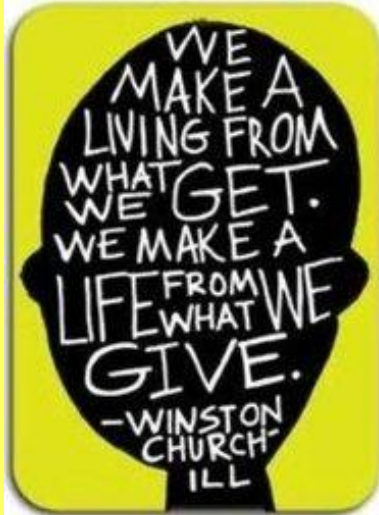
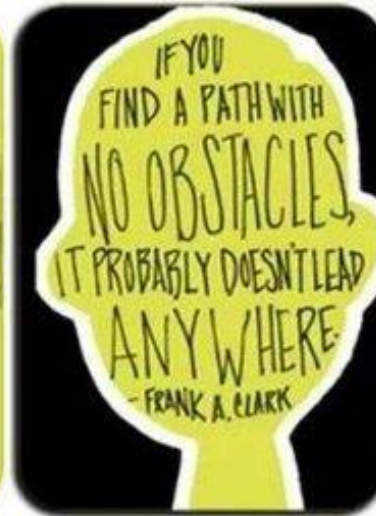
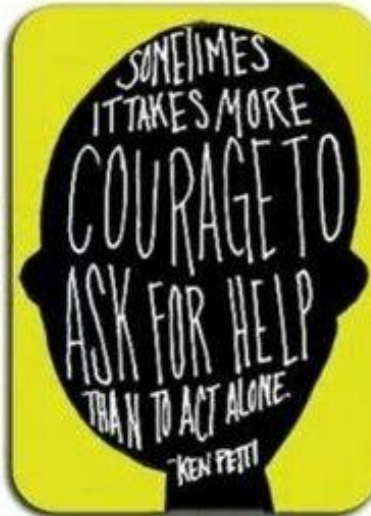
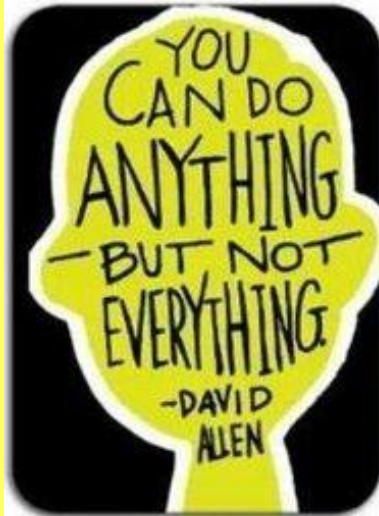
- Encourage children to add "yet" when they say "I can't do it"
- Talk about bits that the children find tricky
- Enjoying being on the "tricky bits bus" together
- Having display boards in school which promote a growth mindset
- Teaching discrete lessons about the brain and how it works

DEVELOPING A **GROWTH MINDSET**



INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

things to remember when you get stuck



The Growth Mindset:

"People believe... their talents and abilities can be developed through passion, education, and persistence.

For them...it's about a commitment to learning—taking informed risks and learning from the results, surrounding yourself with people who will challenge you to grow, looking frankly at your deficiencies and seeking to remedy them."

--Carol Dweck

