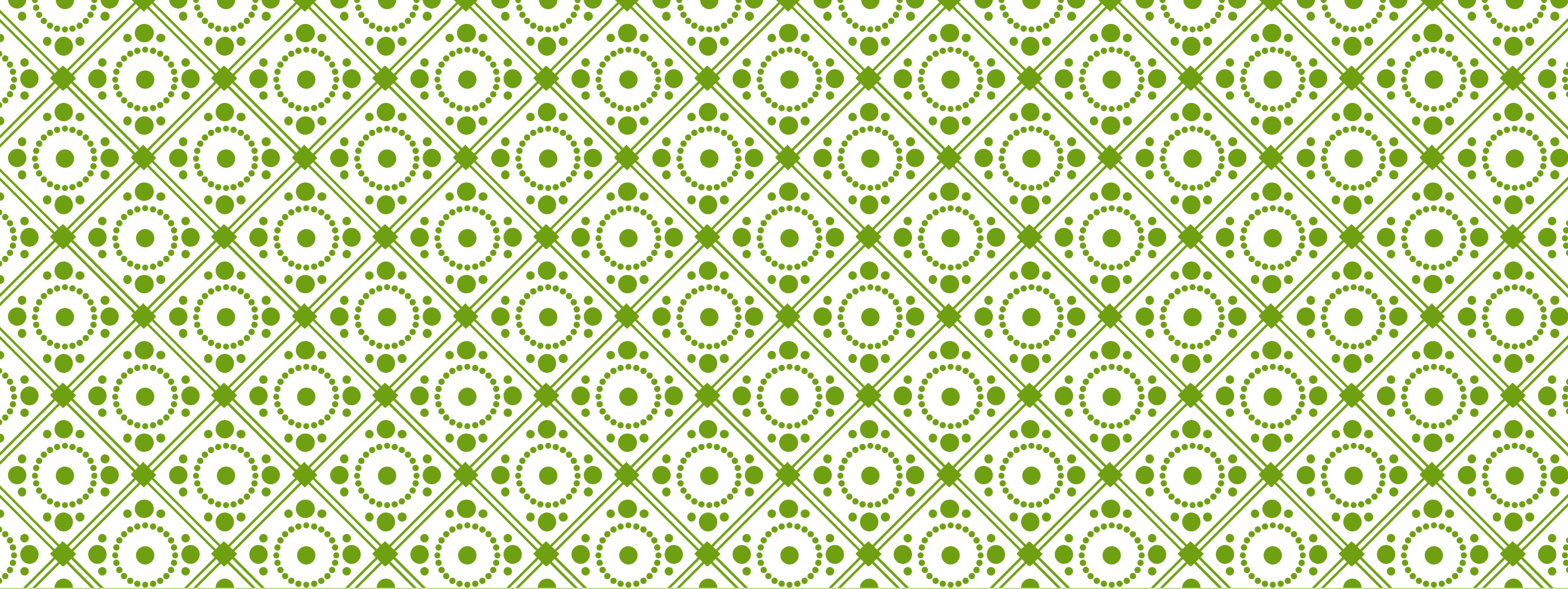




Emotionally Friendly Schools



GROWTH MINDSET

'IN THE MIDDLE OF DIFFICULTY LIES
OPPORTUNITY' ALBERT EINSTEIN

Kayleigh Sumner and Lauren Skade
Salford Educational Psychology
Service

AIMS OF THE SESSION

1

Let you know
about the
research

2

Learn about
'growth
mindset'

3

Discuss the
impact of
'mindset'

4

Consider
practical
approaches in
the classroom

WHY TEACH GROWTH MINDSET?

Research suggests that the growth mindset approach promotes...

01

Better
grades

02

Increased
motivation

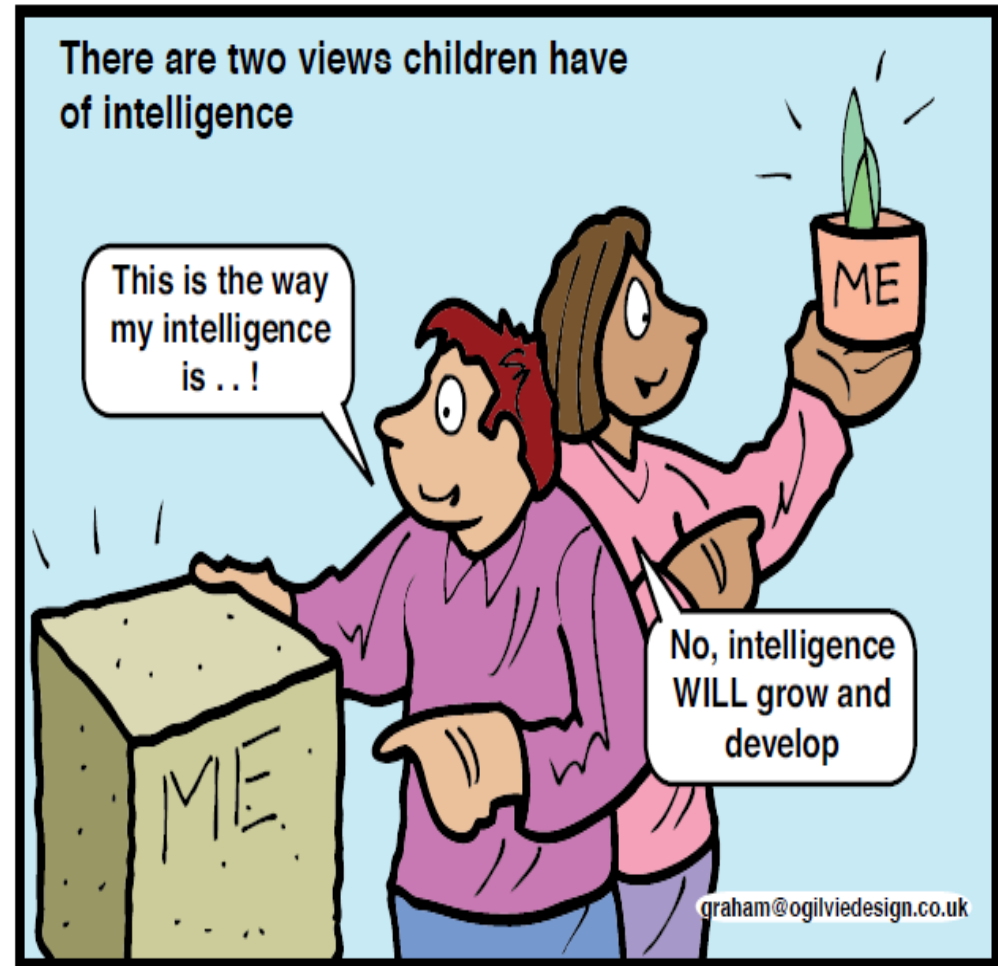
03

Resilience

EMPIRICAL RESEARCH

What impact does a Growth Mindset approach have on students' academic resilience from the perspective of educational professionals?

TWO MINDSETS...



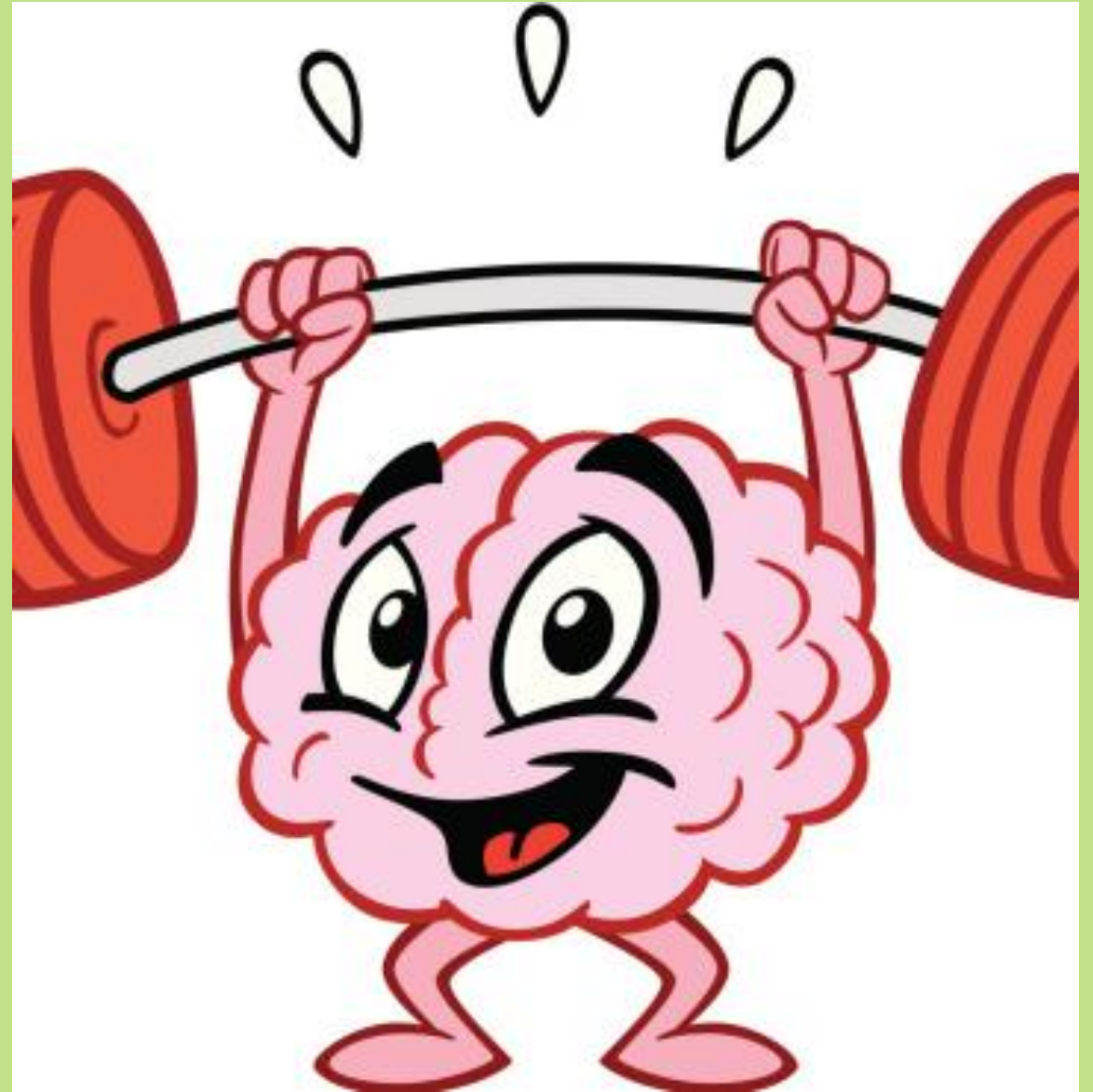
WHAT ARE MINDSETS?

A mindset is simply a **belief** about yourself and your personal qualities

- **Fixed mindset:** fundamental qualities like intelligence don't change over time.
- **Growth mindset:** qualities can change and be grown and can flourish in certain circumstances.

MINDSET EXPLAINED

https://www.youtube.com/watch?v=KUWn_TJTrnU



ACTIVITY

Bearing in mind the two types mindsets, think about the young people you teach.

Q: What percentage of your class would you estimate has a growth mindset?

Q: What suggests this in their language or behaviour?



CAROL DWECK'S MINDSET RESEARCH

| FIXED MINDSET | | GROWTH MINDSET |
|--|-------------------|--|
| <ul style="list-style-type: none"> • SOMETHING YOU BORN WITH • FIXED | SKILLS | <ul style="list-style-type: none"> • COME FROM HARD WORK • CAN ALWAYS IMPROVE |
| <ul style="list-style-type: none"> • PERFORMANCE GOALS | GOALS | <ul style="list-style-type: none"> • LEARNING GOALS |
| <ul style="list-style-type: none"> • SOMETHING TO AVOID • COULD REVEAL A LACK OF SKILL • TEND TO GIVE UP EASILY | CHALLENGES | <ul style="list-style-type: none"> • SHOULD BE ENCOURAGED • AN OPPORTUNITY TO GROW • MORE PERSISTANT • LEARN FROM OTHERS |
| <ul style="list-style-type: none"> • UNNECESSARY • SOMETHING YOU DO WHEN YOU'RE NOT GOOD ENOUGH | EFFORT | <ul style="list-style-type: none"> • ESSENTIAL • PATH TO MASTERY |
| <ul style="list-style-type: none"> • GET DEFENSIVE • TAKE IT PERSONAL • IGNORE EFFECTIVE STRATEGIES | FEEDBACK | <ul style="list-style-type: none"> • USEFUL AND CONSTRUCTIVE • SOMETHING TO LEARN FROM • IDENTIFIES AREAS TO IMPROVE |
| <ul style="list-style-type: none"> • GET DISCOURAGED • HELPLESS • LOSE PERSPECTIVE | SETBACKS | <ul style="list-style-type: none"> • USE AS A WAKE UP CALL TO WORK HARDER NEXT TIME • MASTERY-ORIENTATED • RESILIENT |

NEUROSCIENCE

Evidence for differences in
the neural mechanisms and
electrical brain activity
(Moser, 2011):

- **Growth mindset brains:** detect errors, process errors, correct errors.
- **Fixed mindset brains:** tune out corrective feedback and close down neural activity when things get tough – error feedback is distressing!!

SUPPORTING
GROWTH
MINDSET
THROUGH
PRACTICAL
APPROACHES

Praise

Power of yet

Importance of failure

Visual displays

Resources pack

DON'T PRAISE INTELLIGENCE PRAISE THE PROCESS

Give **effort** (not intelligence or ability)
status in the classroom

'Well done for trying different approaches
when you were stuck'

'I like the fact that you saw the difficulties
as an interesting challenge'

'The way you tried harder when things
were difficult was excellent'

'Well done for keeping going and not
giving up – that's what we want to see'.

Excellence persistence on this piece of
work – as shown by the crossings out.

MIND YOUR LANGUAGE: PROBLEM PRAISE

[https://www.youtube.com/watch?v=NWv1
VdDeoRY](https://www.youtube.com/watch?v=NWv1VdDeoRY)

EXAMPLES

| | | |
|---|-----------|---|
| INFORMATION | VS | JUDGEMENT |
| e.g. 'You need to.....' | | e.g. 'That's a weak answer.....' |
| | | |
| FUTURE | VS | PAST |
| e.g. 'The next time try...' | | e.g. 'You failed that' |
| | | |
| BEHAVIOUR | VS | ABILITY |
| e.g. 'Did you challenge yourself here?' | | 'You're an A grade pupil – I'd have hoped for more from you'. |

Activity

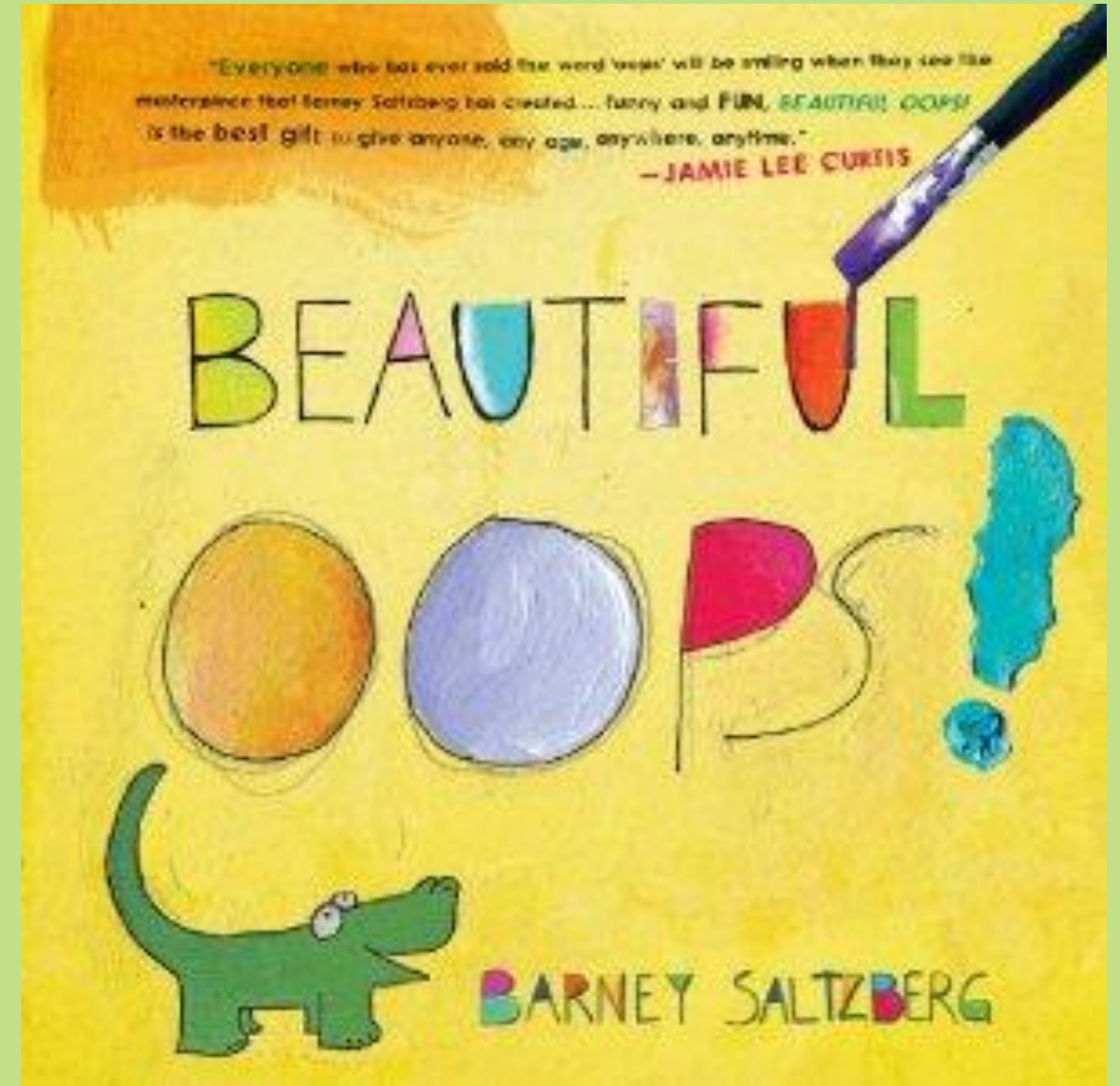
Growth Mindset Vs Fixed Mindset Sorting Activity



THE POWER
OF.....

YET

THE IMPORTANCE OF FAILURE



FEEDBACK

I Understand

4

I Got It!

I understand everything.

3

I Mostly Get It.

I understand most of it,
but not all of it.

2

I Sort of Get It.

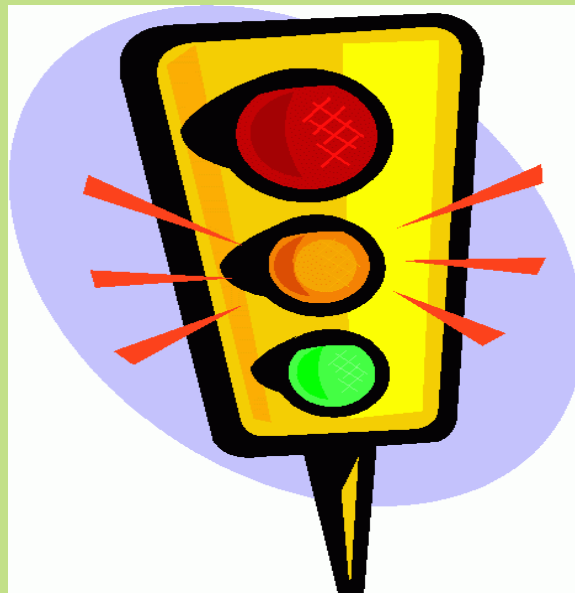
I am still a little confused.

1

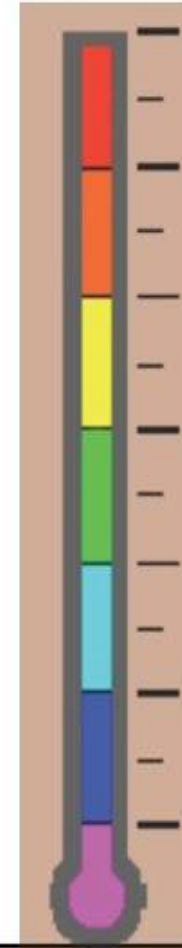
I Don't Get It.

I don't understand at all
and I am very confused.

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Effort Meter:



Exceptional Effort! I worked hard on this! I gave my all to this!

Great Effort. I think I could do one thing to make it even better.

Good Effort. I know I could do more though!

Okay effort, but I can think of many things that would make it better.

Some Effort. I completed the task, but I may have rushed through it.

Little effort, but I did not finish.

Zero effort. I didn't really try.

“Continuous effort is the key to unlocking our potential!” Winston

VISUAL DISPLAYS FOR THE CLASSROOM

IF YOU FAIL, NEVER GIVE UP BECAUSE F.A.I.L.

MEANS "FIRST ATTEMPT IN LEARNING"

END IS NOT THE END, IF FACT E.N.D.

MEANS "EFFORT NEVER DIES"

IF YOU GET NO AS AN ANSWER, REMEMBER N.O.

MEANS "NEXT OPPORTUNITY"

Dr. Abdul Kalam



SCRIPTS

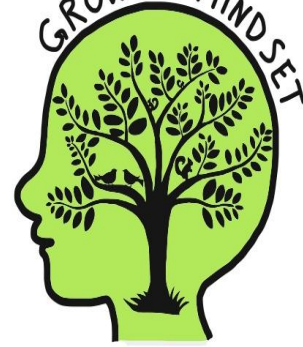
10 Growth Mindset Statements

FIXED MINDSET



What can I say to myself?

GROWTH MINDSET



INSTEAD OF:

TRY THINKING:

I'm not good at this.

1 What am I missing?

I'm awesome at this.

2 I'm on the right track.

I give up.

3 I'll use some of the strategies we've learned.

This is too hard.

4 This may take some time and effort.

I can't make this any better.

5 I can always improve so I'll keep trying.

I just can't do Math.

6 I'm going to train my brain in Math.

I made a mistake.

7 Mistakes help me to learn better.

She's so smart. I will never be that smart.

8 I'm going to figure out how she does it.

It's good enough.

9 Is it really my best work?

Plan "A" didn't work.

10 Good thing the alphabet has 25 more letters!

(Original source unknown)

@sylviaaduckworth

In this class.....

We all have different starting points.

We can all learn from one another.

We can all make progress.

We will value our mistakes because we can learn from them.

We will choose tasks that challenge us because this is how we develop our skills and understanding.

We will keep trying even when we are finding a task difficult because this is how we make progress.



FAMOUS GROWTH MINDSETTERS??

.....**Einstein's** teacher said that he was 'academically subnormal'

.....**J.K Rowling** was turned down by 12 publishers

.....**Walt Disney** was told that he lacked 'creative imagination'

.....**Winston Churchill** placed in the **LOWEST** division of the **LOWEST** class

Activity

In small groups think about how you might encourage Growth Mindsets in your classroom.

NEXT STEPS

1. Growth Mindset Questionnaires

2. Explain neural responses to error and the brain's capacity to change

3. Feedback on INFORMATION, FUTURE, BEHAVIOUR

4. Visual Displays

5. Reinforce the importance of making mistakes through classroom- Power of yet

QUESTIONS





Resources

GROWTH MINDSET VIDEOS

**Youtube- set as
literacy task**

**Growth Mindset
for students -
Episode 1/5**

**The Force: A
Growth Mindset**

ACTIVITIES & WORKSHEETS

**Resource
pack**

TES

**Growth
mindset
toolkit**

CHILDREN'S BOOKS AGE:4-8

– My Beautiful
Oops –

The Girl who Never
Made Mistakes

– I Can't Do This

– The Most
Wonderful Thing

– Your Fantastic
Elastic Brain

CHILDREN'S BOOKS AGE:9-12

– Pippi
Longstocking

– Strong is the
New Pretty

– Wonder

– Anne of Green
Gables

CHILDREN'S BOOKS AGE:12+

– James and the
Giant Peach

– Wizard of Oz

– Kira Kira

– Anne of Green
Gables

FURTHER READING

Growth Mindset Pocket Book by Barry Hymer & Mike Gerson

Mindset: How you can fulfil your potential by Dr Carol Dweck

Bounce: The myth of talent and the power of practice by Matthew Syed

Self-Theories: Their Role in Motivation, Personality, and Development by Carol. S. Dweck.



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