

Welcome

“It does not matter
how slowly you go,
as long as you do
not stop.”
Confucius

Growth Mindset Workshop

Thursday 22nd November

“It is hard to fail,
but it is worse
never to have tried
to succeed.”
Theodore
Roosevelt

“Challenges are what make life interesting. Overcoming
them is what makes life meaningful.” Joshua J. Marine



Developing a growth mindset culture in school

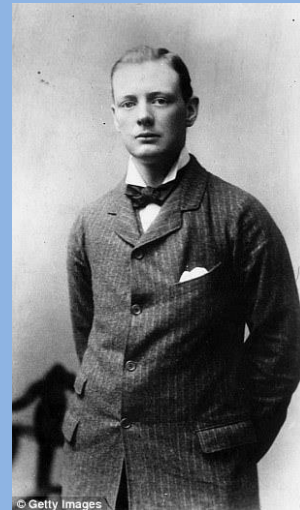
We *all* need to move away from having a fixed mindset



PRIME MINISTER

Winston Churchill **repeated** a year during primary school.

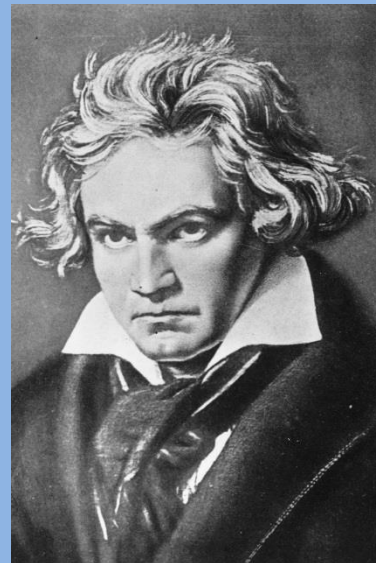
He was placed in the **lowest** division of the **lowest** class.



COMPOSER

Beethoven's teacher called him a **hopeless** composer.

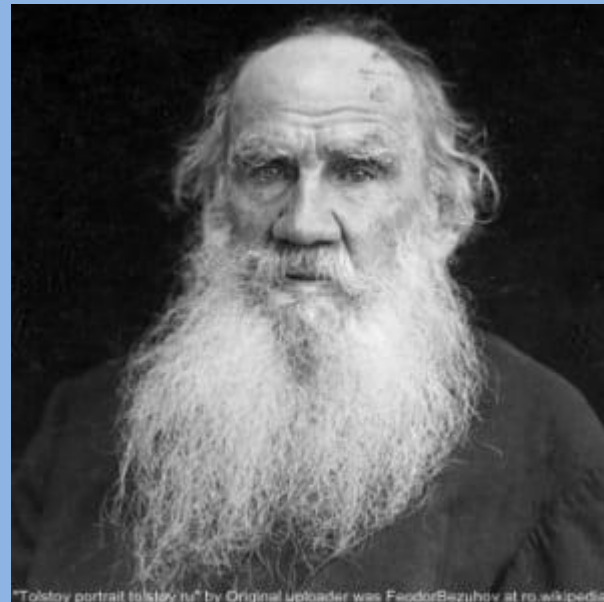
He wrote **five** of his greatest **symphonies** while **deaf**.



WRITER

Leo Tolstoy **dropped** out of college.

He was described as '**unable** and **unwilling** to learn.'



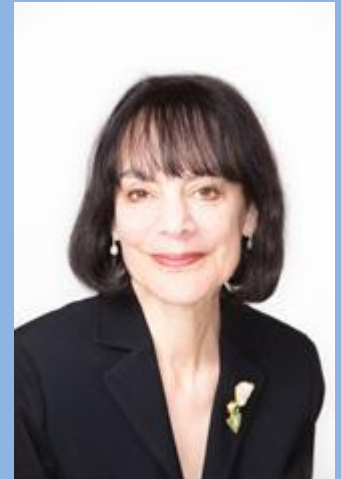
"Tolstoy portrait tolstoy.ru" by Original uploader was FeodorBezuhov at ru.wikipedia

ROLE MODELS

- Einstein's teacher said that he was 'academically subnormal'
- Michael Jordan's coach said that he wasn't more talented than other people
- Walt Disney was told that he lacked 'creative imagination'

What is growth mindset?

- Carol Dweck – a Professor of Psychology
- Growth mindset – about cognition – about enjoying learning and being successful as a learner.



Your brain is like a muscle

- When you train your muscle, the muscles will train based on the amount of EFFORT you put into making that change.
- This is proven to be the same with your brain.

THE MORE EFFORT YOU PUT
INTO YOUR LEARNING, YOUR
BRAIN WILL CHANGE



Black cab taxi training in London

How long do you think it takes to become a black cab taxi driver in London?

3 years

Taxi drivers need to be able to work out alternative routes mentally throughout the City to avoid excessive congestion.

The training was tested.

A driver's brain development

Increased by 30% from the start to the end of the training.



What is a mindset?

It is simply a BELIEF



about YOURSELF



Can relate to ability, faith, personality, talent



We all have a mindset

Growth Mindset

**Intelligence
and talent can
go up or down**

Fixed Mindset

**You think that
intelligence
and talent are
fixed a birth**

Many of us have a fixed mindset in some experiences and subjects and a growth mindset in others

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.



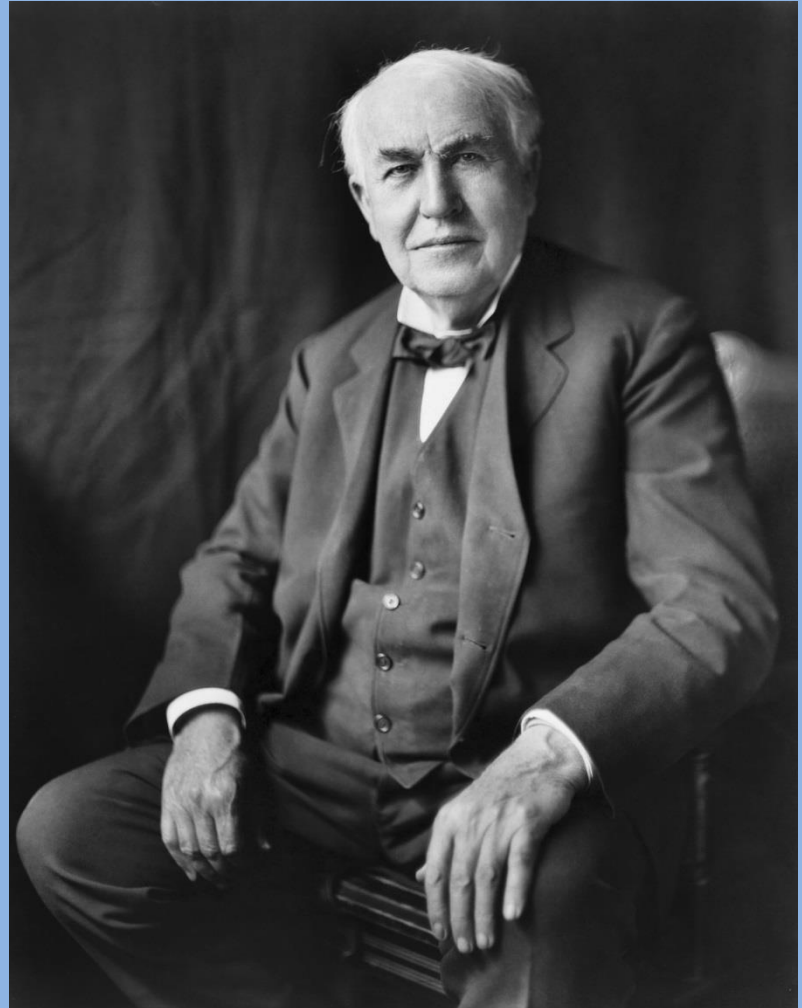
I'm either good at it, or I'm not.
When I'm frustrated, I give up.
I don't like to be challenged.
When I fail, I'm no good.
Tell me I'm smart.
If you succeed, I feel threatened.
My abilities determine everything.

***A Growth mindset
begins with us all –
what do we do when
things become
difficult?***

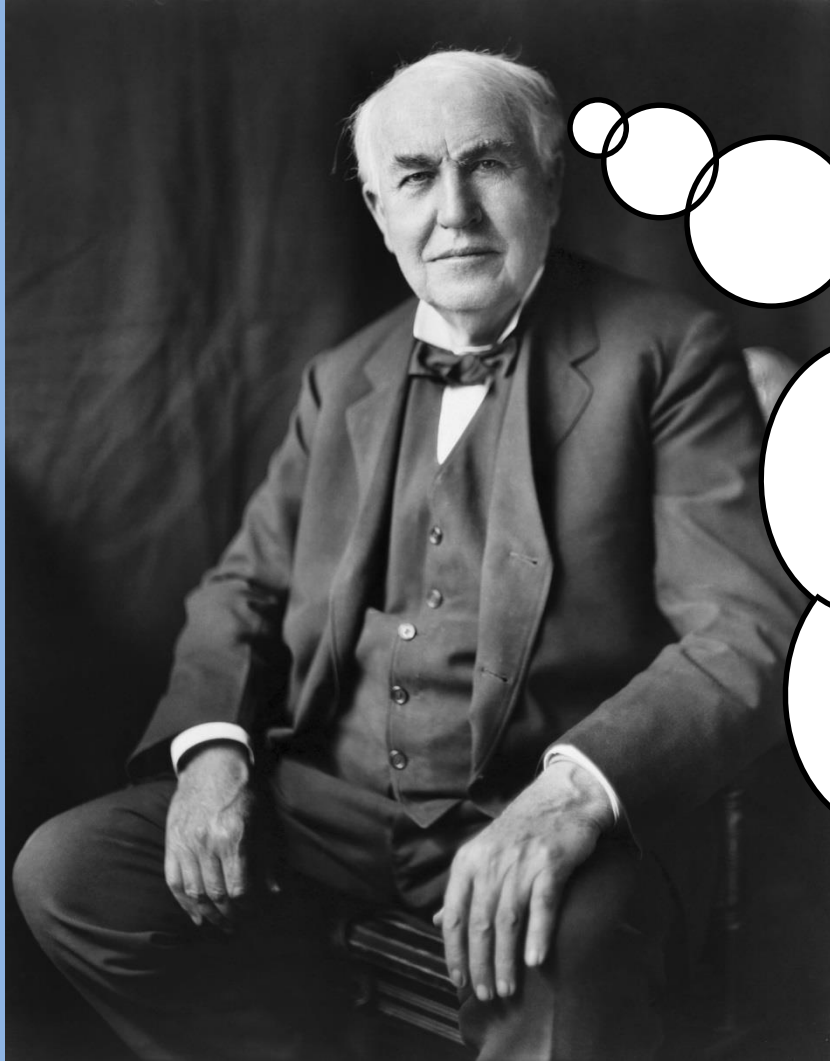


Some adult case studies of growth mindset

Who's this?



Thomas Edison



“I have not failed. I’ve just found 10 000 ways that won’t work.”

Who's this?





Taylor Swift



She used an image of herself as a child to make people realise the journey she had taken over time.

She wanted people to understand that success didn't happen over night.

She talked about her personal life and numerous failures and challenges she had to cope with. It was her 5th music album that made her successful.

It all appears effortless and that it ‘just happened’. The reality of success is the zig zag road up a mountain.



Growth mindset focuses on a LEARNING GOAL

- Students want to find out more
- They want to play 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

Promoting learning goals

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

Where do we start?

- School community to develop a language that regularly promotes a growth mindset
- Displays around school that promote a growth mindset
- Inspire using stories
- Mental contrasting
- Marvellous mistakes
- Trial and improvement
- Pay attention to working memory
- Modelling, Prompting and Clueing
- Editing and more editing
- Engaging parents with growth mindset

Giving children growth mindset language

Effort

Challenge

Perseverance

Thinking

Learning

Feedback

Decisions

Challenge

Mistakes

Determination

Good mistakes

Grit

Useful failure

Growth

Trial and improvement

Thinking and Thinking

Reflection

Persistence

Resilience

Process

Which 5 words could we use across the school to develop a growth mindset? Discuss.

Mental Contrasting

The contrast is drawn between what is desired and what needs to be done to make that desire a reality.

If.....then.....

e.g. **If** I want to play the piano, **then** I must practice every night.

If I want to get full marks on my spelling test, **then** I must practice my spellings once in the morning and once in the evening

Marvellous mistakes

In this lesson I expect you to make a minimum of 3 mistakes. If you get half-way through and haven't made any mistakes, you need to ask me to make the work more challenging for you. At the end of the lesson we will spend five minutes reflecting on what we learned from our mistakes and deciding whether the lesson was sufficiently challenging.

Making the most of mistakes

- A display that promotes 'marvellous mistakes' as a good thing (e.g. $10+4=104$, put on post-it and add to display with quick explanation of error)
- Reframing mistakes, what children say
- Promoting 'trial and improvement'. If children know we expect them to try things out, make mistakes and then try again, their perception of the costs of failure will likely change.

Pay attention to Working Memory

Working memory is limited.

It's limited to approximately 7 pieces of information.

If a child's working memory becomes overloaded they will likely run into difficulties.

Can lead children to withdraw from their learning.

How can we help?



- Teach children to use strategies that free up working memory space (write things down, verbalise thoughts, chunk items together)
- Scaffold the work – break a task down – writing frames for ALL abilities
- Use questions to direct the thinking of a child
- Make children aware of what working memory is



WHICH STEP HAVE YOU REACHED TODAY?

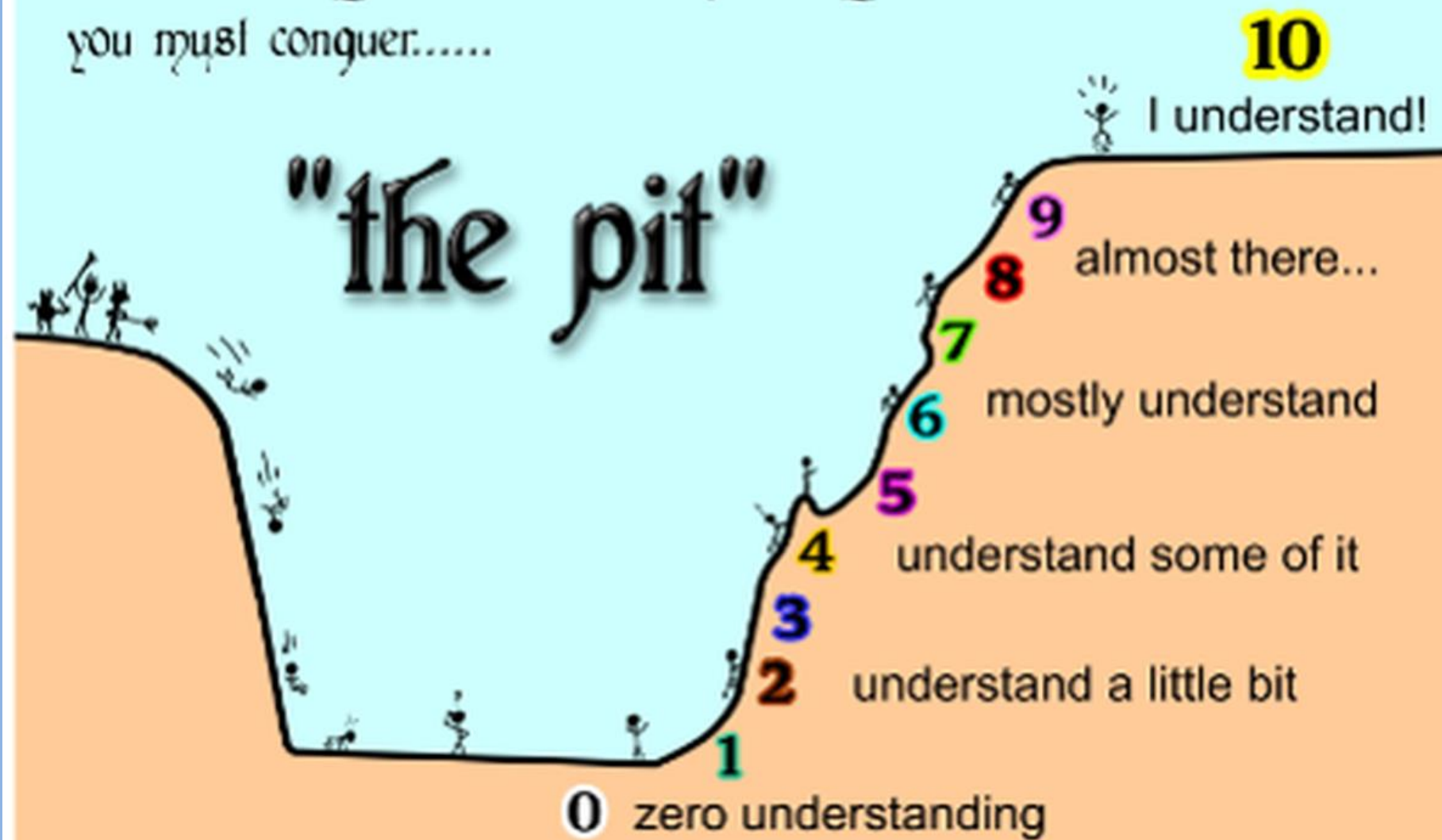
The Learning Pit



Good learners go into the PIT!

To reach a higher level of understanding,
you must conquer.....

"the pit"



What can you do to
help support your
child at home with
growth mindset?

MINDSET

Growth Mindset

- Love for learning/self-improve
- A desire to be challenged
- Willingness to work for +ve result
- With effort and practice I can do anything
- I can learn from mistakes / failures
- Self-motivated/resilient

Fixed Mindset

- Sense of self-doubt
- Fear of failure
- Only untalented, ungifted people have to work for success
- Blame others when things don't go your way
- Motivated by reward and praise



Effort is...

The secret to getting smarter. The more targeted effort you put in, the more you'll get out. You can help your children to focus their effort and attention, encourage practise. Regularly recognise this effort with effort praise.

Difficulty...

Difficult and challenging tasks give the opportunity for growth. Create excitement with your children as they take on a new challenge and push outside of their comfort zone. Recognise each achievement and point out to them how much they're learning.

Mistakes...

Mistakes are a great opportunity to get feedback, to learn and to grow. Help your children to see that mistakes are feedback (not failure). They provide a great opportunity and motivation for growth. Recognise that when working outside of their comfort zone, they likely to make mistakes that they can learn from.

Yet...

A small and empowering word...YET...shifts thinking from a fixed to a growth state instantly, use it in conversation with your children. When you hear...

"I can't do it"...rephrase and add 'yet'. "You haven't found the best way to learn it yet. What could you do next?"

FAIL = First Attempt In Learning

Further reading:

The effect of Praise on Mindsets (Carol Dweck)

www.youtube.com/watch?v=TTXrV0_3UjY

Growth mindset (Carol Dweck's website)

www.mindsetonline.com/abouttheauthor/

How can we help our children develop a growth mindset?

Key points to parents:

- Praise carefully—not for intelligence but for effort
- Encourage deliberate practice and targeted effort
- Encourage high challenge tasks to grow those brain cells
- Discuss errors and mistakes and help your children to see them as opportunities to learn and improve
- Encourage family discussions about mindset and which mindset they (and you?) are choosing to use
- Teach children to talk back to their 'fixed mindset' internal voice with a 'growth mindset' internal voice
- Start now by redefining the meaning of a few ordinary words...

INTELLIGENT PRAISE

You're so clever at...

You're so intelligent at...

You're lucky, you're gifted at...and it's so easy for you to...

Don't worry if you didn't get a great result, did you get a better score than x child?

Ah...you made a mistake, how many times have we told you to get it right first time?

EFFORT

PRAISE

I've noticed the effort you're putting into...

All of your hard work and practise is resulting in progress in...

I'm proud of how committed you have been to learning...

Are you clear what you need to do to improve your learning next time?

You made a mistake that OK.

You can learn from it

A few mind shifting tips for cultivating a growth mindset at home

HELP CHILDREN RECONNECT WITH A TIME WHEN THEY LEARNED SOMETHING NEW THAT WAS A CHALLENGE

Point out the developmental nature of 'getting good' - we all go through the process of making a lot of mistakes, practicing and then getting better.

AVOID LABELS AND GIVE GROWTH MINDSET PRAISE

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

Praise and value effort, practise, self-correction and persistence

Don't shelter your child from a failed task. Ask "What can you learn from this experience? What could you try differently next time?"

HELP CHILDREN GET CURIOUS ABOUT MISTAKES

Help them reframe a mistake as new information or as a step in the process of learning. In addition, help them incorporate self-correction in their own learning process.

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

e.g I get better and better with practice this is hard, but will get easier

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? How many times did you try before it turned out that way? What could you try differently next time?

IO

II

How did you try differently next time?

Useful Links

- <http://www.bbc.co.uk/cbeebies/grownups/help-your-child-try-new-things>
- <https://www.mindsetkit.org/growth-mindset-parents>
- <http://www.bbc.co.uk/news/magazine-13128701>
- <https://www.youtube.com/watch?v=2zrtHt3bBmQ>

RESOURCES FOR HOME

Books:

- *I Can Be Anything* – Jerry Spinelli
- *Someday* – Eileen Spinelli
- *You Be You* – Linda Kranz
- *Making a Splash* – Carol E. Reiley
- *Your Fantastic Elastic Brain* - J. Deak & S. Ackerley
- *I Can't do This* - K.J. Walton
- *The Dot* - Peter H. Reynolds
- *Ish* - Peter H. Reynolds
- *Ryan the Spy and: The Superhero Secret* - Jason Rago
- *Rosie Revere, Engineer* - Andrea Beaty

I have a **GROWTH**
MINDSET.

I am in charge of how smart I am because

I can **GROW** my **BRAIN**
like a muscle by learning hard things.

I can achieve
ANYTHING

with **EFFORT** and
RIGHT STRATEGIES.

And when I fail or make a mistake,
it is a **GREAT** thing, because

I can **LEARN** from them and
I GET BETTER!

Big Life Journal

www.biglifejournal.com

Thank you for coming.