

# Growth Mindset

## The Power of Yet

# Aims for today:

- Increase your understanding of Fixed and Growth Mindsets
- Give you time to consider which Mindset you have
- Reflect upon the how the language we use can impact our children

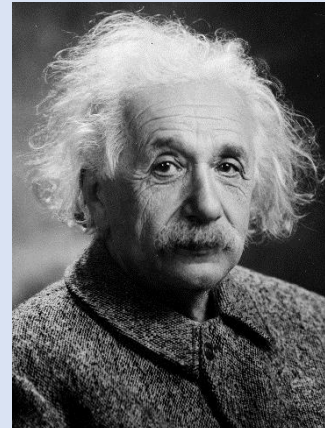
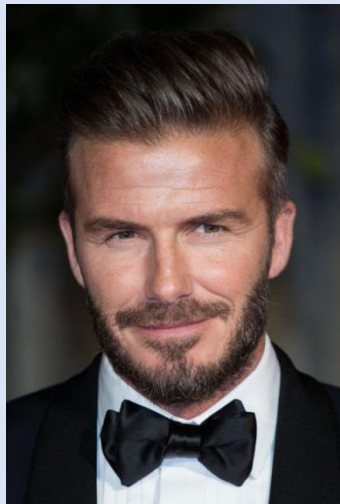
# Strategies for developing a growth mindset culture – discussing intelligence

Arrange these famous people in order of intelligence:

J K Rowling, David Beckham, Justin Bieber, Albert Einstein, Theresa May

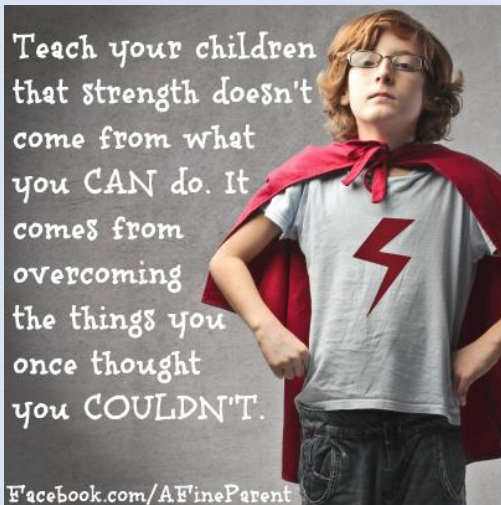
**Why have you ordered them in that way?**

How would you define intelligence?



# Which Mindset are you?

- **Parents are powerful role models.**



- **We have huge influence over the children.**
- **To have an influence over children's mindsets, we must first find our own!**

I like challenges	If something is tricky, sometimes I give up.	I know that putting in effort is important.	It doesn't matter if I fail.	I work hard because it helps me.
I know my own limits.	I don't know what my talents are yet but I am willing to work hard to find out.	Putting in effort makes me smart and talented.	I like being praised for my hard work.	I don't like getting things wrong.
I am willing to develop my learning.	I feel uncomfortable if I don't know how to do something.	I'm not that clever.	I don't mind asking for help after I have tried by myself.	If I find something hard, I practise it.
I like my work to be praised.	I am willing to change.	I have lots of talents but I don't know what they all are yet.	I feel intelligent when I get everything right.	I worry about what others think of me.
I'm afraid of not being good at something.	I'm not worried about what other people think of me.	I don't like people to criticise my learning.	Putting in effort shows other people that I'm not smart.	I work hard because it makes other people happy.

Growth Mindset	Fixed Mindset
I like challenges.	If something is tricky, sometimes I give up.
I know that putting in effort is important.	I know my own limits.
It doesn't matter if I fail.	If I get something wrong I don't try again.
I work hard because it helps me.	I don't like getting things wrong.
I don't know what my talents are yet but I'm willing to work hard to find out.	I feel uncomfortable if I don't know how to do something.
I like being praised for my hard work.	I'm not that clever.
Putting in effort makes me smart and talented.	I like my work to be praised.
I don't mind asking for help after I have tried by myself.	I feel intelligent when I get everything right.
If I find something hard, I practise it.	I worry about what others think of me.
I am willing to develop my learning.	I'm afraid about not being good at something.
I have lots of talents but I don't know what they all are yet.	I don't like people criticising my learning/work.
I'm not worried about what other people think of me.	Putting in effort shows other people I'm not smart.
	I word hard because it makes other people happy.

# Developing a growth mindset

- People with a Fixed Mindset believe that they are born with a certain amount of intelligence and that it is fixed for the rest of their lives.
- People with a Growth Mindset know that intelligence is not fixed and that you can, in effect, 'grow' your intelligence.

# The Mindset domino effect:

- Whatever belief you hold about the brain (Fixed or Growth) will lead to different subsequent behaviours.
- The knock-on effect of these behaviours will ultimately lead to more or less achievement.
- It dictates whether you (or your children) will fulfil your/their potential.





# The Fixed Mindset monologue

- You are less likely to take risks/accept challenges because you might fail.
- You don't want others to see you working hard and putting in effort as this means you are not naturally clever.
- You do not want to be seen to make mistakes.
- If you cannot do something straight away or right first time, you think others will see you as lacking in natural ability.
- The child feels their intelligence, and in essence their SELF, is being judged as a result of these outcomes.
- These ideas will manifest themselves deep within the learning child and without their realisation, will make them behave in ways that will put up barriers to learning new things.

# The Growth Mindset monologue

- You see learning as fruitful because it will grow your brain.
- You see effort as a positive thing because your brain is working hard.
- Failure does not define you; it makes you develop because it is through mistakes that you learn.
- You will face challenges, persevere and take risks because you understand these things move you out of your comfort zone and into your learning zone.
- All of this will help to grow your brain/intelligence. Believing your intelligence can grow is therefore a self fulfilling prophecy.

# Characteristics of Fixed and Growth Mindsets

<b>Fixed mindset (performance orientation)</b>	<b>Growth mindset (learning orientation)</b>
Intelligence is static. I must look clever!	Intelligence is expandable. I want to learn more!
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
<i><b>Likely to plateau early and achieve less than full potential</b></i>	<i><b>Reaches ever-higher levels of achievement</b></i>

# The power of YET

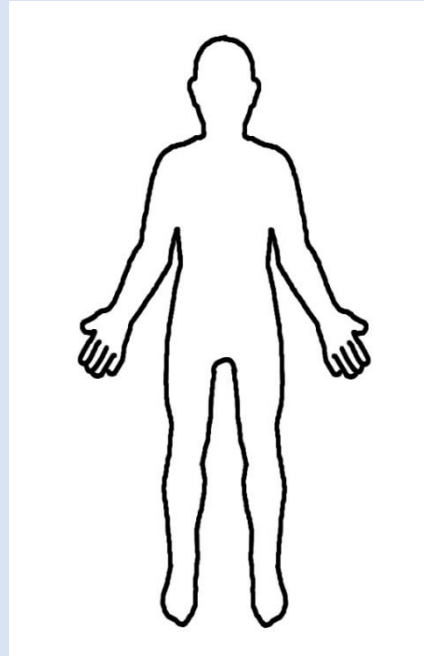
- I can't do this YET / I don't know YET (FUTURE)

not

- I can't do this / I don't know (NOW)

# Developing growth mindset at home

- If children are hearing the same growth mindset messages at home as they are hearing at school, then there is a higher likelihood that they will internalise those messages.
- The children may well have a mixture of the two as people tend not to be Fixed or Growth Mindset in entirety but show elements of both.
- The important bit, is for children (and adults) to start recognising when they are having Fixed Mindset moments so that the behaviour can be altered.
- Repeat after a period of time learning about Growth Mindset's ideals and endeavouring to live life by them. It increases their awareness of how their attitudes are a big part of learning.



# For younger children – example questions

The younger the child is when a Growth Mindset is fostered, the better the child's chance of success now and in later life.

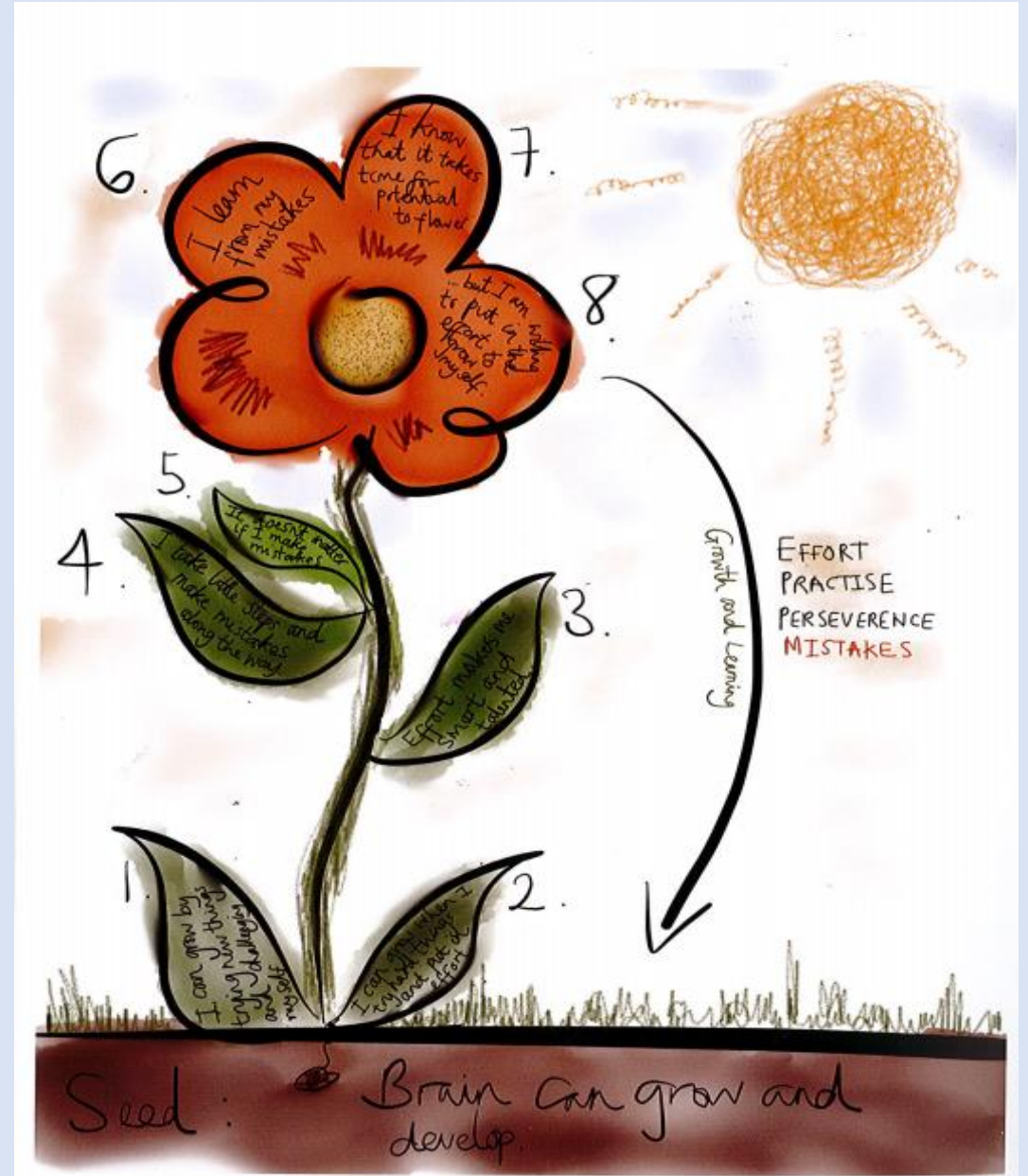
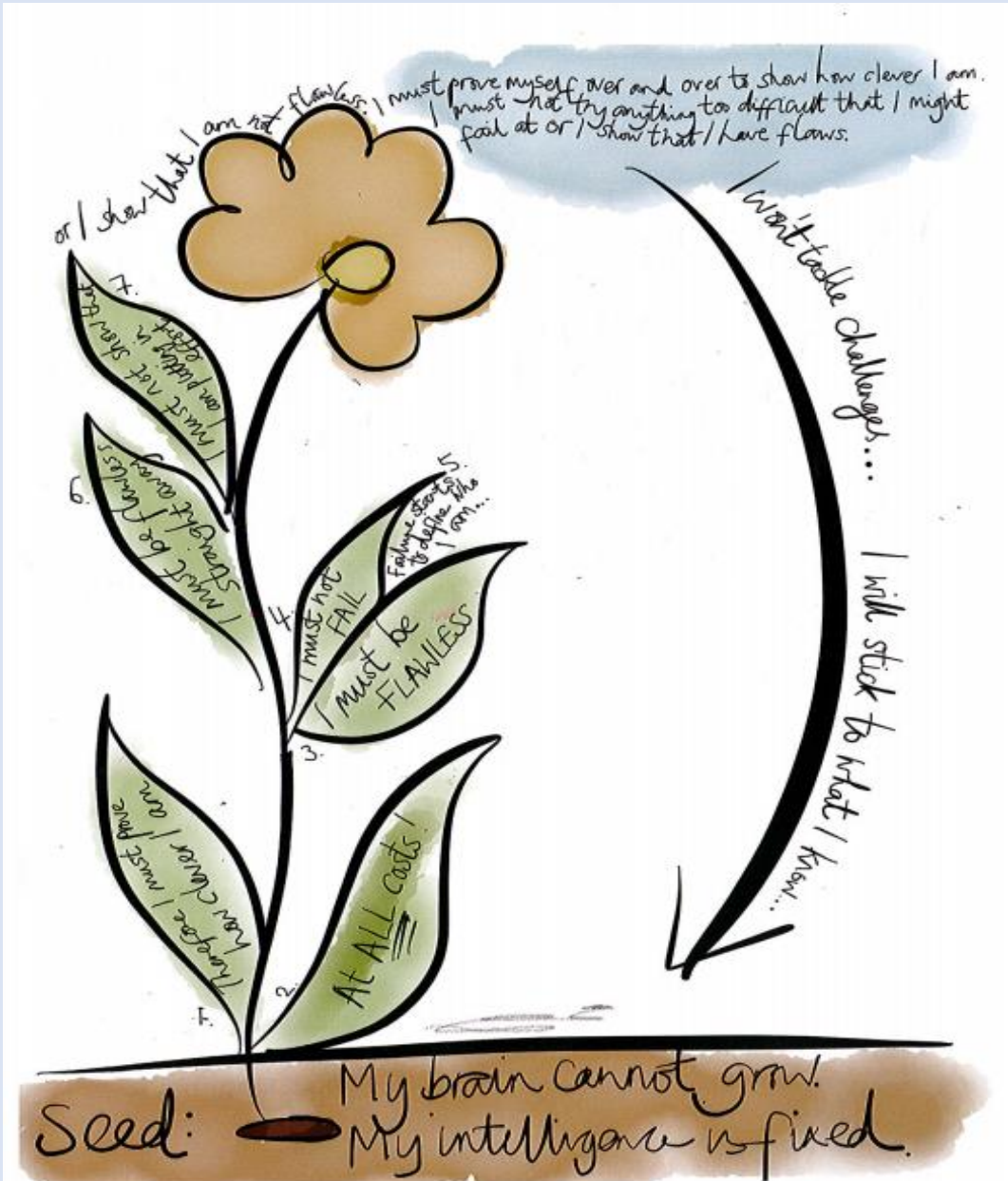
- Your teacher gives you some really hard work. What do you do?
- You find it difficult to throw and catch a ball, but your brother is really good. What do you do?
- You go to try out for a football team and the coach tells you that you are not good enough yet. What do you do?
- You paint a picture but it doesn't really look how you hoped it would. What do you do?
- Your mum tells you that you are moving house and will have to go to a different school. What would you do?
- You haven't learnt to read yet but your best friend is on books with words. What do you do?

# Making Dweck's Theory Accessible for Children

- 12 pairs of Fixed Mindset and Growth Mindset labels (see handout)
- Fun games to play with the children (see handout)
- Children will refer to the labels on a regular basis, so become embedded in their minds
- The more you refer to the labels at home in your everyday conversations, the more embedded and recalled they will become.



# Different seeds of the two Mindsets





# Crucial components

- A crucial component in helping to develop growth mindset at home is to continually talk with your children about how the brain grows, how you can grow your abilities through practice, the gift of being able to learn from one another – tapping all our different strengths and the fact that we are all born with different strengths.

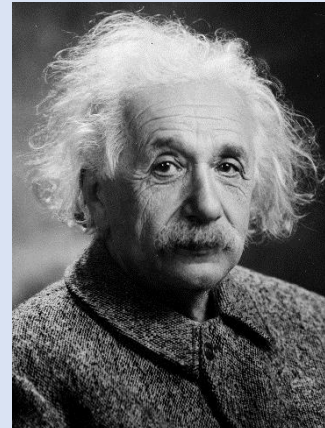
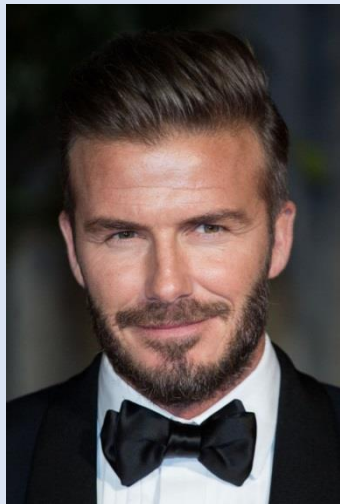
# Strategies for developing a growth mindset culture – discussing intelligence

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**Why have you ordered them in that way?**

How would you define intelligence?



# Definition of intelligence

- What is intelligence?
- Children assume testing measures intelligence.
- Children will compare themselves to their peers.

Important to challenge these ideas so children are not  
'put off' learning because they think they are not  
'intelligent'.

# The danger of the 'intelligence' label

- Fixed Mindset individuals need to protect how intelligent they are perceived.
- If you believe you only have a certain amount of intelligence you will do everything you can to show you have a lot.
- Many child are so focused on getting a top score or beating their peers that they will do whatever it takes to achieve this.
- Test scores – children need to understand that test results do not define them and a result merely reflect where they are now, not where they could be in the future.

# Neurotruths

The brain can be developed like a muscle, changing and growing stronger the more it is used.

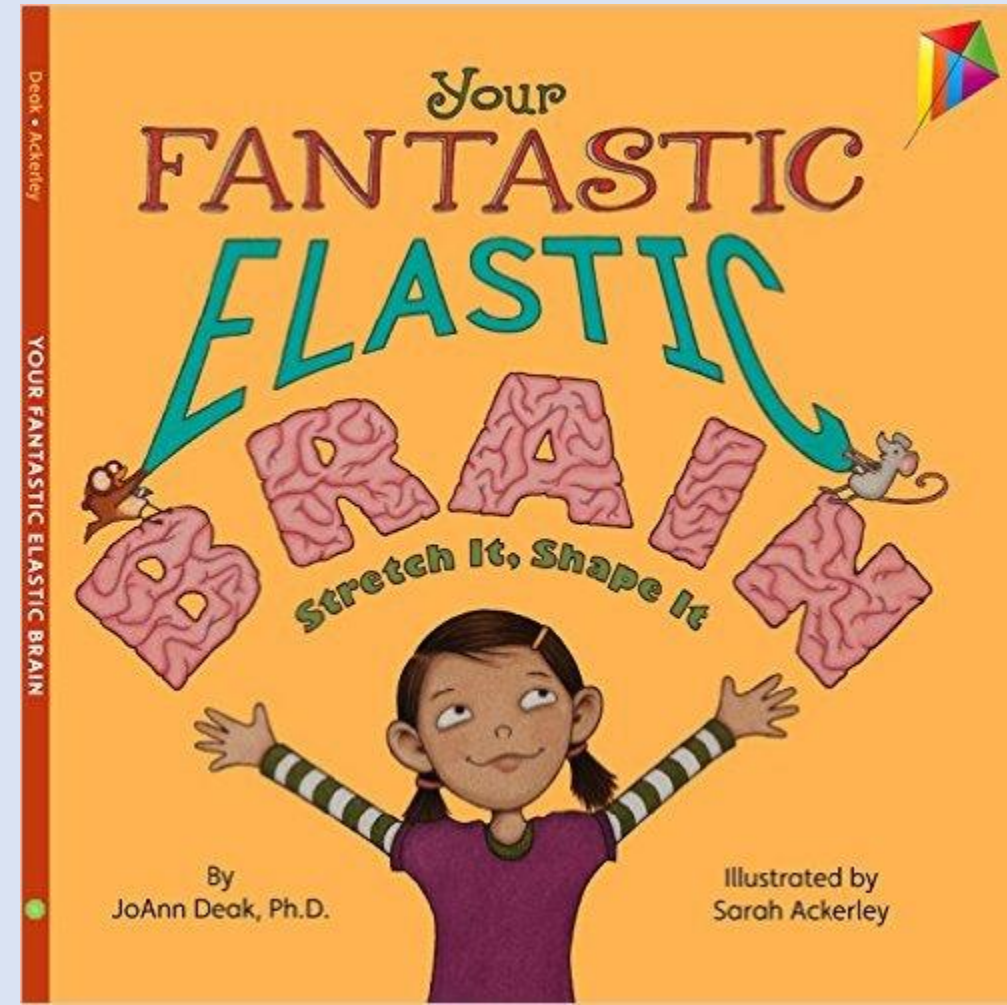
‘Inside the cortex of the brain are billions of tiny nerve cells called neurons. The nerve cells have branches connecting them to other cells in a complicated network. Communication between these brain cells is what allows us to think and solve problems.

When you learn new things these tiny connections in the brain actually multiply and get stronger. The more that you challenge your mind to learn, the more your brain cells grow. Then, things that you once found very hard or even impossible to do – like speaking a foreign language or doing algebra – seem to become easy. The result is a stronger smarter brain.’

Carol Dweck (2011)

# You can grow your intelligence

- How we Learn - Synapses & Neural Pathways
- Neurons growing
- London cab drivers



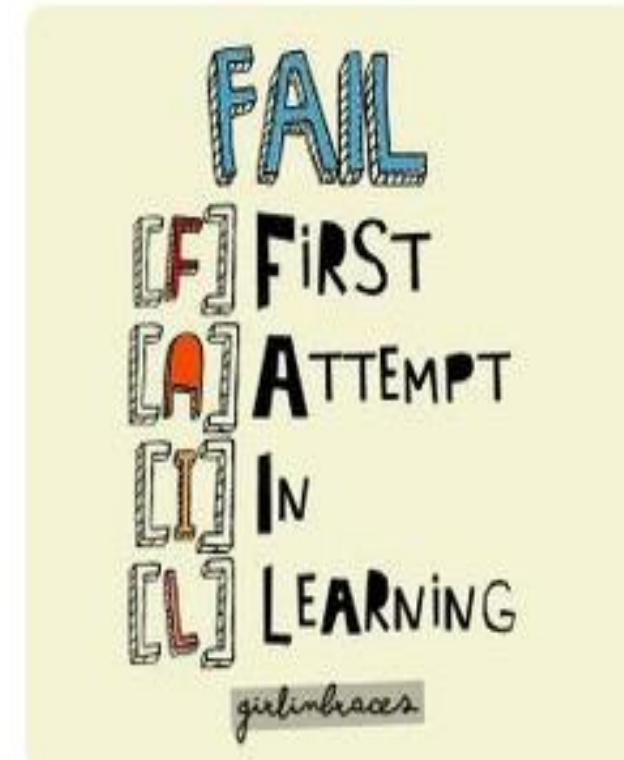
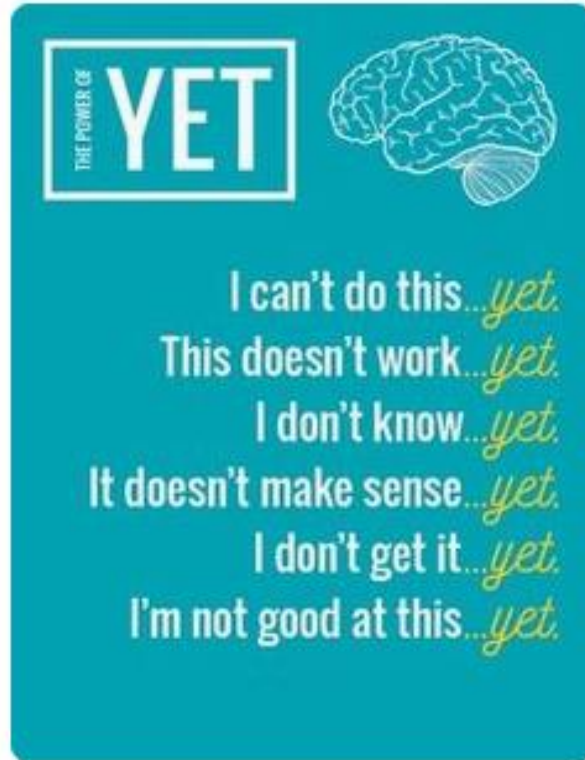
# What is effort?

- Children also need to consider their understanding of effort.
- How do we know if effort is being displayed? It is important that a shared notion be reached.
- The more input the children have in this process, the more they will own it and the more it will mean to them.
  - What is effort?
  - How do we know that effort is happening?
  - How can you ensure you put effort into your learning?
- Self assessment – effort rating



# Motivational Quotes

It's  
**okay**  
to  
**not know,**  
but it's  
**not okay**  
to  
**not try.**



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“You don't have to see the whole staircase, just take the first step.”

Martin Luther King, Jr.

www.minutewonder.com

“I've failed over and over and over again in my life... and that is why I succeed”  
- Michael Jordan



Unless you try to do something beyond what you have already mastered, you will never grow.

Ralph Waldo Emerson



If it scares you, it might be a good thing to try.

Seth Godin



**TAKE RISKS:**  
IF YOU WIN, YOU WILL BE HAPPY;  
IF YOU LOSE, YOU WILL BE WISE.

InspirationBoost.com



i am always doing what i  
CAN NOT DO YET  
in order to learn  
HOW TO DO IT

VINCENT VAN GOGH

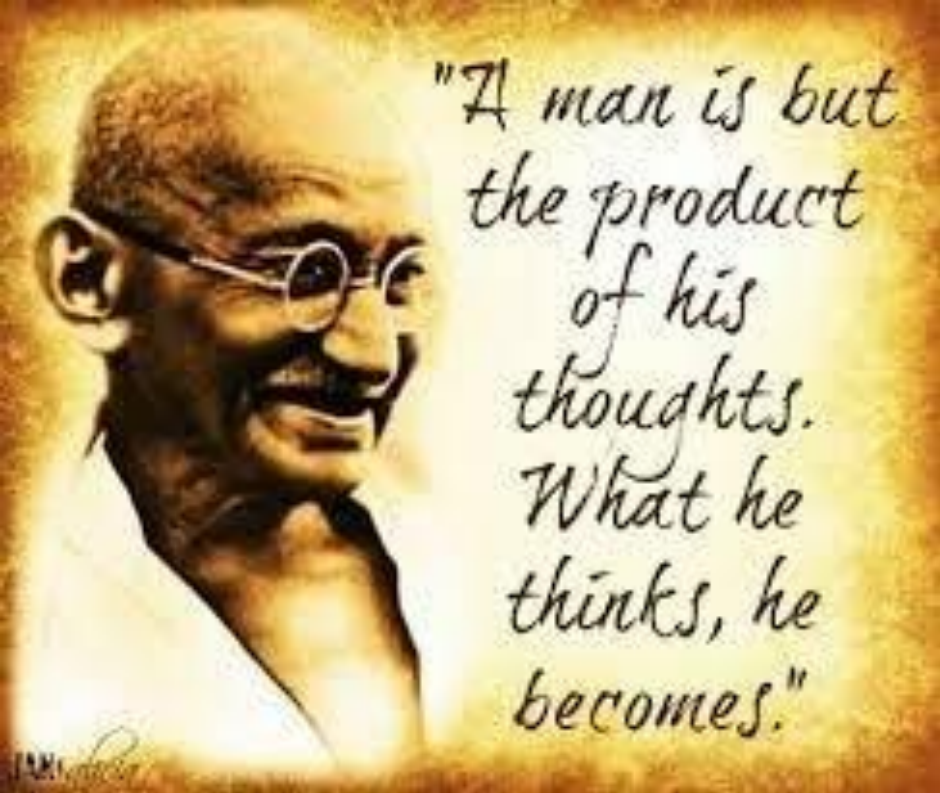
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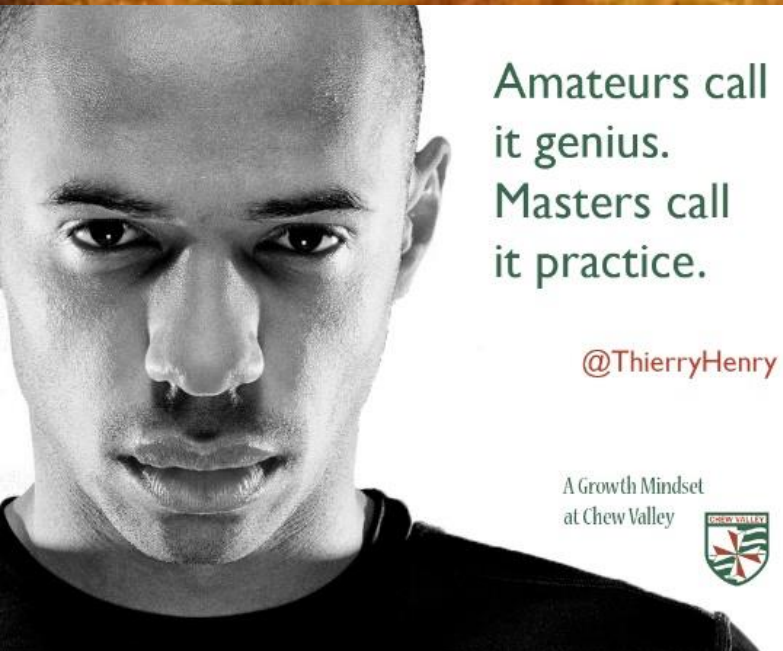
**YOU  
ONLY  
FAIL  
WHEN  
YOU  
STOP  
TRYING.**

venspired.co





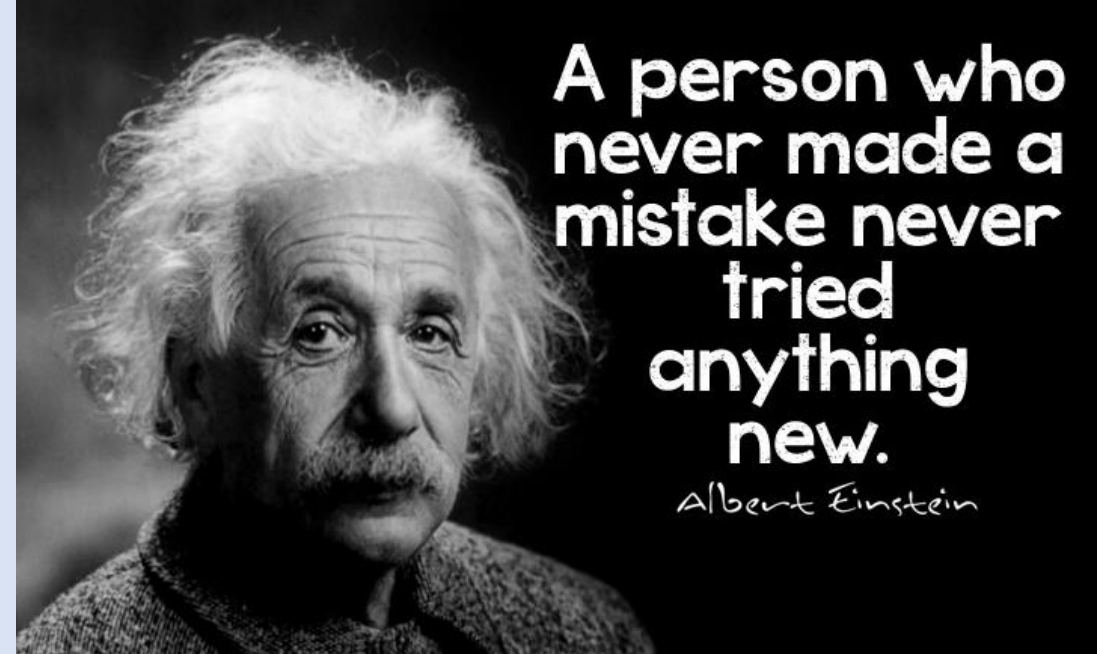
"A man is but  
the product  
of his  
thoughts.  
What he  
thinks, he  
becomes."



Amateurs call  
it genius.  
Masters call  
it practice.

@ThierryHenry

A Growth Mindset  
at Chew Valley



A person who  
never made a  
mistake never  
tried  
anything  
new.

Albert Einstein

It is impossible to live  
without failing at  
something, unless you  
live so cautiously that  
you might as well not  
have lived at all; in which  
case you fail by default.

J K Rowling



# Reward Growth Mindset Behaviours

Scenario: Your daughter has already decided where she'll put the rosettes she's expecting to win at a forthcoming gymnastic competition. When she is not placed, she is devastated. What should you say to her?

- Tell your daughter you thought she was the best.
- Tell her she was robbed of the ribbon that was rightfully hers.
  - Reassure her that gymnastics is not that important.
- Tell her she has the ability and will surely win next time.
  - Tell her she didn't deserve to win.

# 1. Intelligence praise

When children are praised for excellent pieces of work / scores because they must be really smart / intelligent / good at it:

‘Wow! That’s a great picture, you must be really good at art.’

or

‘Great, you solved that maths puzzle really quickly, you are an excellent mathematician!’

- This kind of praise makes it more likely that children will stick to the things they know they can do well and do well quickly.
- Children are less likely to challenge themselves if they are used to getting praised for what they can do well without mistakes.
- If we are praising children’s intelligence then we are basically feeding the Fixed Mindset.

## 2. Process Praise

- Where effort, struggle and perseverance in learning are noted and celebrated with children.
- If these kind of behaviours are praised and the learning strategies that came with this behaviour are discussed, this will lead children to repeat this kind of behaviour in the future.
- **They will develop these strategies and learning behaviours further.**
- It is this behaviour that leads to the best future learning as the right behaviour will be repeated.
- If this culture is developed, children start to pick up on the message from their peers, teachers and families and that has a powerful effect.

# Praise language

To develop a growth mindset culture, a significant aspect is to use praise language which focuses on achievement and effort, and to use encouraging growth mindset mantras which reinforce the message.

- *Well done! You're learning to ...*
- *Good – it's making you think – that's how you know your brain is growing!*
- *Every time you practise, you're making the connections in your brain stronger.*
- *You're good at things you like because you spend a lot of time doing them.*
- *If you could already do it or it was easy, you wouldn't be learning anything.*
- *Your skills have really improved. Do you remember how much harder this was last week / last year?*
- *You kept going – well done!*
- *Don't say no – have a go!*
- *You mean you don't know YET!*



# Applauding mistakes

One of the most important aspects to creating the Growth Mindset culture in the classroom is a whole group understanding and appreciation of making mistakes.

- An individual's Mindset could largely be affected by people around them.
- How does it feel to be 'stuck'?
- The value of mistakes. Learning how NOT to do things and therefore learning how they SHOULD do things.
- What does change is our willingness to make those errors in front of others.
- What is more important is what learning comes from the mistake.
- Applaud mistakes!

# Learning from Mistakes – Relish ‘I don’t know’ moments

- Every time your child makes a mistake, acknowledge it and make a fuss about it in a positive way!
- Congratulate and applaud the mistake.
- Illustrate – we are all able to learn from the mistake.
- Discuss – agree why it is a mistake and decide together what you have learnt from it.
- It helps children to remember the tricky aspects to their learning and enables them to overcome these challenges.
- It informs what they need to remember in order to be successful at the task.



# Just before we go ...

Please take a few minutes to complete our Evaluation form- we are trying to learn from your feedback.

There are also some parent questionnaires if you would like to share your thoughts about other aspects of school.

Thank you for coming!

- [The force - the power of Growth Mindset](#)