

Growth Mindset Initiative

16th September 2014

Developing a Culture of Excellence

Growth Mindset

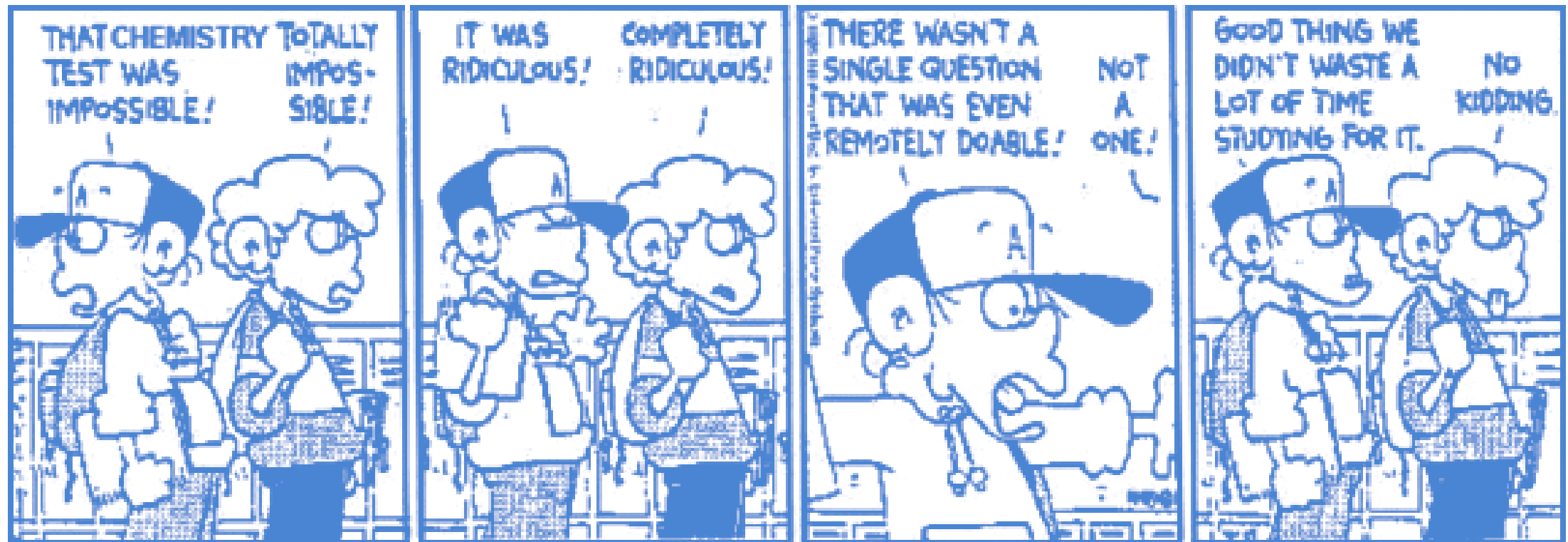
WEST COAST REMIX

AND THAT WAS

Michael Jordan,

What is a Mindset?

- A mindset is a set of beliefs or a way of thinking that determines one's behaviour, outlook and mental attitude



Why this, why now?

- We now know that how our brains learn is complex, depending on a large range of factors.
- It is not just a matter of genetics. Whilst we can't all be Einstein or Michael Jordan we can all improve and the key is purposeful practice and resilience.
- We learn far more from our failures than our successes.
- We are born with seemingly endless reserves of resilience which many of us lose over time.
- We can't change what we are born with but we can fully develop it through hard work and not giving up.

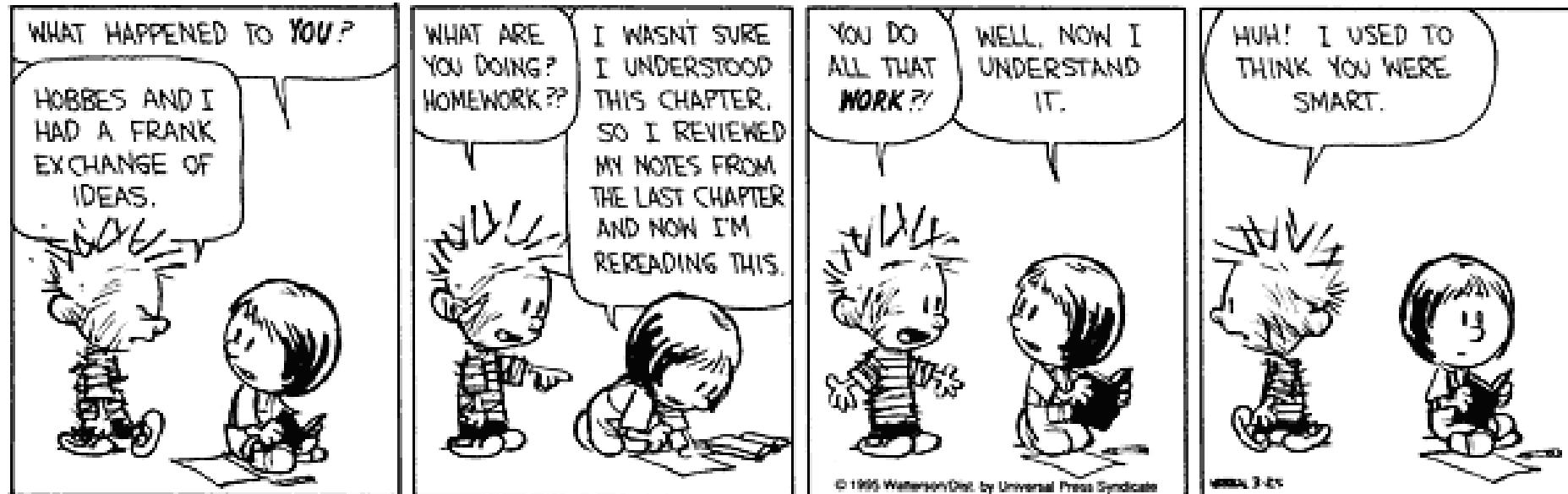
The Myth of Talent

- [Mrs Mao](#)
- [Mr Williams](#)
- [UK table tennis](#)
- [Canadian Ice Hockey](#)

For those with a....	Fixed Mindset	Growth Mindset
<i>Intelligence is...</i>	<i>immutable; given by genetics, chance, or God</i>	<i>mutable and can be developed, improved, and expanded.</i>
<i>Life is...</i>	<i>a test where we have to PROVE ourselves.</i>	<i>a journey where we get to IMPROVE ourselves.</i>
<i>The primary concern is...</i>	<i>managing others' impressions.</i>	<i>exploring one's own curiosity.</i>
<i>Failure...</i>	<i>demonstrates a lack of ability, unworthiness.</i>	<i>presents an opportunity for feedback.</i>
<i>Challenge...</i>	<i>generates fear.</i>	<i>creates excitement, eagerness for learning.</i>
<i>Effort...</i>	<i>shouldn't be needed.</i>	<i>is THE key to improving ourselves.</i>
<i>Others' success...</i>	<i>diminishes, exposes, or shames.</i>	<i>lifts up, offers a chance to learn and grow from greatness.</i>
<i>The end result is...</i>	<i>an early plateau, never reaching one's potential.</i>	<i>ever higher levels of achievement and a greater sense of personal agency.</i>

Long term consequences of a fixed mindset

- Over generalising from one experience
- Exaggerating failures relative to successes
- Categorising oneself in unflattering ways
- Setting self worth contingencies
- Losing faith in ability to perform tasks
- Underestimating the efficacy of effort



Recognising a fixed mindset

In the face of difficulty students holding a fixed mindset are likely to say:	In the face of difficulty students holding a growth mindset are likely to say:
I'm thick/stupid	The harder it gets the harder I need to try
I'm no good at PE/Art/Maths/Languages	I need to slow down and try to figure this out
I have a rubbish memory	I need to work out a method that works for me
I should have chosen an easier subject	I love a challenge

What are we doing to try to engender a growth mindset in our students?

- Encourage excellence from everyone.
- Give individual feedback written and verbal which supports the next steps in their learning.
- Encourage them to take responsibility for their own learning.
- Give tough messages where necessary about effort (effort is not simply doing something for a long time, or doing the same thing over and over).
- Model a love of learning and a curiosity for life so they see that learning is a lifelong journey.
- Give them endless chances to fail in a supportive arena so they can learn from those failures.
- Provide them with lessons where we will explicitly teach them about growth mindset, resilience and the importance of failure in learning.

Gifted and Talented

- The latest research has shown that labelling students as gifted and talented can be seriously damaging, leading to a fixed mindset.
- For many years we have used this to offer extracurricular opportunities to students.
- We want to continue to offer these opportunities but in a way that will not limit any student's achievement.
- The gifted and talented programme will become the enrichment programme and will be open to students who show real passion for a subject and a desire to take their learning about a subject further and deeper.

How can you help?

- Encourage their curiosity.
- Praise effort rather than attainment.
- Accept that failure is a really important part of learning.
- Use the language of “yet”.
- Be careful how you use rewards.



“‘How To Do Well In School Without Studying’ is over there in the fiction section.”



Questions

Mrs West – Independent Learning

vwest@chelmer.essex.sch.uk

Mrs Fox – Growth Mindset

sfox@chelmer.essex.sch.uk