

# Growth Mindset



# Learning Intention and Success Criteria

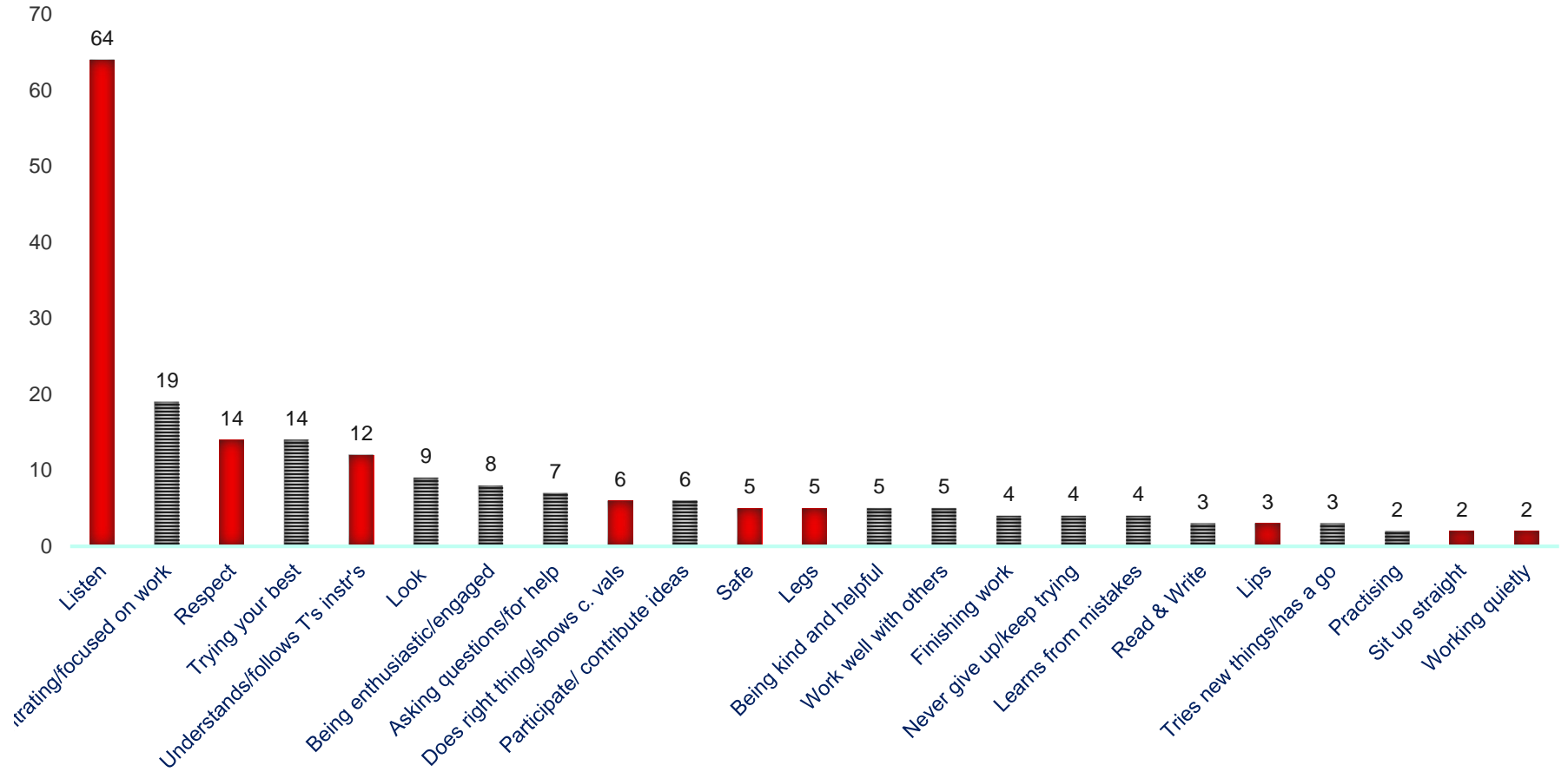
**WALT:** We are learning to create a culture in which students embrace learning challenges by creating a Growth Mindset.

**TIB:** A growth mindset is required to accept or give feedback in an effective way. This allows our students to effectively set goals and continue to be lifelong learners. It also encourages our students to better engage in their learning.

## **Success Criteria (WILF):**

- I can explain why a growth mindset is important.
- I can describe how a growth mindset positively impacts learning compared with a fixed mindset
- I can explain how mindsets influence the way students respond to learning.

# WHAT MAKES A GOOD LEARNER?



# Carol Dweck's Mindsets



Carol Dweck is one of the world's leading researchers in the field of motivation. Her research has focused on why people succeed and how to foster success.

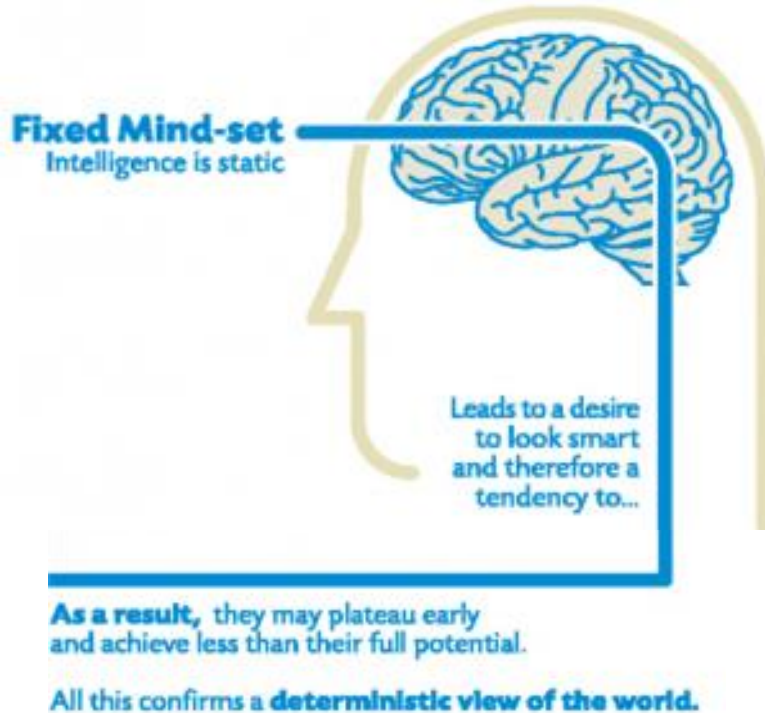
After studying the behavior of thousands of children, Dweck coined the terms fixed mindset and growth mindset to describe the underlying beliefs people have about learning and intelligence.

# Our mindsets exist on a continuum

The goal is to assist our students in acquiring a growth mindset or realising when they demonstrate fixed mindset elements/characteristics so that they can as a result better reflect on feedback and strategies for how to improve.



# Characteristics of a fixed mindset



## CHALLENGES

...avoid challenges



## OBSTACLES

...give up easily



## EFFORT

...see effort as fruitless or worse



## CRITICISM

...ignore useful negative feedback

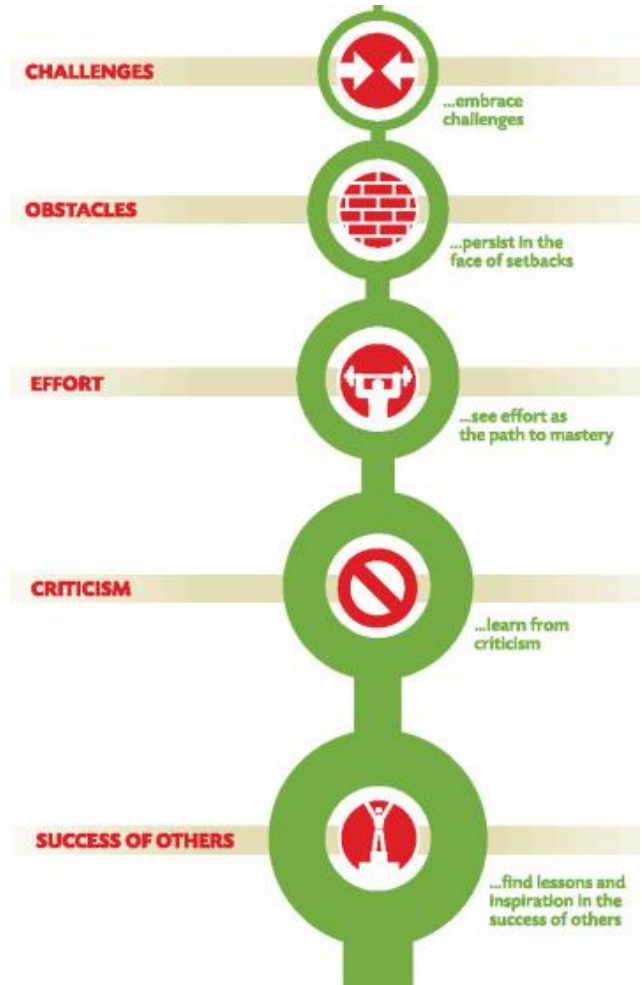


## SUCCESS OF OTHERS

...feel threatened by the success of others



# Characteristics of a Growth mindset



# Test: Fixed mindset Vs Growth mindset

## Instructions:

- There are 2 scenarios
- After watching each scenario your table will need to decide if the student had a fixed mindset or a growth mindset
- When you know the answer, one person on your table will need to hold up either the fixed mindset or growth mindset card



DEVELOPING A **GROWTH MINDSET**



<b>INSTEAD OF.....</b>	<b>TRY THINKING....</b>
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

# Sorting Activity

## Instructions:

Each of these sentences relates to fixed and growth mindsets.

1. Divide them into **two even piles**, one pile containing what you believe to be sentences characteristic of a **fixed mindset**, and the other pile containing phrases that you believe to be characteristic of a **growth mindset**
2. **Pair** each **fixed mindset** sentence with a **corresponding growth mindset** sentence

# Answer Sheet

DEVELOPING A **GROWTH MINDSET**



<b>INSTEAD OF.....</b>	<b>TRY THINKING....</b>
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

# The power of, 'yet'



# Carol Dweck on the power of 'yet'



Listen up to 2:09

<https://www.youtube.com/watch?v=hiiEeMN7vbQ>

# Resilience: Stretching the 'emotion muscle'



## REALISTIC EXPECTATIONS

- Expectations are linked to happiness. **High** expectations can be stressful, **low** expectations create fixed mindsets whilst **realistic** expectations allow for success and personal value

## RECOGNISING EMOTIONS

- "I can see this is worrying you."
- "It's ok to feel frustrated by this."
- "How can I help?"

## SELF CONTROL

- Recognise your zone and assist students to recognise theirs

# The bridge to 'yet'



Listen from 3:30 - 5:37

<https://www.youtube.com/watch?v=hiiEeMN7vbQ>

# The Learning Pit

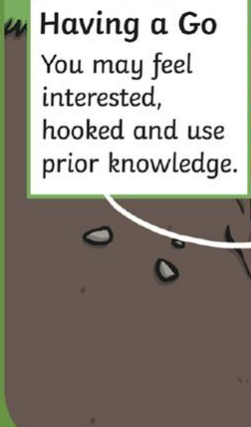
## Facing a Challenge

You may feel anxious, nervous, scared, excited or comfortable.



## Having a Go

You may feel interested, hooked and use prior knowledge.



## Problem-Solving

You may feel angry, distracted, frustrated, challenged, confused or uncomfortable.



## Deep Learning

You may feel a sense of collaboration and concentration.



## Successful Learning

You should feel achievement and pride.





# Growth mindsets and learning dispositions



- Learning dispositions refer to the way in which learners engage in and relate to the learning process.
- Learning dispositions affect how students approach learning and therefore the outcomes of their learning.
- learning dispositions are integral to furthering skills, engagement and deep understanding.

**Growth Mindset + Learning Dispositions  
= Successful, life long learners**

# Learning dispositions

Some commonly identified learning dispositions that are particularly relevant when thinking about future-focused practices, include:

- Persistence
- Agility and Flexibility
- Motivation and drive to learn
- Metacognition (thinking about thinking)
- Problem solving and questioning



# Be creative, Take risks!



We want our students to tackle challenges because they understand that learning takes a lot of effort and can feel uncomfortable. We will equip our students with strategies to persevere because we don't want them to give up when things get difficult.

We want our students to take risks, participate in class, and understand that mistakes are normal.



**Thank you!**