



Advisory Teaching Service

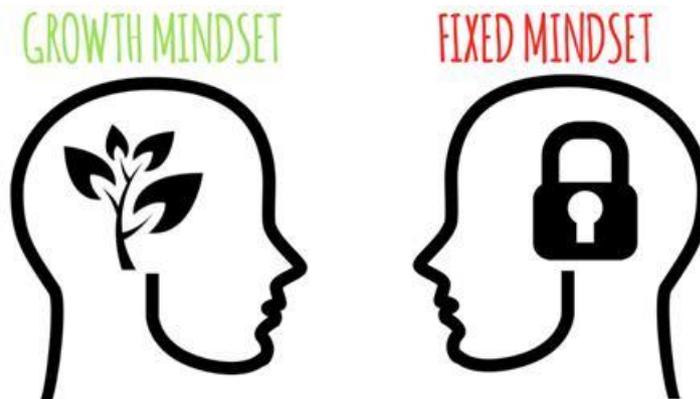
Advice sheet for developing a Growth Mindset

These strategies are for use by all staff to establish and maintain positive attitudes to learning and a constructive atmosphere in the classroom.

Areas of Difficulty:

- Low motivation and self-esteem relating to school work
- Lack of resilience and persistence in the face of a challenge
- Low level of independent work
- Low expectations of themselves

Mindset refers to the pupil's assumptions and beliefs about their ability to learn. Pupils' beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.



Growth mindset:

- Pupils (teachers, all people) with a growth mindset believe that intelligence can be developed.
- These pupils focus on learning over just looking clever, see effort as the key to success, and thrive in the face of a challenge.
- Pupils with a growth mindset attain better in school.
- Academic tenacity increases. A growth mindset is a skill for life.

Fixed mindset:

- Pupils with a fixed mindset believe that people are born with a certain amount of intelligence, and they can't do much to change that.
- These pupils focus on looking clever over learning, see effort as a sign of low ability, and wilt in the face of a challenge.



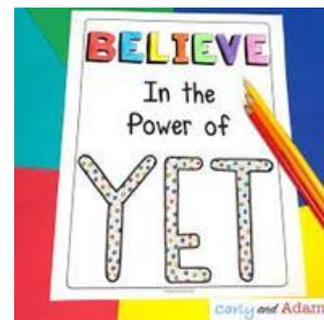
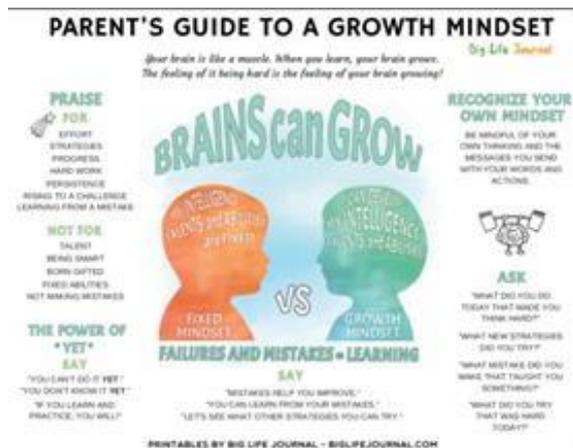
Teaching and developing a growth mindset (see below for links to lesson plans and resources):

1. Teach pupils about growth, that brains have plasticity i.e. they change and grow as we learn new skills
2. Teach pupils about the concept of a mindset
3. Set learning goals (mastery) v performance goals (performance thresholds)
4. Teacher's use of language – use of 'praise'; use of reframing of challenge (good challenge) – see below for details on language
5. Teacher modelling, let them in on your own learning, making mistakes and persisting
6. Include parents in your approach, so they can do the same at home

Examples of language to foster a growth mindset

Effort	Challenge	Mistakes, good mistakes
Trial and error	Trial and improvement	Outcomes
Persistence	Process	Determination
Not giving up	Grit	Resilience

- Use the word **Yet** – you can't do it/solve it/be the swimmer you want to be, yet. But you're starting/working on it/getting there
- In this lesson I expect you to make at least three mistakes.
- If you're not making mistakes let me know and I'll set you more challenges.
- Not being able to do something is how we all start out.



Avoid using praise which implies the pupil is doing well because of traits, such as 'you're so clever', 'you're amazing', 'I expected that super work from you'. Instead base praise on feedback on the task and on the effort the pupil has put in.



Research:

The growth mindset theory and approach is underpinned by extensive research. This is well documented in research and books by Carol Dweck in particular.

Article by Dweck, Walton, and Cohen at ed.stanford.edu/sites/default/file/manual/dweck-walton-cohen-2014.pdf

Resources for lessons and displays:

Growth Mindset lessons – Kate Muncaster and Shirley Clarke

How to develop Growth Mindsets in the Classroom by Mike Gershon

www.mindsetworks.com

www.mindsetkit.org

www.understood.org

www.biglifejournal.com

www.classdojo.com

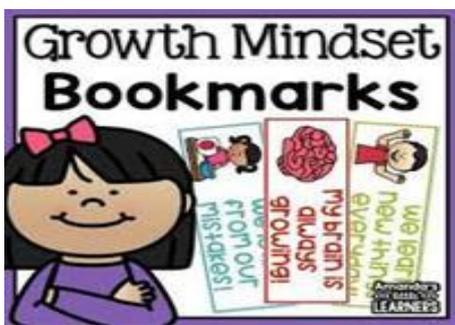
How the brain works: www.sciencemuseum.com

Summary of Dweck's Mindset

Fixed vs Growth

Fixed	vs	Growth
<u>ability is static</u>		<u>ability is developed</u>
avoids challenges		embraces challenges
gives up easily		persists in obstacles
sees effort as fruitless		sees effort as necessary
ignores useful criticism		learns from criticism
threatened by others		inspired by others' success

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Train your Brain with a Growth Mindset

Instead of...	Try thinking...
I'm not good at this.	What am I missing?
I give up.	I will use a different strategy.
It's good enough.	Is this the best I can do?
It is too hard.	I need more time and effort.
I made a mistake.	I can learn from my mistakes.
I can't do it.	I will learn how to do it.
They are better at doing it.	What can I learn from them?
That way didn't work.	I will try a different way.
I can't make this any better.	I can always improve.
I avoid challenges.	I will embrace challenges.