

Creating a 'Growth Mindset' Classroom

We want to create a 'risk-free' learning environment

- where students are willing to
 - * Learn
 - * Risk making mistakes
 - * Push themselves
 - * Take on challenge
- where teachers communicate confidence in all students' ability to rise to the learning challenge
- where students are able to effectively self-assess their own learning and effort

A GROWTH
MINDSET

Means that you believe
INTELLIGENCE
can be
DEVELOPED

And you have a
PASSION
to
LEARN
which means you

Embrace
challenge

LEARN
from criticism

KEEP GOING
WHEN THINGS GET
TOUGH

Are
INSPIRED
by the
GREATNESS
in others

AND

SEE
effort
AS THE PATH TO
mastery

Mindset matters to:

- educational achievement.
- social mobility
- the wellbeing of children
- the achievement of a good society.



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.

The Mindsets: research of Carol Dweck, PhD

Fixed Mindset: Intelligence is static

Leads to a desire to look smart and therefore a tendency to...

Challenges

...avoid challenges

Obstacles

...get defensive or 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

Result

As a result, they may plateau early and achieve less than their full potential.

Growth Mindset: Intelligence can be developed

Leads to a desire to learn and therefore a tendency to...

Challenges

...embrace challenges

Obstacles

...persist in the face of obstacles

Effort

...see effort as the path to mastery

Criticism

...learn from criticism

Success of Others

...find lessons and inspiration in the success of others

Result

As a result, they reach ever-higher levels of achievement.

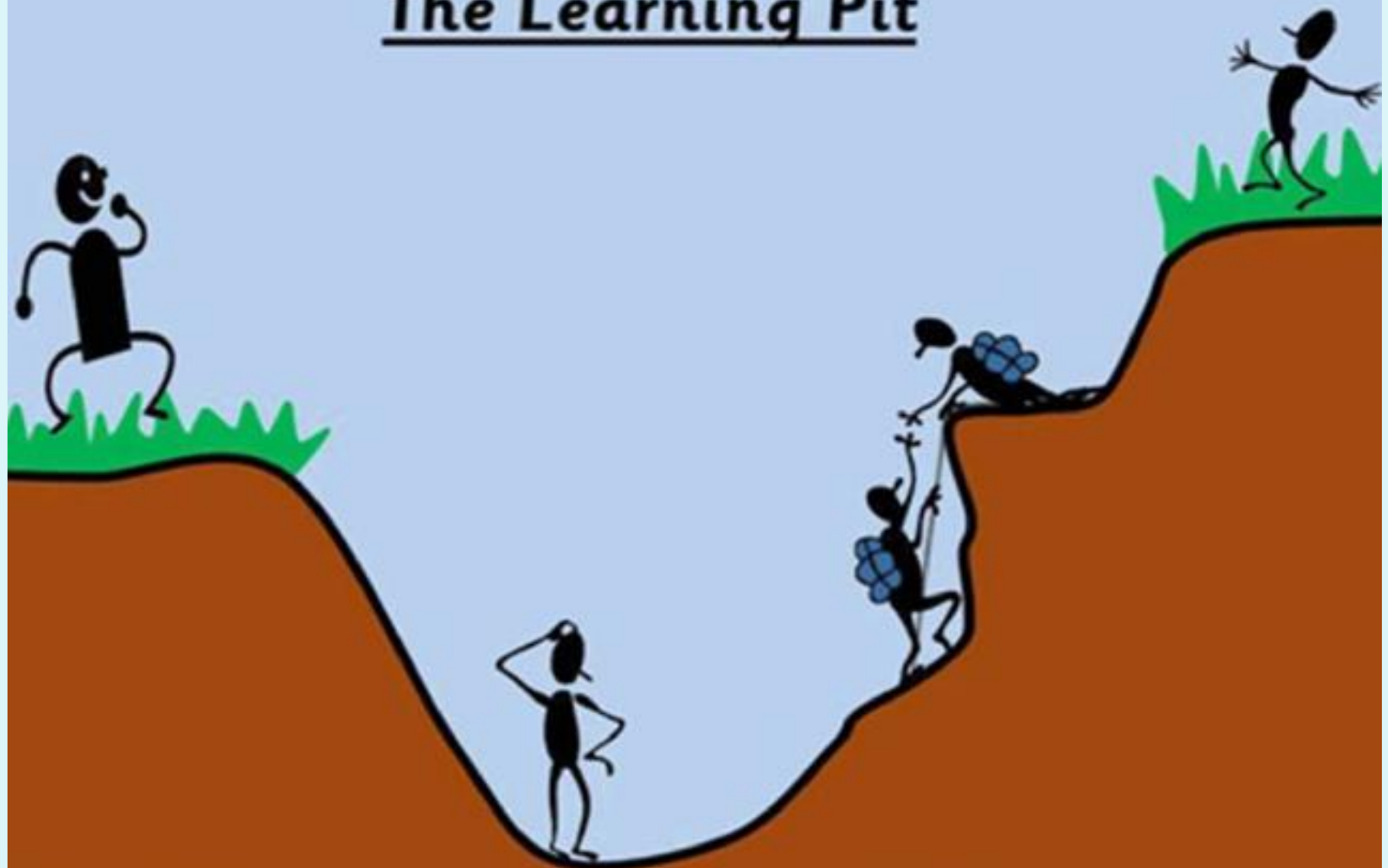
Children with a 'fixed mindset'

- Research shows more girls have a fixed mindset than boys in maths
- 'Higher ability' pupils often have a fixed mindset; having always received praise for being 'smart', they won't take on further challenges for fear of losing that 'smart' label
- 'Lower ability' pupils with a fixed mindset perceive themselves as 'not smart' and only ever capable of tackling 'easy' tasks
- These children see 'failure' as something to be avoided, so stay firmly in their comfort zone

Learning without giving up



The Learning Pit



Good learners go into the PIT!

The Learning

Easy learning
happen up here = C

take step
by step)

Pit



you are
proud you have
achieved your learning

up here you are
learning but your not
learning hard learning

Good learning
happens here
in the pit

you feel Happy,
proud and excited.

when you are in the
pit these are things you
could say: Come on, I can
do this. Keep going. Come
on I'm nearly there.



you feel
frustrated, annoyed
challenged and pressured
when you are in the learning pit.

talk to
your self. Keep
going. get an
expert to help you.
Those are 3
strategies to
help you in
the learning
pit.

By Army

<https://www.youtube.com/watch?v=t4np5wLAhWw#t=42>



Anagrams test

1. DEAF BECK (one word)
2. RIGHTED MS WONT (two words)
3. CHANGE ELL (one word)
4. PER GROSS (one word)
5. INTERNAL PIG (two words)

Anagrams test

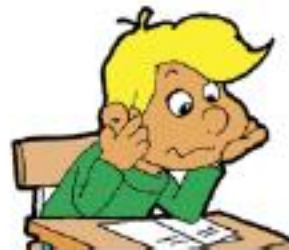
- | | |
|--------------------|----------------|
| 1. DEAF BECK | FEEDBACK |
| 2. RIGHTED MS WONT | GROWTH MINDSET |
| 3. CHANGE ELL | CHALLENGE |
| 4. PER GROSS | PROGRESS |
| 5. INTERNAL PIG | LEARNING PIT |

How did you start to feel?

5/5



3/5



1/5



© Herts For Learning



How many of these
phrases
have you used?

Clever girl
Bright boy
Brilliant linguist
Gifted musician
He's a natural
By far the best
Top of the class

The effect of praise on Mindset

https://www.youtube.com/watch?v=TTXrV0_3UjY&list=PLNfgVuV7v6EJUSQCyvUumT2p83LIGr5AW&index=1



The best kind of praise...

- is sincere
- is well-deserved
- is relevant
- is linked to process (learning), rather than outcome (achievement)
- is accompanied by constructive criticism
- is consistent

Sutton Trust Teaching and Learning Toolkit

Feedback

High impact for low cost, based on moderate evidence.

£

£

£

£

£

£

£

£

£

£

£

£

£

£

£

£

£

+8
months

Feedback

- Oral feedback
- Next steps
- Mini plenaries
- Peer and self assessment
- Marking symbols





Sutton Trust

Teaching and Learning Toolkit

Setting or streaming

Negative impact for very low or no cost, based on moderate evidence.



-1
month

Groups

- Mixed ability learning
- Guided groups
- Grouped for particular purpose
- Extended writing groups
- Learning partners



Messages about failure

- Nine year old Elizabeth was on her way to her first gymnastics meet. Lanky, flexible and energetic, she was just right for gymnastics, and she loved it. Of course, she was a little nervous about competing, but she was good at gymnastics and felt confident of doing well. She had even thought about the perfect place in her room to hang the ribbon she would win.

Messages about failure

- In the first event, the floor exercises, Elizabeth went first. Although she did a nice job, the scoring changed after the first few girls and she lost. Elizabeth also did well in the other events, but not well enough to win. By the end of the evening, she had received no ribbons and was devastated.

What would you do if you were Elizabeth's parents?

- 1. Tell Elizabeth you thought she was the best.
- 2. Tell her she was robbed of a ribbon that was rightfully hers.
- 3. Reassure her that gymnastics is not that important.
- 4. Tell her she has the ability and will surely win next time.
- 5. Tell her she didn't deserve to win.

Parent's checklist

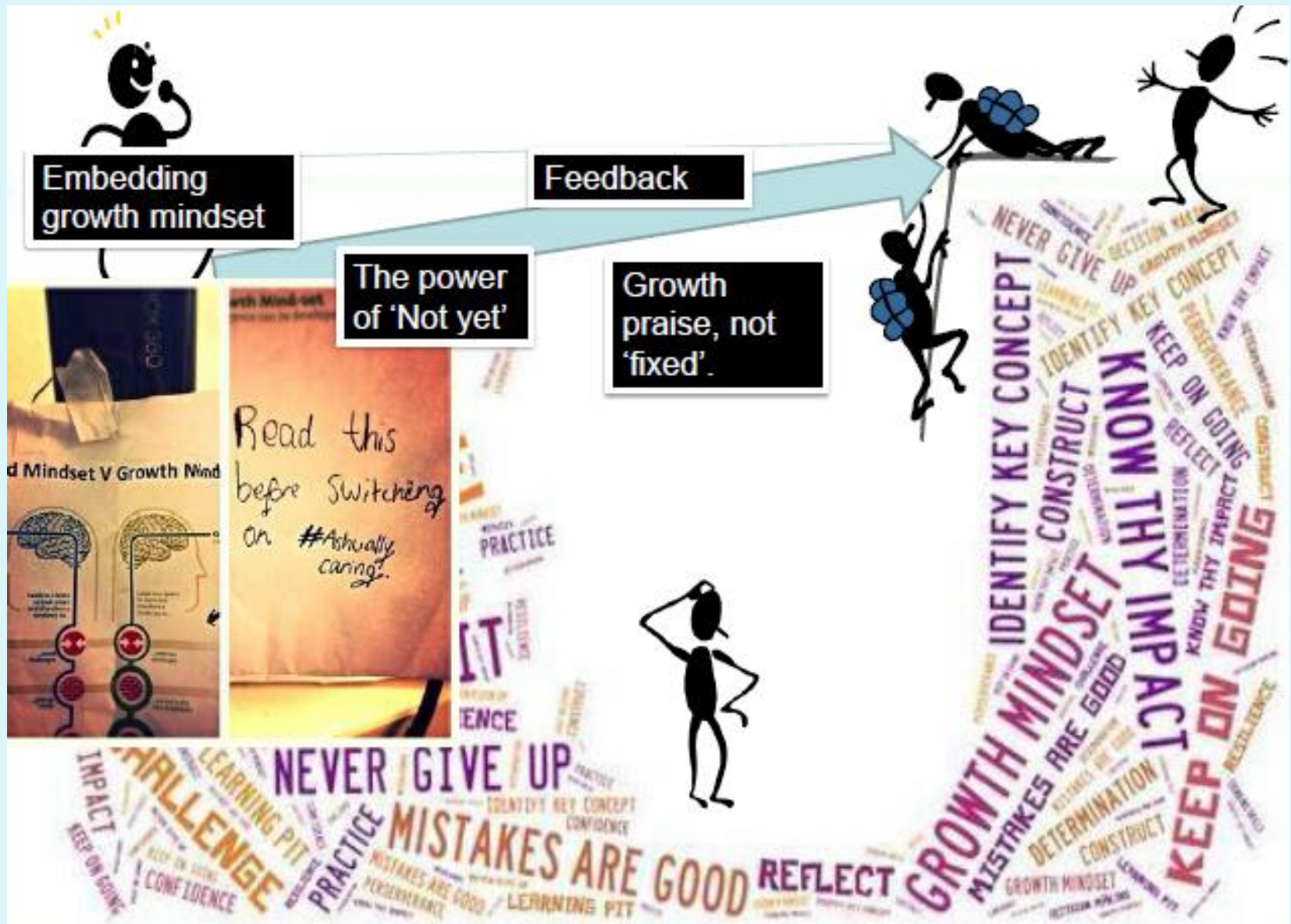
Don't say

- You must get 10/10 because you're so bright.
- Praise intelligence and talents as though they are fixed.

Do say:

- I'm so proud of how hard you are trying and how much you are learning.
- Praise effort rather than focus on outcome.

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



How can we enact a growth mindset culture in our school?

- Ensure all stakeholders – staff, students, governors and parents – have the approach clearly explained
- Change the language of feedback
- Use growth mindset praise
- Use formative comments only for assessments
- Encourage children to feel confident to make mistakes

Key Concepts for Pupils

- * concentrate
- * don't give up
- * be cooperative
- * be curious
- * have a go
- * use your imagination
- * keep improving
- * enjoy learning

Do Say	Don't Say
What am I missing?	I'm so stupid.
I seem to be on the right track.	I'm awesome at this.
I'm going to train my brain in Maths.	I just can't do Maths.
This is going to take some time.	This is too hard.
I'm going to work out how he / she's doing it.	She / He's so smart, I wish I was as smart.
What can I do to improve?	My answer is fine the way it is.
That's an interesting idea for improvement. How can I use that in my work?	Looking at examples and the mark scheme won't make my work any better. I just want to know what level / grade I got.

Taking the lid off the jar

- <https://www.youtube.com/watch?v=v-Dn2KEjPuc>



The Growth Mindset:

"People believe... their talents and abilities can be developed through passion, education, and persistence.

For them...it's about a commitment to learning—taking informed risks and learning from the results, surrounding yourself with people who will challenge you to grow, looking frankly at your deficiencies and seeking to remedy them."

--Carol Dweck